Introduction – Counselling services

This module handbook presents the modules of the Linguistic Data Science programme. In order to successfully complete the Master's programme, students must complete the courses of all mandatory modules and selected courses of the elective modules. In the curriculum, these modules are assigned to semesters according to a standard study plan. Deviations from this allocation are possible in the individual study plan and can be useful, for example, in the case of a planned stay abroad.

If you have any questions about the module handbook, study planning or study organisation, you can contact the academic advisor of the programme. They will also advise you on the choice of courses for Core Modules 1 and 2, in each of which you will be required to give a presentation and complete a written assignment. You will find the appropriate contact persons and further information at: https://ldsl.rub.de/study-linguistic-data-science/for-students/academic-advisory-office

For subject-related questions, you should contact the lecturers of the respective course directly – if a module is not offered in the current or coming semester, you can also contact the study coordination first to find the appropriate contact person.

You can also find an initial overview of helpful addresses on other counselling topics here:

Central Student Advisory Service – for help and support with individual issues before or during studies, such as illness, orientation or motivation difficulties or other psychological problems:

https://www.ruhr-uni-bochum.de/zsb/

Student Finance Advisory Service – for questions about student finance, for example, through BAFöG:

https://studium.ruhr-uni-bochum.de/de/studienfinanzierung

Advisory Centre for the Inclusion of Disabled People:

https://www.akafoe.de/inklusion/

International Office:

http://www.international.rub.de/ausland/index.html.de

Living in a student hall of residence:

https://www.akafoe.de/wohnen/

Curriculum

Graphic

	Semester	Semester	Semester	Semester	
СР	25 CP	35 CP	30 CP	30 CP	
1	Computation	al Linguistics			
2	12.	CD	Core Module 2		
3	12		0.00		
4	Introduction to CL (with Python)	Computational Linguistics and Al	9 CP		
5	, ,		Advanced Course		
6	Linguistic Da	ata Science	Advanced Course		
7	12	СР	Advanced Course		
9	Introduction to Linguistic	Linguistic Data Science			
10	Models (with R)	5		Master's thesis	
11			Core Module 1	20 CP	
12	11.00	Advanced Course	9 CP		
13	IICP	Advanced Course	Advanced Course		
14					
15		5.00			
16		5 CP			
17	Supplement	ary Module	Research Module 2		
18	16	СР	21 CP		
19					
20		Posoarch Modulo 1			
21					
22		21 CP	Research	Project 2	
25		Preparatory Seminar Project Management			
25					
26					
27				Project Closing Sominar	
28		Decourte	Project 1		
29	Research F			Colloquium 2	
30					
31					
32		Colloguium 1			
33					
34					
35					

Tabular

Abbreviation	Module Courses Sco (CP)		Scope (CP)	Recommended semester	Evaluation
BM CL	Base Module Computational Linguistics	Base course Introduction to CL (with Python) Base course Computational Linguistics and AI	12	1-2	Graded exam
BM LDS	Base Module Linguistic Data Science	Base course Introduction to Linguistic Models (with R) Base course Linguistic Data Science	12	1-2	Graded exam
CM 1 TSP	Core Module 1: Theoretical Linguistics	Three seminars/advanced courses from the elective programme, two of them with a focus on Theoretical Linguistics	9	2-3	Graded examination achievement in a seminar
CM 1 CL	Core Module 1: Computational Linguistics	Three seminars/advanced courses from the elective programme, two of them with a focus on Computational Linguistics	9	2-3	Graded examination achievement in a seminar
CM 1 LDS	Core Module 1: Linguistic Data Science	Three seminars/advanced courses from the elective programme, two of them with a focus on Linguistic Data Science	9	2-3	Graded examination achievement in a seminar
CM 2 TSP	Core Module 2: Theoretical Linguistics	Three seminars/advanced courses from the elective programme, two of them with a focus on Theoretical Linguistics	9	3	Graded examination achievement in a seminar
CM 2 CL	Core Module 2: Computational Linguistics	Three seminars/advanced courses from the elective programme, two of them with a focus on Computational Linguistics	9	3	Graded examination achievement in a seminar
CM 2 LDS	Core Module 2: Linguistic Data Science	Three seminars/advanced courses from the elective programme, two of them with a focus on Linguistic Data Science	9	3	Graded examination achievement in a seminar
RM 1	Research Module 1	Preparatory Seminar Project Management Research Project 1 Colloquium 1	21	2-3	Graded presentation in the colloquium
RM 2	Research Module 2	Research Project 2 Project Closing Seminar Colloquium 2	21	3-4	Graded presentation in the colloquium
MA	Master's thesis	Master's thesis	20	4	Graded written Master's thesis

SM	Supplementary	Various courses from the UA	16	1-2	Ungraded
	Module	Ruhr teaching programme			

The modularisation concept

The **Supplementary Module** is composed of different courses that students can choose after an **individual consultation session with the academic advisor,** in order to strengthen their personal profile or to acquire basic competencies that will facilitate their further studies.

The two **Base Modules** *Computational Linguistics* and *Linguistic Data Science* in the first year of study lay the foundations for further studies: the knowledge from the three focus areas of study, Theoretical Linguistics, Computational Linguistics and Linguistic Data Science, as well as programming skills in the languages Python and R. Students acquire competencies in problem-solving work alone and in groups.

The **Core Modules** are focus modules, each consisting of three *Advanced Courses*. These courses, each of which can be assigned to one of the three focus areas, are small seminars. By choosing the seminars, students decide on a variant of the core modules: Modules on one focus area consist of at least two seminars from that focus area. The focus area allocation of the seminars offered in a semester is published in the course catalogue and on the programme's website.

The **Research Modules** consist of research projects that students work on individually or in groups. In doing so, students acquire competencies for problem-solving project work, which are deepened through accompanying seminars. In an accompanying colloquium, students share experiences and learning successes, as well as failures and coping strategies across the year, and learn to present scientific questions and projects and to follow up on presentations.

In the Master Module, students write a Master's thesis.

Module	СР	Graded final module examination	Factor
Base Module Linguistic Data Science	12	Written examination	5 %
Base Module Computational Linguistics	12	Written examination	5 %
Core Module 1	9	Diverse	12.5 %
Core Module 2	9	Diverse	12.5 %
Research Module 1	21	Lecture in colloquium 1	17.5 %
Research Module 2	21	Lecture in colloquium 2	17.5 %
Master's thesis	20	Master's thesis	30 %

Calculation of the overall grade

The accomplishments gained in the Supplementary Module do not count towards the overall grade.

