

## Bachelor's Essay (A703009)

**Course size** *(nominal values; actual values may depend on programme)*

**Credits 6.0**

**Study time 180 h**

**Course offerings and teaching methods in academic year 2025-2026**

A (Year)

Dutch

Gent

independent work

**Lecturers in academic year 2025-2026**

Plevoets, Koen

LW22

staff member

Jooken, Lieve

LW22

lecturer-in-charge

**Offered in the following programmes in 2025-2026**

**crdts**

**offering**

Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, English, French)

6

A

Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, English, German)

6

A

Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, English, Italian)

6

A

Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, English, Language Technology)

6

A

Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, English, Russian)

6

A

Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, English, Spanish)

6

A

Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, English, Turkish)

6

A

Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, French, German)

6

A

Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, French, Italian)

6

A

Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, French, Language Technology)

6

A

Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, French, Russian)

6

A

Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, French, Spanish)

6

A

Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, French, Turkish)

6

A

Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, German, Italian)

6

A

Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, German, Language Technology)

6

A

Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, German, Russian)

6

A

Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, German, Spanish)

6

A

Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, German, Turkish)

6

A

**Teaching languages**

Dutch

**Keywords**

Bachelor paper, research skills, academic writing skills

**Position of the course**

The 'Bachelor paper' study unit focuses on the practice of critical research skills in an individual academic paper. Heuristic skills and research methods addressed in bachelor 1 and 2 core courses are revised and practised in depth in an online learning module, which focuses on the research steps taken in writing a literature study.

Students learn to master the following skills: selecting academic sources from relevant databases, compiling a list of references, reflecting on methodology, writing a critical analysis and synthesis of academic sources, writing a state of the art, mastering skills of statistical analysis.

As a rule, bachelor papers are not written in Dutch but in the language of the supervisor's language section. Papers supervised by members of the Dutch, Russian, Turkish or Language Technology section, can use Dutch as a main language but conditions apply.

## **Contents**

Students select a research topic from a list of subjects proposed by supervisors or submit a well-motivated proposal. The standard research design for the bachelor paper is a literature review (state of the art) that can provide the basis for empirical research in the student's Master's dissertation.

This standard trajectory is supported by compulsory learning paths on the online learning platform in the course of the first semester. Learning paths practise academic skills (selecting and assessing sources, arguments and structure of academic work, citing and paraphrasing sources, intellectual property and plagiarism, objectivity, features of the abstract, bibliography) and revise research methodology. Students also complete an online data modelling learning path.

Students need to demonstrate that they have acquired the following competences:

- 1) consult academic databases and other digital and non-digital academic search engines and repositories to select relevant publications
- 2) show insight into the contents, argumentation and methodology of sources during feedback discussions with their supervisor
- 3) apply the APA bibliographic conventions of referencing sources in a text and list of references
- 4) compile a critical comparative analysis and synthesis of academic sources and motivate this compilation orally
- 5) elaborate a new research question (at least one) and a research design for a follow-up Master's paper based on the literature study of the bachelor paper
- 6) motivate the possible use of generative AI in skills 1)-5) explicitly in the text of the paper and during an interview
- 7) complete a digital data modelling learning path on Ufora independently

## **Initial competences**

The student has achieved the final objectives of the second bachelor year (general courses, core courses, language practice). Students are also expected to have completed the generative AI learning path on Ufora.

## **Final competences**

- 1 Having a command of the language in which the bachelor paper is written at C1 level of the Common European Framework of Reference for Languages for writing skills. [B.1.2, assessed]
- 2 Having knowledge and understanding of the theories related to applied language studies and applying them in the analysis of language use and research topics. [B.1.4, assessed]
- 3 Formulating a research question on a topic related to applied language studies under supervision, critically using appropriate research methods when analysing and answering the research question, and developing a scientifically underpinned reflection on the topic. [B.2.1, assessed]
- 4 Formulating a research question on a topic related to applied language studies under supervision, critically using appropriate research methods when analysing and answering the research question, and developing a scientifically underpinned reflection on the topic. [B.2.1, assessed]
- 5 Formulating a research question on a topic related to applied language studies under supervision, critically using appropriate research methods when analysing and answering the research question, and developing a scientifically underpinned reflection on the topic. [B.2.1, assessed]

