

Grading Criteria

CT7350 Quantitative Methods and Statistics for Language 7.5 ECTS

Approved by the Departmental Board on June 18th 2026.

Valid from Fall 2026.

Expected learning outcomes

Having completed the course, students are expected to be able to:

1. Explain basic methodological concepts and explain the rationale of common methods used in quantitative linguistic research, including the types of research questions for which they are typically used.
2. Critically review empirical research reporting studies using quantitative approaches within linguistics, with special focus on methodological choices and validity.
3. In groups, conduct a small experiment based on a predetermined method and research question, including analyzing and presenting quantitative data with consideration of research ethics.
4. Independently design and report a linguistic study using a quantitative approach, with clear research questions and hypotheses, and discuss methodological challenges, limitations, and ethical aspects.
5. Demonstrate awareness of research ethical norms relevant to studies involving human participants, including questions on informed consent, handling of research data, and responsible research conduct.

Grading Criteria

To pass the course, all expected learning outcomes (1–4) must be fulfilled. Expected learning outcomes 1, 2, and 4 are graded in five passing levels (A, B, C, D, E). Expected learning outcome 3 is graded in two passing levels (A–B, C–E). Expected learning outcome 5 is graded as Pass (G) or Fail (U). The grades for learning outcomes 1, 2, and 4 carry equal weight, and an average is calculated when the grades differ. Standard rounding rules apply.

The grade for intended learning outcomes 1, 2, and 4 is calculated as the average of the grades awarded for these three intended learning outcomes. To receive a final course grade of A or B, the student must achieve both the corresponding grade for intended learning outcomes 1, 2, and 4 and the higher grade for intended learning outcome 3 (A–B). Otherwise, the final course grade is lowered by one grade. Intended learning outcome 3 cannot raise the final course grade.

Example 1: B (1, 2, and 4) + A–B (3) + G (5) = final grade B.

Example 2: B (1, 2, and 4) + C–E (3) + G (5) = final grade C.

	1	2	3	4
A	The student explains basic methodological concepts and explains the rationale of common methods used in quantitative linguistic research, including the types of research questions for which they are typically used in a consistently insightful, problematizing and nuanced manner, with excellent anchoring in relevant literature. Relevant concepts and distinctions are used, in principle, flawlessly.	The student critically reviews empirical research reporting studies using quantitative approaches within linguistics, with special focus on methodological choices and validity in a consistently insightful, problematizing and nuanced manner, with excellent anchoring in relevant literature. Relevant concepts and distinctions are used, in principle, flawlessly.	The student conducts a small experiment in groups based on a predetermined method and research question, including analyzing and presenting quantitative data with consideration of research ethics in a predominantly insightful, problematizing and nuanced manner, with very good anchoring in relevant literature. Relevant concepts and distinctions are used predominantly correctly.	The student independently designs and reports a linguistic study using a quantitative approach, with clear research questions and hypotheses, and discusses methodological challenges, limitations, and ethical aspects in a theoretically and methodologically informed manner in a consistently insightful, problematizing and nuanced manner, with excellent anchoring in relevant literature. Relevant concepts and distinctions are used, in principle, flawlessly.
B	The student explains basic methodological concepts and explains the rationale of common methods used in quantitative linguistic research, including the types of research questions for which they are typically used in a predominantly insightful, problematizing and nuanced manner, with very good anchoring in relevant literature. Relevant concepts and distinctions are used predominantly correctly.	The student critically reviews empirical research reporting studies using quantitative approaches within linguistics, with special focus on methodological choices and validity in a predominantly insightful, problematizing and nuanced manner, with very good anchoring in relevant literature. Relevant concepts and distinctions are used predominantly correctly.		The student independently designs and reports a linguistic study using a quantitative approach, with clear research questions and hypotheses, and discusses methodological challenges, limitations, and ethical aspects in a theoretically and methodologically informed manner in a predominantly insightful, problematizing and nuanced manner, with very good anchoring in relevant literature. Relevant concepts and distinctions are used predominantly correctly.
C	The student explains basic methodological concepts and explains the rationale of common methods used in quantitative linguistic research, including the types of research questions for which they are typically used with a certain degree of problematizing and with predominantly good anchoring in relevant literature. Relevant concepts and distinctions are used correctly for the most part.	The student critically reviews empirical research reporting studies using quantitative approaches within linguistics, with special focus on methodological choices and validity with a certain degree of problematizing and with predominantly good anchoring in relevant literature. Relevant concepts and distinctions are used correctly for the most part.	The student conducts a small experiment in groups based on a predetermined method and research question, including analyzing and presenting quantitative data with consideration of research ethics in a sufficient manner, with some anchoring in relevant literature. Relevant concepts and distinctions are used mainly correctly, although with some shortcomings.	The student independently designs and reports a linguistic study using a quantitative approach, with clear research questions and hypotheses, and discusses methodological challenges, limitations, and ethical aspects in a theoretically and methodologically informed manner with a certain degree of problematizing and with predominantly good anchoring in relevant literature. Relevant concepts and distinctions are used correctly for the most part.

D	The student explains basic methodological concepts and explains the rationale of common methods used in quantitative linguistic research, including the types of research questions for which they are typically used in a satisfactory manner, with satisfactory grounding in relevant literature. Relevant concepts and distinctions are used mainly correctly.	The student critically reviews empirical research reporting studies using quantitative approaches within linguistics, with special focus on methodological choices and validity in a satisfactory manner, with satisfactory grounding in relevant literature. Relevant concepts and distinctions are used mainly correctly.	The student independently designs and reports a linguistic study using a quantitative approach, with clear research questions and hypotheses, and discusses methodological challenges, limitations, and ethical aspects in a theoretically and methodologically informed manner in a satisfactory manner, with satisfactory grounding in relevant literature. Relevant concepts and distinctions are used mainly correctly.
E	The student explains basic methodological concepts and explains the rationale of common methods used in quantitative linguistic research, including the types of research questions for which they are typically used in a sufficient manner, with some anchoring in relevant literature. Relevant concepts and distinctions are used mainly correctly, although with some shortcomings.	The student critically reviews empirical research reporting studies using quantitative approaches within linguistics, with special focus on methodological choices and validity in a sufficient manner, with some anchoring in relevant literature. Relevant concepts and distinctions are used mainly correctly, although with some shortcomings.	The student independently designs and reports a linguistic study using a quantitative approach, with clear research questions and hypotheses, and discusses methodological challenges, limitations, and ethical aspects in a theoretically and methodologically informed manner in a sufficient manner, with some anchoring in relevant literature. Relevant concepts and distinctions are used mainly correctly, although with some shortcomings.

Fx	The student meets all the criteria for grade E except one.
F	The student does not meet two or more of the criteria for grading E.

Expected learning outcome 5:

G (Pass)

The student shows awareness of research-ethical norms relevant to studies involving human participants, including questions on informed consent, handling of research data, and responsible research conduct.

U (Fail)

The student does not meet the criteria for a grade of G.