Instead of the overall grade of "very good", the grade "with distinction" is awarded if the Master's thesis is assessed with 1.0 and the overall grade is not worse than 1.3.

Forms of examination and notes from the examination regulations

In order to complete a module, students must complete examinations and, in some cases, study achievements for the various modules.

Study achievements are, for example, presentations, assignments, practical exercises, written or oral performance reviews, lectures or protocols. A study achievement can be graded or assessed as "passed" or "failed".

In some modules, students must successfully complete the study achievements before they can take the module examination. This is to ensure that students only attempt to take the exam if they have already worked intensively on the content of the course. In some modules, the study achievement is also intended to ensure that only students with the necessary prior knowledge work together on a follow-up project. This way, all members of a group can be sure that the others can also cooperate.

Module examinations are written or oral examinations. They are generally taken during the programme by means of written, oral or electronic examinations, or examinations in electronic communication. Examples of examination forms are written examinations, exercise solutions, presentations, seminar designs, assignments, project work, portfolios, poster or project presentations and subject-specific practical examinations. Examinations may also be a combination of these forms of examination. The examiners responsible in each case can determine other forms of examination appropriate to the content and competencies taught in the module. Which form of examination applies in a course will be announced no later than two weeks after the start of the course.

In principle, only means that are mentioned in the module handbook or have been approved by the examiner for the examination at least four weeks before the examination are permitted in an examination.

In oral examinations, students either present prepared content or are asked questions on the topics of a course, which they have to answer. These questions can cover course content or represent small transfer tasks – for example, students perform an algorithm on a concrete example on paper or on a whiteboard, or assess the advantages and disadvantages of different models.

In all examinations, the independence of the completed achievements is important. This also applies to group projects: the documentation of the work must make it clear what part all members of the group had in the solution.

All students should take the time to carefully read the examination regulations for their programme to understand its requirements and options. Most questions can be answered by the academic advisor of the programme.

Modules

Base Module:	Computation	al Linguistics						
Module	Credits	Workload	Semester	Cycle	Duration			
no./Abbreviation		360 h	1st-2nd sem.	Start in the winter	2 semesters			
BM CL	12 CP			semester				
Courses			Contact time	Self-study	Group size			
a) Base course with exercise	Introduction to	CL (with Python)	4 SWS / 60 h	150 h	any			
b) Base course with exercise	Computational	Linguistics and AI	4 SWS / 60 h	150 h				
Participation requi	Participation requirements							
None								
Learning outcomes	i							
 The stude critically to critically t	ents know basic a to questions and	nd current computa problems).	ational linguistic th	eories, models and metho	ds (and can apply them			
 They are modules/ 	able to make functions.	well-founded deci	sions for a conci	rete use case when cho	osing data types and			
 They und 	erstand their role	as contributors wit	th expertise in Ling	uistic Data Science and Co	mputational Linguistics			
as distinc computat	t from others we tional linguistics a	orking in pure Ling Ind linguistic data so	uistics or Compute cience.	er Science. They recognise	connections between			
 They be description 	come familiar w	ith the technical I is and can express t	anguage used in hemselves well in v	describing programmes writing and orally on the to	through requirements ppics covered.			
 They und 	erstand some bas	ic evaluation meth	ods and can apply	them to small example cas	es.			
 They can 	discuss small sub	ject-specific proble	ms with others and	I solve them together.				
 They are 	confident in the	use of Python and	d can write progra	ammes that fulfil individua	al functions, as well as			
program	nes that combine	several modules/fu	unctions.		•			
The module offers an introduction to the usual procedures, methods and models, as well as theories of computational linguistics (such as the pipelining of language data, parsing algorithms, machine learning and neural networks) and an in- depth insight into methods from the field of "artificial intelligence", which are widely used and require a good understanding of the basics in order to be further developed and applied in computational linguistics as well. Programmes and solutions are placed in the overall context of research and development by also introducing evaluation procedures (and concepts such as reliability, dependability, accuracy) and development paradigms (especially imperative, functional and object-oriented								
In addition, the co programmes, which	urses point out in n can lead to disci	nherent pitfalls in c iminatory bias, for	dealing with linguis example.	stic problems through the	use of algorithms and			
Exercises for the co online.	ourses are small	tasks on the respec	tive course topic,	which students work on in	n groups or alone, also			
Forms of teaching Both courses cons discussion, joint sol	ist of an in-pers lving of tasks) and	on attendance con I programming exer	nponent (lecture l cises for the cours	by the lecturer in the ple e.	num with subsequent			
The module is com	1011 Independent of the sum	mer semester hv a	graded written ov	amination				
Requirements for t	he award of cred	lit points	Bradea Written ex					
Passed fir	nal module exam							
 Study achievement in the form of successful participation. For this purpose, in the exercise accompanying the lecture, tasks are worked on in self-study for each base course, checked by exercise group leaders and presented and discussed by the students in small groups. Successful participation in an exercise usually requires the correct completion of 50% of the tasks and the presentation of solutions in the group. 								
Passing o	t the final exam for	or the first lecture.						
None	(in other program	nmes)						
Importance of the	grade for the fina	l grade: 5 %						
Person responsible	for the module	and full-time lectur	er: Dr. Claudia Roc	h, Mirjam Koch, M. Sc.				
Other information								
In order to present	the exercises in t	he tutorials. the lec	turers may require	the students to attend se	ssions.			