- 6 Having a critical understanding of the different sources, heuristic methods and relevant instruments for research in the area of applied language studies with a view to independently gathering and processing data. [B.2.2, assessed]
- 7 Reporting on research in applied language studies, both in Dutch and in the foreign language used in the bachelor paper, tailored to peers in an academic register. [B.2.3, assessed]
- 8 Thinking and reasoning analytically and creatively from a scientific perspective and solving unfamiliar, complex problems based on this academic background. [B.3.2, assessed]
- 9 Being aware of the values and standards that underpin scientific work, respecting intellectual property of others. [B.5.1, assessed]
- 10 Applying digital methods, resources and strategies in the process of research (finding, collecting, analysing) [assessed]
- 11 Students are able to motivate their possible use of AI explicitly in the text of their paper and during a feedback conversation with their supervisor. [assessed]

#### Conditions for credit contract

This course unit cannot be taken via a credit contract

#### Conditions for exam contract

This course unit cannot be taken via an exam contract

#### Teaching methods

Independent work

#### Extra information on the teaching methods

Individual work  
Students complete Ufora learning paths in the first semester.  
Bachelor paper  
Supervised and guided research and writing. Part 1 of the paper is due to be uploaded at the beginning of the second semester.

#### Study material

None

#### References

Crete, P. & Lea, M. R. (1997). *Writing at University. A Guide for Students*. Buckingham: Open University Press.

Defrancq, B. & Van Laeke, G. (2009). *Leesbaar schrijven*. Antwerpen & Apeldoorn: Garant.

De Wachter, L. & Van Soom C. (2014). *Academisch schrijven*. Een praktische gids. Leuven: Acco.

Jungslager, F. & Maljaars, W. (2016). *Kritisch denken & schrijven*. Van onderzoeksvraag naar wetenschappelijke tekst. Coutinho.

Lamers, dr H.A.J.M. (1993). *Hoe schrijf ik een wetenschappelijke tekst?* Bussum: Coutinho.

Lernout, G., & Beyen, M. (2009). *Schrijf het zelf: academisch schrijven voor cultuurwetenschappers*. Leuven/Den Haag: Acco.

Meysman, H. & Vanderhoeven, J. L. (2004). *Paper, project of scriptie. Van muisklik tot tekst*. Leuven/Voorburg: Acco.

Pollefliet, L. (2018). *Een eindwerk schrijven. Do's & don'ts*. Gent: Academia Press.

Purdue Online Writing Lab. (1995-2021). APA Formatting and Style Guide. <http://owl.english.purdue.edu/owl/resource/560/01/>

Richards, K., Ross, S. & Seedhouse, P. (2012). *Research methods for applied language studies*. London & New York: Routledge.

Tol-Verkuyl, E. M. (1997). *Van opzet tot opmaak. Stappenplan voor het maken van verslagen en scripties*. Coutinho.

T'Sas, J. (1999). *Thesis of scriptie. Hoe begin ik eraan en hoe werk ik ze af?* Gent: Scoop.

van Belle, H. & Reynders, A. (2004). *Functioneel en strategisch schrijven. Adviezen en oefeningen op tekstniveau*. Leuven/Voorburg: Acco.

Williams, J. & Chesterman, A. (2002). *The Map. A beginner's guide to doing*

*research*  
*in Translation Studies*. Manchester: St. Jerome Publishing.

#### **Course content-related study coaching**

Office hours and email.

#### **Assessment moments**

continuous assessment

#### **Examination methods in case of periodic assessment during the first examination period**

#### **Examination methods in case of periodic assessment during the second examination period**

#### **Examination methods in case of permanent assessment**

Assignment

#### **Possibilities of retake in case of permanent assessment**

examination during the second examination period is possible

#### **Extra information on the examination methods**

Assignment

The student reports on individual research in a paper of ca. 6,000 words in length. The provisional version of the paper (3,000 words) is due to be uploaded to the learning platform at the beginning of the second semester. This part is assessed by the supervisor. Assessment also covers the learning process of the first semester and an evaluation of the student's knowledge of sources, which are uploaded with the text. The mark counts towards 20% of the final grade.

The final script of the bachelor paper is assessed by the supervisor (40%) and the second reader (40%). The evaluation is communicated to the student in a written assessment report. Reports focus on all relevant academic criteria (including source referencing, methodology, interpretative rigour, academic register). The supervisor also comments on the student's learning process and linguistic proficiency and with the insight acquired into the topic studied and its research field. This insight is also assessed by the supervisor and the co-reader in an interview with the student after the bachelor paper has been submitted.

#### **Calculation of the examination mark**

The final grade is drawn from the following components:

20% part 1 (3,000 words): supervisor

40% final paper: supervisor

40% final paper: second reader

#### **Facilities for Working Students**

Course unit that involves independent work.