Base Module:	"Linguistic Da	ta Science"			
Module	Credits	Workload	Semester	Cycle	Duration
no./Abbreviation		360 h	1st-2nd sem.	Start in the winter	2 semesters
BM LDS	12 CP			semester	
Courses			Contact time	Self-study	Group size
C) Base course (with R) with	Introduction to exercise	Linguistic Models	4 SWS / 60 h	150 h	any
d) Base course L	inguistic Data Scie	ence with exercise	4 SWS / 60 h	150 h	
Participation requi None	rements		•	•	
Learning outcomes	;				
• Students questions	know basic theo and problems.	ries, models and m	nethods of Linguisti	c Data Science and can a	apply them critically to
 They are topics cov 	familiar with the r vered.	technical language	and are able to exp	ress themselves well in w	riting and orally on the
 They und general E linguistics 	erstand the positi Data Science and S and theoretical I	on of Linguistic Dat possess an initial c inguistics.	a Science in distinct overview of possible	tion to related subjects su e specialisations in distine	ch as pure linguistics or ction to computational
 They und 	erstand some bas	ic evaluation metho	ods and can apply t	hem to small example cas	es.
 They dem on data in 	nonstrate the influnction simple examples	ience of decisions in S.	n the choice of data	a sets, data types or the st	ructure of experiments
They can	discuss small subj	ect-specific proble	ms with others and	solve them together.	
• They are	confident in using	the programming I	anguage R and can	write programmes that fu	Ifil individual functions,
as well as	programmes tha	t combine several r	nodules/functions.		
The module offers Data Science, along evaluation procedu The content of the Linear Mixed Mode	an introduction to with an in-depth res for models an module focuses of the for binomial ar	o the procedures, r insight into approp d data sets, develo on the step-by-step nd Poisson distribut	nethods and mode priate modelling and pment procedures to teaching of increa red samples with co	Is, as well as theories fror d model development in li and project design are pre singly complex linear mo pmolex <i>random effects</i> . Fu	n the field of Linguistic nguistics. In addition to sented. dels, up to Generalised indamental differences
in the evaluation of simulations). Stude vs. Bayesian approa	data will be addr nts also learn tha aches).	essed depending or t there are fundam	n how the data was iental differences ir	obtained (corpus analyses n inferential approaches (1	s, experimental studies, requentist approaches
In both courses, so experiments and he	tudents learn ab	out possible biases	s due to the choic	e of data sets, data typ	es or the structure of
In the exercises, stu	idents work on sn	nall tasks in groups	or individually.		
Forms of teaching Both courses consists	st of an attendand	e component (lect	ure by the teachers	in the plenum with subse	equent discussion, joint
Forms of examinat	ion		., paradalar) d		,
The module is com	pleted in the sum	mer semester by a ;	graded written exa	mination.	
Requirements for t	he award of cred	it points			
 Passed fir 	nal module exam				
 Study achievement in the form of successful participatio. For this purpose, in the exercise accompanying the lecture, tasks are worked on in self-study for each base course, checked by exercise group leaders and presented and discussed by the students in small groups. Successful participation in an exercise usually requires the correct completion of 50% of the tasks and the presentation of solutions in the group. 					
 Passing o 	f the final exam fo	or the first lecture.			
Use of the module	(in other program	nmes)			
Importance of the	grade for the fina	l grade: 5 %			
Person responsible	for the module a	ind full-time lecture	er: Prof. Dr. Tibor K	iss	
Other information					

In order to present the exercises in the tutorials, the lecturers may require the students to attend sessions.

Module Handbook for the 1-subject Master's programme Linguistic Data Science

5								
5								
• They understand that there is no single right answer in many areas and can constructively exchange ideas with								
 Students know advanced linguistic theories and can apply them critically to questions and problems 								
need for								
such as								
include								
cornora								
odology								
theory.								
n paper.								
can be								
also he								
ne focus								
ounds. If								

Note: If a written final examination was completed in Core Module 1 (written examination, term paper), an oral examination (seminar paper) must be completed in Core Module 2. If an oral final examination was completed in Core Module 1 (seminar paper), a written examination (term paper, written exam) must be completed in Core Module 2.

Core Module 1	.: Focus on Co	omputational I	Linguistics			
Module	Credits	Workload	Semester	Cycle	Duration	
no./Abbreviation	9	270 h	2nd/3rd sem.	Courses are offered	1-2 semesters	
CM 1				every semester		
Courses			Contact time	Self-study	Group size	
3 Advanced Course	/Seminar		2 SWS each	180 h	any .	
Participation requi	rements:					
None						
Learning outcomes						
Students	are able to form	ulate smaller proble	ems in Computation	al Linguistics appropriately	<i>y</i> .	
 They kno problems 	w different app	roaches to probler	m solving and can	critically apply some of t	hem to questions and	
 They und others ab 	erstand that the out possible solu	re is no single righ Itions and weigh up	t answer in many a the advantages and	reas and can constructive d disadvantages of differer	ly exchange ideas with nt perspectives.	
 The stude critically t 	ents know individ	ual advanced comp	outational linguistic r	nethods, models and theo	ries and can apply them	
 They are further in 	familiar with the structions or doc	e programming lan cumentation in orde	guages they have le er to use new modu	earned (mainly R and Pyth les or packages.	non) and can deal with	
They plan	simple program	mes in a structured	way and can imple	ment them according to the	neir planning.	
 They read understat 	and understand	d programming cod	le from others and v	write and document their	own code for others to	
 They criti 	cally discuss theo	ories and implemen	tations with others.			
 Typical bi conscious 	as traps due to decisions about	data coding or imp critical cases.	plementation of algo	orithms are familiar to the	em and they can make	
modelling with UM Special attention w	and reinforceme L, tokenisation a ill be paid to the	nt learning, corpu nd parsing, among consequences of p	s analysis and explo others, as well as co perspective or techr	orative data analysis, pro -occurrence analysis. iical bias and the responsi	gramme planning and bility of computational	
Forms of teaching The module consist	s of three semina	ars in which differe	nt forms of learning	are used, such as		
 Lecture b 	y the teachers in	the plenum				
Guest lect	tures					
 Presentat 	ion by the stude	nts in the plenum				
 Plenary d 	iscussions					
 Working s 	roups					
Work tas	8. o a po					
 Self-study 						
Forms of examinat	/ ion					
The graded final exa	amination takes t	he form of a semin	ar paper, an oral exa	mination, a written exami	nation or a term paper.	
Requirements for t	he award of crea	dit points				
 Successful 	I completion of t	he study achievem	ent in three semina	rs from the elective progra	amme	
• Two of the seminars must serve the focus area Computational Linguistics						
Completi	on of the examin	ation in one of the	three seminars			
Use of the module None	(in other prograr	nmes):				
Importance of the	grade for the fina	al grade				
The grade is 12.5 %	of the overall gr	ade.	D O U U U U	1		
Person responsible	for the module	and full-time lectu	rer: Dr. Claudia Roch	n		
Knowledge of the	base courses Int	roduction to CL (v	vith Python) and In	troduction to Linguistic M	1odels (with R) can be	
assumed.						

In the seminars in the winter semester, knowledge from the base courses Linguistic Data Science and CL and AI can also be assumed.

The choice of two courses from one focus area determines the focus of the module.

The study achievement to be completed for a seminar, the possible examination achievement in this seminar and the focus assignment of the course are specified in the course catalogue.

Lecturers can make active participation in the seminar mandatory, for example through discussion or reflection rounds. If this results in mandatory attendance at course dates, this must be noted in the course catalogue.

Note: If a written final examination was completed in Core Module 1 (written examination, term paper), an oral examination (seminar paper) must be completed in Core Module 2. If an oral final examination was completed in Core Module 1 (seminar paper), a written examination (term paper, written exam) must be completed in Core Module 2.

Core Module 1: Focus on Linguistic Data Science						
Module	Credits	Workload	Semester	Cycle	Duration	
no./Abbreviation	9	270 h	2nd/3rd sem.	Courses are offered	1-2 semesters	
CM 1				every semester		
Courses			Contact time	Self-study	Group size	
3 Advanced Course	/Seminar		2 SWS each	180 h	any	
Participation requi	rements		•			
None						
Learning outcomes	;					
 Students 	are able to adequ	uately formulate sm	aller problems in Li	nguistic Data Science.		
 They known being known being	w different app	oaches to problem	n solving and can	critically apply some of t	hem to questions and	
 They und others ab 	erstand that the	re is no single right tions and weigh up	answer in many au the advantages and	reas and can constructive	ly exchange ideas with	
 The stude them crit 	ents know advanc	ed methods, mode	ls and theories from	the field of Linguistic Data	a Science and can apply	
 They kno 	w different proce	dures for data colle	ection and can colled	rt even small amounts of o	lata	
 They kno They are 	familiar with the	programming lang	uages and environm	ponts used for data proces	sing and can doal with	
further in	structions or doc	umentation.	uages and environm	lents used for data proces	sing and can dear with	
 They can 	understand and o	critically question d	ata (in the sense of	data literacy), studies and	evaluations.	
 They can unavoida 	 understand the ble biases and ca 	 influence of chosen n make decisions and 	sen procedures and nd trade-offs on the	d models on the collecter use of models (data respo	ed data, are aware of onsibility).	
Content						
In seminars of the	focus area Lingui	stic Data Science, s	tudents learn about	issues, theories and met	hods from the fields of	
frameworks or ann	lication areas. Th	ind Experimental L	inguistics. In Individ	lual seminars, they also d	eal with specific tools,	
	incation areas. In	ese include.				
Annotatio	on Mining					
Multivari Explorate	ate statistics					
Principal	Component Analy	vsis				
 Correspo 	ndence Analysis	,				
 Bay's mo 	delling					
Generaliz	ed Linear Mixed	Models with binom	ial and Poisson disti	ributions		
 Visualisat 	ion methods for	the exploration of l	arge amounts of dat	ta		
Special attention w dealing with somet	ill be paid to the imes sensitive da	consequences of pe ta.	erspective or technic	cal bias and the responsibi	lity of data scientists in	
Forms of teaching						
The module consist	s of three semina	ars in which differer	nt forms of learning	are used, such as		
Lecture b	y the teachers in	the plenum				
Guest lec	tures					
 Presentat 	tion by the studer	nts in the plenum				
 Plenary d 	iscussions					
Working	groups					
 Work tas 	ks					
Self-study	/					
Forms of examinat	ion amination takes t	he form of a semina	ar naner an oral eva	mination a written exami	nation or a term naner	
Requirements for t	he award of cred	lit points		mination, a written exami		
Successfi	Il completion of th	ne study achieveme	nt in three seminar	from the Advanced Cours	ses elective programme	
 Two of th 	e seminars must	serve the focus are	a Linguistic Data Sci	ence		
Completi	on of the examination	ation in one of the	three seminars			
Use of the module	(in other program	nmes)	ance seminars			
None		,				
Importance of the	grade for the fina	al grade				

The grade is 12.5 % of the overall grade.

Person responsible for the module and full-time lecturer: Prof. Ralf Klabunde, Prof. Tibor Kiss

Other information

Knowledge of the base courses Introduction to CL (with Python) and Introduction to Linguistic Models (with R) can be assumed.

In the seminars in the winter semester, knowledge from the base courses Linguistic Data Science and CL and Al can also be assumed.

The choice of two courses from one focus area determines the focus of the module.

The study achievement to be completed for a seminar, the possible examination achievement in this seminar and the focus assignment of the course are specified in the course catalogue.

Lecturers can make active participation in the seminar mandatory, for example through discussion or reflection rounds. If this results in mandatory attendance at course dates, this must be noted in the course catalogue.

Note: If a written final examination was completed in Core Module 1 (written examination, term paper), an oral examination (seminar paper) must be completed in Core Module 2. If an oral final examination was completed in Core Module 1 (seminar paper), a written examination (term paper, written exam) must be completed in Core Module 2.

Core Module 2	: Focus on Th	eoretical Ling	uistics		
Module	Credits	Workload	Semester	Cycle	Duration
no./Abbreviation	9	270 h	3rd sem.	Courses are offered	1 semester
CM 2				every semester	
Courses			Contact time	Self-study	Group size
3 Advanced Course	/Seminar		2 SWS each	180 h	any
Participation requi	rements:		1		,
None					
Learning outcomes	;				
 Students 	are able to adequ	ately formulate sm	aller problems in th	neoretical linguistics.	
Thoy und	arctand that the	o is no single right	answor in many a	roas and can constructive	ly ovebango ideas with
others ab	out possible solut	tions and weigh un	the advantages and	disadvantages of differer	nt nerspectives
 Students 	know advanced li	nguistic theories a	nd can apply them (critically to questions and r	problems
				antically to questions and p	JIODIEITIS.
• They are	ramiliar with spec	hallst literature and	i know reference w	orks in the subject area.	
 They can 	discuss theories o	critically with other	S.		
 They gain 	an initial insight	into historical influ	uences on theories	and approaches and can	recognise the need for
adaptatio	n in new areas				
In seminars of the f	ocus area Theore	tical Linguistics. stu	dents learn about is	ssues and theories from ar	eas such as pragmatics.
syntax and morpho	logy. They deal wi	th specific question	ns or problem areas	in more detail. These inclu	ide linguistic resources,
theoretical problem	ns between syntax	and semantics (sco	ope, countability, co	ontrol), offline vs. online m	ethods of experimental
linguistics with a fo	cus on syntax and	d semantics, drawin	ng on linguistic moo	dels to annotate corpora, t	eaching models within
generative and con	nstraint-based gr	ammar theory and	d linked questions	of methodology (accepta	ability, grammaticality,
Forms of teaching	study of language	e in (onine) gaming	g of speaker modeli	ing in game theory.	
The module consist	s of three semina	rs in which differer	nt forms of learning	are used. such as	
			0	,	
Lecture b	y the teachers in	the plenum			
 Guest lect 	tures				
 Presentat 	ion by the studer	nts in the plenum			
 Plenary d 	iscussions				
 Working § 	groups				
 Work tasl 	ks				
 Self-study 	/				
Each seminar is ass	igned to a focus a	rea.			
Forms of examinat	ion				
The graded final exa	amination takes t	he form of a semina	ar paper, an oral exa	mination, a written exami	nation or a term paper.
Requirements for t	he award of cred	it points			
 Successful 	Il completion of th	ne study achieveme	ent in three semina	rs from the elective progra	amme
 Two of th 	e seminars must	serve the focus are	а		
 Completie 	on of the examina	ation in one of the t	hree seminars		
 If a writt 	en final examina	tion was complet	ed in Core Module	e 1 (written examination,	term paper), an oral
examinat	ion (seminar pape	er) must be comple	eted in Core Module	e 2. If an oral final examination	ation was completed in
Core Moc	lule 1 (seminar pa	aper), a written exa	mination (term pap	per) must be completed in	Core Module 2.
None	(in other program	nmes)			
Importance of the	grade for the fina	l grade			
The grade is 12.5 %	of the overall gra	ide.			
Person responsible	for the module a	and full-time lectur	er: Prof. Tibor Kiss		
Other information					
Knowledge of the	base courses Inti	roduction to CL (w	ith Python) and In	troduction to Linguistic N	1odels (with R) can be
assumea.	he winter semest	er knowledge from	n the base courses	Linguistic Data Science and	d CL and Al can also bo
assumed.		.ci, kilowieuge IIOI	in the base courses	Linguistic Data Science di	u ce anu Ai can diso be
The choice of two c	ourses from one	focus area determi	nes the focus of the	e module.	
The study achieven	nent to be comple	eted for a seminar,	the possible exami	nation achievement in this	seminar and the focus
assignment of the c	course are specifie	ed in the course cat	alogue.		

Lecturers can make active participation in the seminar mandatory, for example through discussion or reflection rounds. If this results in mandatory attendance at course dates, this must be noted in the course catalogue.

Core Module	2: Focus on Co	omputational L	inguistics		
Module	Credits	Workload	Semester	Cycle	Duration
no./Abbreviation	9	270 h	3rd sem.	Courses are offered	1 semester
CM 2				every semester	
Courses	·	·	Contact time	Self-study	Group size
3 Advanced Cours	e/Seminar		2 SWS each	180 h	any
None	irements:				
Learning outcome	s				
 Students 	are able to formu	late smaller proble	ms in Computation	al Linguistics appropriately	<i>y</i> .
 They kn problem 	ow different appr s.	oaches to problem	solving and can d	critically apply some of t	hem to questions and
 They un others a 	derstand that the bout possible solu	re is no single right tions and weigh up	answer in many ar the advantages and	reas and can constructive I disadvantages of differer	ly exchange ideas with nt perspectives.
 The stud critically 	ents know individute to questions and	ual advanced compu problems.	itational linguistic m	nethods, models and theor	ries and can apply them
 They are further i 	e familiar with the nstructions or doc	e programming lang umentation in orde	uages they have le r to use new modul	arned (mainly R and Pyth es or packages.	non) and can deal with
 They pla 	n simple programı	mes in a structured	way and can impler	ment them according to th	neir planning.
 They real understa 	d and understand ind.	programming code	e from others and w	vrite and document their	own code for others to
 They crit 	ically discuss theo	ries and implement	ations with others.		
 Typical I consciou 	bias traps due to o ls decisions about	data coding or impl critical cases.	ementation of algo	rithms are familiar to the	em and they can make
Content					
In seminars of the of computational l	focus area Compu inguistics and lang	utational Linguistics uage modelling. In i	, students learn abo ndividual seminars,	out issues, theories and m they also deal with specifi	nethods from the fields c tools and frameworks
or libraries such a	s NLTK or SpaCy for	or Python or advan	ced libraries for R (e.g. brms for Bayesian me	odelling) or application
analysis and explo	prative data analy	sis, programme pla	anning and modelli	ng with UML. tokenisatio	on and parsing, among
others, as well as o	o-occurrence ana	lysis.			
Special attention	vill be paid to the	consequences of p	erspective or techn	ical bias and the responsi	bility of computational
linguists in dealing	with partly perso	nal language data.			
The module consis	ts of three semina	ars in which differer	t forms of learning	are used, such as	
Lecture	by the teachers in	the plenum			
 Guest le 	ctures				
 Presenta 	tion by the studer	nts in the plenum			
Plenary	discussions				
 Working 	groups				
 Work tag 	sks				
 Self-stud 	y				
Each seminar is as	signed to a focus a	irea.			
The graded final examina	tion camination takes t	he form of a semina	r naper an oral exa	mination a written exami	nation or a term naner
Requirements for	the award of cred	lit points	<u>. paper, ar era era</u>		
 Successf 	ul completion of t	he study achieveme	ent in three seminar	s from the elective progra	amme
 Two of t 	 Two of the seminars must serve the focus area Computational Linguistics 				
 Completion of the examination in one of the three seminars 					
● If a writ	ten final examina	ation was complete	ed in Core Module	1 (written examination,	term paper), an oral
examina Core Mo Module	tion (seminar pap odule 1 (seminar p 2.	er) must be comple paper), a written ex	ted in Core Module amination (term pa	2. If an oral final examination of the second secon	ation was completed in be completed in Core
Use of the module	e (in other program	nmes)			
None					

Importance of the grade for the final grade

The grade is 12.5 % of the overall grade.

Person responsible for the module and full-time lecturer: Prof. Tibor Kiss

Other information

Knowledge of the base courses Introduction to CL (with Python) and Introduction to Linguistic Models (with R) can be assumed.

In the seminars in the winter semester, knowledge from the base courses Linguistic Data Science and CL and AI can also be assumed.

The choice of two courses from one focus area determines the focus of the module.

The study achievement to be completed for a seminar, the possible examination achievement in this seminar and the focus assignment of the course are specified in the course catalogue.

Lecturers can make active participation in the seminar mandatory, for example through discussion or reflection rounds. If this results in mandatory attendance at course dates, this must be noted in the course catalogue.

Core Module 2: Focus on Linguistic Data Science					
Module	Credits	Workload	Semester	Cycle	Duration
no./Abbreviation	9	270 h	3rd sem.	Courses are offered	1 semester
CM 2				every semester	
Courses			Contact time	Self-study	Group size
3 Advanced Course	/Seminar		2 SWS each	180 h	any
Participation requi	rements:				
None					
Learning outcomes	;				
 Students 	are able to adequ	uately formulate sm	aller problems in Li	nguistic Data Science.	
	w different ann	roaches to problem	solving and can	critically apply some of t	hem to questions and
problems		odenes to problem		entically apply some of t	
 They und 	erstand that the	re is no single right	answer in many a	reas and can constructive	ly exchange ideas with
others ab	out possible solu	tions and weigh up	the advantages and	disadvantages of differer	nt perspectives.
 Students 	know advanced	methods. models a	nd theories from th	ne field of Linguistic Data	Science and can apply
them crit	ically to question	s and problems.			
 They know 	w different proce	dures for data colle	ction and can colled	ct even small amounts of o	data.
They are	familiar with the	programming langu	lages and environm	nents used for data proces	ssing and can deal with
further in	structions or doc	umentation.		· · · · · · · · · · · · · · ·	0
 They can 	understand and o	critically question da	ata (in the sense of	data literacy), studies and	evaluations.
• They can	understand the	influence of chos	en procedures and	d models on the collecte	ed data, are aware of
unavoida	ble biases and ca	n make decisions ar	nd trade-offs on the	use of models (data resp	onsibility).
Content					
In seminars of the i	rocus area Linguis	stic Data Science, si	udents learn about	issues, theories and met	hods from the fields of
frameworks or ann	lication areas Th	ese include.	inguistics. III illuiviu	iudi sellillidis, tiley diso u	lear with specific tools,
in anice works of app					
Annotatio	on Mining				
Explorato	are statistics				
Principal	Component Analy	/sis			
Correspondence	ndence Analysis				
Bay's mod	delling				
Generaliz	ed Linear Mixed I	Models with binom	ial and Poisson distr	ributions	
 Visualisat 	ion methods for	the exploration of la	arge amounts of dat	ta	
Special attention w	ill be paid to the	consequences of pe	rspective or technic	cal bias and the responsibi	lity of data scientists in
dealing with somet	imes sensitive da	ta.			
Forms of teaching	6 .1				
The module consist	s of three semina	irs in which differer	it forms of learning	are used, such as	
Lecture b	y the teachers in	the plenum			
Guest lect	tures				
 Presentat 	ion by the studer	nts in the plenum			
 Plenary d 	iscussions	·			
Working	groups				
 Work task 	ks				
 Solf study 	,				
Each seminar is ass	, igned to a focus a	irea.			
Forms of examinat	ion				
The graded final exa	amination takes t	he form of a semina	ir paper, an oral exa	mination, a written exami	nation or a term paper.
Requirements for t	he award of cred	lit points			
 Successful 	I completion of t	he study achieveme	ent in three seminar	rs from the elective progra	amme
 Two of th 	e seminars must	serve the focus are	a Linguistic Data Sci	ence	
Completie	on of the examina	ation in one of the t	hree seminars		

• If a written final examination was completed in Core Module 1 (written examination, term paper), an oral examination (seminar paper) must be completed in Core Module 2. If an oral final examination was completed in

Core Module 1 (seminar paper), a written examination (term paper, written exam) must be completed in Core
Module 2.
Use of the module (in other programmes)
None
Importance of the grade for the final grade
The grade is 12.5 % of the overall grade.
Person responsible for the module and full-time lecturer: Prof. Tibor Kiss
Other information
Knowledge of the base courses Introduction to CL (with Python) and Introduction to Linguistic Models (with R) can be
assumed.
In the seminars in the winter semester, knowledge from the base courses Linguistic Data Science and CL and AI can also be
assumed.
The choice of two courses from one facus area determines the facus of the module

The choice of two courses from one focus area determines the focus of the module.

The study achievement to be completed for a seminar, the possible examination achievement in this seminar and the focus assignment of the course are specified in the course catalogue.

Lecturers can make active participation in the seminar mandatory, for example through discussion or reflection rounds. If this results in mandatory attendance at course dates, this must be noted in the course catalogue.

Module mo/Abbreviation Credits 21 Workload 630 h Semester 2-3. sem. Cycle Accompanying courses in the summer semester Flexible project start Duration 2 semesters Courses Research project Group size 1-5 students Image: Self-study 2 SWS 2	Research Mod	Research Module 1					
no/Abbreviation 21 630 h 23. sem. Accompanying companying com	Module	Credits	Workload	Semester	Cycle	Duration	
RM 1 courses in the summersemester Plexible project start Courses Contact time Self-study Research project 0.5 SWS 525 h Preparatory Seminar Project Management 1.5 SWS 1.5 Students any any Participation requirements: any Students have initial experience in planning and conducting small scientific studies. in the requirements in the reception of relevant previous research. They have become familiar with simple procedures for conducting the studies in a methodologically clean manner and for the reception of relevant previous research. They discuss their planning and work out solution strategies together. They constructively question the suggestions of others and are able to accept the questions and criticism of others appropriately. They can prepare and present a project appropriately for an audience with different levels of prior knowledge. Content In the planning and first realisation phase of a project. In the research project, students deal with a topic of their own choice in depth. This can be developed from the three focus areas on how to deal with mistakes in the team or one's own mistakes, as they typically occur in the planning and first realisation phase of a project. In the colloquium, they gain insight into different research projects of the other participants (and other researchers at the LOSL, among others). Corres of the project. To do this, they should first and foremost collect data independen	no./Abbreviation	21	630 h	23. sem.	Accompanying	2 semesters	
Courses Self study Group size 0.5 SWS 525 h 1-5 students Preparatory Seminar Project Management 0.5 SWS 525 h 1-5 students Participation requirements: 0.5 SWS 525 h any Participation requirements: None 1-5 students any Examing outcomes 5 Students have initial experience in planning and conducting small scientific studies. 5 They have become familiar with simple procedures for conducting the studies in a methodologically clean manner and for the reception of relevant previous research. They discuss their planning and work out solution strategies together. They discuss their planning and work out solution strategies together. They constructively question the suggestions of others and are able to accept the questions and criticism of others a agres of the course. Content In the research project, students deal with a topic of their own choice in depth. This can be developed from the three focus areas of the course. In the propaedeutic course, you will learn the basics of project management, for example, with methods of agile project. In the colloquium, they gain insight into different research project. In the propaetoty seminar Project Management, students and foremost collect data independently and prepare it for evaluation. In the colloquium, they gain insight into different project management approcyl	RM 1				courses in the		
Flexible project start Flexible project start Group size • Research project 0.5 WS 525 h 1.5 students • Colloquium 1 SWS 1.5 wS any Participation requirements: None any any Participation requirements: None any any Iteraning outcomes • Students have initial experience in planning and conducting small scientific studies. • They have become familiar with simple procedures for conducting the studies in a methodologically clean manner and for the reception of relevant previous research. • They discuss their planning and work out solution strategies together. • They constructively question the suggestions of others and are able to accept the questions and criticism of others appropriately. They constructively question the suggestions of others on choice in depth. This can be developed from the three focus areas of the course. In the propaedeutic course, you will learn the basics of project management, for example, with methods of agile project management (SCMM, Kanban). One focus area io on how to deal with mistakes in the team or one's own mistakes, as they typically occur in the planning and first realisation phase of a project. In the colloquium, they gain insight intio different research projects of the other participants (and other researchers at the LOS, among others). Students suberty seminar Project Management, students learn the basics of project mana					summer semester		
Courses Contact time 9 Research project 9 Preparatory Seminar Project Management • Colloquium 1 Contact time 9 SVS 2 SVS 1 SVS 1 SVS 2 SVS 1 SVS 1 SVS Contact time 9 S25 h Contact time 1 S students Participation requirements: None - <td< td=""><td></td><td></td><td></td><td></td><td>Flexible project start</td><td></td></td<>					Flexible project start		
 Research project OS SWS SWS SWS	Courses			Contact time	Self-study	Group size	
Preparatory Seminar Project Management Colloquium 1 Participation requirements: None Students have initial experience in planning and conducting small scientific studies. They have become familiar with simple procedures for conducting the studies in a methodologically clean manner and for the reception of relevant previous research. They discuss their planning and work out solution strategies together. They discuss their planning and work out solution strategies together. They discuss their planning and work out solution strategies together. They constructively question the suggestions of others and are able to accept the questions and criticism of others appropriately. They can prepare and present a project appropriately for an audience with different levels of prior knowledge. Content In the research project, students deal with a topic of their own choice in depth. This can be developed from the three focus areas of the course. In the propaedutic course, you will learn the basics of project management, for example, with methods of agile project management (SCRUM, Kanban). One focus area is on how to deal with mistakes in the team or one's own mistakes, as they typically occur in the planning and first realisation phase of a project. In the colloquium, they gain insight into different research projects of the other participants (and other researchers at the LOSL, among others). Torms of teaching Accompanied by a supervisor, the students develop a small research question on a topic of their choice, which they work on in the colloquium, they are guided to reflect and work on typical errors/sources in their own project. In the colloquium, they are guided to reflect and work on typical errors/sources in their own project. In the colloquium, they are guided to reflect and work on typical errors/sources in their own project. In the colloquium, they are guided to reflect and work on typical errors/sources in the iowning resentations in t	 Research 	project		0.5 SWS	525 h	1-5 students	
Colloquium 1 19WS any Participation requirements: None Learning outcomes Students have initial experience in planning and conducting small scientific studies. They have become familiar with simple procedures for conducting the studies in a methodologically clean manner and for the reception of relevant previous research. They discuss their planning and work out solution strategies together. They constructively question the suggestions of others and are able to accept the questions and criticism of others appropriately. They can prepare and present a project appropriately for an audience with different levels of prior knowledge. Content In the research project, students deal with a topic of their own choice in depth. This can be developed from the three focus areas of the course. In the progeateutic course, you will learn the basics of project management, for example, with methods of agile project management (SCRUM, Kanban). One focus area is on how to deal with mistakes in the team or one's own mistakes, as they typically occur in the planning and first realisation phase of a project. In the colloquium, they gain insight into different research projects of the other participants (and other researchers at the LOSL, among others). Forms of teaching Accompanied by a supervisor, the students develop a small research question on a topic of their choice, which they work on in the course of the project. To do this, they should first and foremost collect data independently and prepare it for evaluation. In the preparatory seminar Project Management, students learn the basics of project management and receive a classification of the various steps of a project and different project management approaches in the context of scientific and economic work. They are guided to reflect and work on typical error/sources in their own project. In the colloquium, they gain insight into different project management approaches in the context of scientific and	 Preparato 	ory Seminar Proie	ct Management	2 SWS			
Participation requirements: None Learning outcomes • Students have initial experience in planning and conducting small scientific studies. • They have become familiar with simple procedures for conducting the studies in a methodologically clean manner and for the reception of relevant previous research. • They discuss their planning and work out solution strategies together. • They constructively question the suggestions of others and are able to accept the questions and criticism of others appropriately. • They can prepare and present a project appropriately for an audience with different levels of prior knowledge. Content In the research project, students deal with a topic of their own choice in depth. This can be developed from the three focus areas of the course. In the propaedeutic course, you will leam the basics of project management, for example, with methods of agile project management (SCRUM, Kanban). One focus area is on how to deal with mistakes in the team or one's own mistakes, as they typically occur in the planning and first realisation phase of a project. In the colloquium, they gain insight into different research projects of the other participants (and other researchers at the LDSL, among others). Porms of teaching Accompanied by a supervisor, the students develop a small research question on a topic of their choice, which they work on in the course of the project. To do this, they should first and foremost collect data independently and prepare it for evaluation. In the colloquium, they are guided to reflect and work on typical		m 1		1 SWS		any	
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Other information	Person responsible for the module and full-time lecturer: Prof. Tibor Kiss. Prof. Ralf Klabunde						
	Other information						

Active participation in the colloquium may make attendance at colloquium sessions mandatory, so that students may be obliged to attend. The number of dates and dates to be attended will be determined at the beginning of the semester depending, among other things, on the number of participants.

Active participation in the introductory project seminar usually requires the students' attendance.

Work on the research projects is possible individually or in groups of up to five students.

For the research topics, supervisors can offer suggestions for subject areas.

Research Mod	ule 2								
Module	Credits	Workload	Semester	Cycle	Duration				
no./Abbreviation RM 2	21	630 h	3rd-4th sem.	Accompanying courses in the summer semester	2 semesters				
				Flexible project start					
Courses				Self-study	Group size				
Research	project		2 SWS	52511					
 Project C 	osing Seminar		1 SWS		any				
Colloquiu	m 2				any				
Participation requi As a rule, participat of both research pr	r ements: :ion in colloquium ojects, participati	n 2 requires succes on in both colloqu	ssful participation in ia in one semester	i colloquium 1. In agreeme is possible in exceptional c	nt with the supervisors ases.				
Learning outcomes									
Students	have basic experi	ence in planning a	nd conducting smal	Il scientific studies.					
 They hav manner a 	e become familia nd for the recept	ar with and used	procedures for cor evious research.	nducting the studies in a	methodologically clean				
 They disc 	uss their planning	with others and w	work out realistic so	lution strategies together (or alone.				
 They consider the second second	structively question	on and criticise oth	ers' suggestions and	d are able to accept others'	questions and criticism				
 They can with diffe 	prepare and pres	sent a completed por knowledge.	project and the pro	gress of the project approp	priately for an audience				
 They can 	discuss their own	results in a proble	em-conscious way.						
Content									
In the research pro of specialisation. It	ject, students dea can build on their	al with a topic of t r first research pro	heir own choice in o ject.	depth. This should be from	one of the three areas				
In the Project Closing Seminar, they will learn about the different aspects of project closure and become familiar, in particular, with reflecting on problems in the process and using these as experience for later projects (learned lessons)									
In the colloquium, they gain insight into different research projects of the other participants (and other researchers at the									
Forms of teaching	5).								
Accompanied by a supervisor, the students develop a small research question on a topic of their choice, which they work on in the course of the project. To do this, they should first and foremost independently collect data and prepare and interpret it for their evaluation.									
In the Project Closing Seminar, students learn further techniques for presenting results and for successfully completing a project in a team. In lectures and exercises, they learn how to successfully present results to an audience outside their field of expertise.									
In the colloquium, they present their project idea and planning and discuss the proposals of the other participants, as well as the other presentations in the colloquium. In doing so, they learn about presenting results to a group of less or not informed listeners.									
Forms of examinat	ion								
The final presentation in the colloquium on the project idea is graded in terms of content and clarity of presentation. The handling of questions or criticism from the audience also flows into the evaluation, as well as feedback to those of others.									
Requirements for the award of credit points									
 Active particular presentation 	articipation in the in the interval of others.	ne colloquium th	rough one's own	presentation, questions	and feedback on the				
Participat	ion in the final se	minar and collabo	ration in exercises i	n the seminar					
• Accompanied by a self-selected supervisor: independent development of a topic for the project work and planning of the work steps to work on the topic. Produce a paper documenting the project steps, in particular, reflecting on the benefits of previous learning from project work and the difficulties (overcome) in interpreting the content.									
Use of the module (in other programmes) None									
Importance of the grade for the final grade									
I he grade is 17.5 % of the overall grade.									
Person responsible for the module and full-time lecturer: Prof. Tibor Kiss, Prof. Ralf Klabunde									
other information		Other information							

Active participation in the colloquium may make attendance at colloquium sessions mandatory, so that students may be obliged to attend. The number of dates and dates to be attended will be determined at the beginning of the semester depending, among other things, on the number of participants.

Active participation in the final project seminar usually requires the students' attendance. Work on the research projects is possible individually or in groups of up to five students.

For the research topics, supervisors can offer suggestions for subject areas.

Master's thesis					
Module	Credits	Workload	Semester	Cycle	Duration
no./Abbreviation	20	600 h	4th sem.	Flexible	1 semester
MA					
Courses			Contact time	Self-study	Group size
 Master's 	thesis		0.5 SWS	585 h	1
Participation requin To register for the N	r ements: Aaster's thesis,	60 CP must alread	y have been earned.	·	
Learning outcomes					
Students	deepen their ski	ills in the area of s	cientific work.		
 They are 	familiar with s	ubject-specific me	ethods, theories and	the specialist langu	lage and can use these in a
targeted r	manner.				
Content					
Students write a Master's thesis on a topic of their own choice.					
Forms of teaching					
I ne students write a waster's thesis on a topic of their own choice under the guidance of a supervisor.					
Writing a Master's thesis of usually no more than 60 pages (excluding cover sheet, appendices, declaration of independence).					
Requirements for the award of credit points					
Passing the Master's thesis					
Use of the module (in other programmes)					
None					
Importance of the grade for the final grade					
I ne grade is 30 % of the overall grade.					
Person responsible for the module and full-time lecturer: Prof. Fibor Kiss, Prof. Kall Klabunde					
Other Information					
The timing of the topic assignment is to be agreed with the supervisor.					

Proposals for topics should be made independently by the students. Potential supervisors can offer subject areas on their websites (via the website ldsl.rub.de).

Supplementary Module						
Module	Credits	Workload	Semester	Cycle	Duration	
no./Abbreviation	16	480 h	1st-2nd sem.	Every semester	2 semesters	
SM						
Courses			Contact time	Self-study	Group size	
Choice from various	s courses offered	by the UA Ruhr	Depending on	Depending on the	different	
			the chosen	chosen courses		
			courses			
Participation requi	rements:					
The choice of cours	ses for the Suppl	ementary Module i	is made in consulta	tion with the academic	advisor. In addition, for	
individual courses,	prerequisites mus	st be observed for t	he subject in which	the course is offered.		
Learning outcomes	1					
Students deepen th	, ieir skills in the fo	cus areas or comple	ete their individual g	profile.		
Content		•				
The CP are earned i	n "interdisciplina	ry" modules. These	can be modules that	at are offered in part or i	n full by other subjects.	
Recommendations	for the modules	are offered and o	compiled by the stu	udent advisory service.	The guiding idea is the	
proximity to (or suit	table supplement	ation of) the focus	areas in the program	nme.	0 0	
Forms of teaching						
Different courses ca	an be taken in the	module.				
The choice/recogni	tion is made in in	dividual consultatio	n with the subject a	dvisor of the programm	e.	
Forms of examinat	ion					
Depending on the c	hosen courses, va	arious forms of exa	mination are possibl	e.		
Requirements for the award of credit points						
Passing the requirements in courses with a total effort of at least 16 CP.						
Only courses agree	d on by the acade	mic advisor before	registration count t	owards the total of 16 C	Ρ.	
If the student studie	es under constrair	nts that have to be fu	ulfilled within the SM	1, credit points are only a	warded if the conditions	
are fulfilled by the choice of courses.						
Use of the module (in other programmes)						
None		·				
Importance of the	grade for the fina	l grade				
The module is ungr	The module is ungraded. It does not count towards the overall grade.					
Person responsible for the module and full-time lecturer: Dr. Claudia Roch, Mirjam Koch, M.Sc.						
Each semester, first, students decide on a list of courses they would like to take for the Supplementary Module. They send						
that list to the academic advisor. If the advisor agrees with the choices (they usually only disagree if a course covers content						
arreauy contained in a course the student partook in previously or the choice disregards conditions the student hast to fulfil), they are taken down in a list at the LDSL where accepted SM courses her competer for each student are decumented. Only						
courses from this list can later count towards the total credits for this Module.						
Students only register for the course via compute (or within the UA Duty) often they received the conduction this state						
scudents only register for the courses via ecampus (or within the UA Kunr) after they received the academic advisor's acceptance						
If the student studie	es under constrair	its that have to be fi	ulfilled within the SN	1, credit points are only a	warded if the conditions	