

ENGELSK

Pensumhefte vår 2011

**Emner på
bachelor- og masternivå**

**NTNU
Institutt for moderne fremmedspråk
Seksjon for engelsk**

Introduction

This booklet contains short descriptions of the courses being offered by the English Section in the spring semester 2011, together with lists of the required reading (pensum) for these courses. In some cases, recommended further reading is also listed here.

Fuller descriptions of the courses – including teaching schedules, submission dates for term papers, etc. – will be available from the start of the semester through NTNU's online learning management platform 'It's Learning'.

Note: The courses described in this booklet are not designed for distance learning. Some lecture material may be made available via It's Learning (this is at the discretion of individual course leaders), but material which compensates for non-attendance at lectures and group sessions should not be expected. Students who wish to take all or part of the English bachelor programme but who are unable to attend classes regularly are advised to investigate the distance learning course *Take Credit!*.

Note too that if you do not register for a course, you will not have access to information regarding that course on It's Learning. If you are interested in taking a particular course, you should register at an early stage (you can withdraw from the exam later should you decide not to complete the course).

Further information regarding the courses offered by the English Section is available in the web version of the *Studiehåndbok*. This is the best place for checking details of obligatory assignments and the means of evaluation for each course.

Dictionaries

Whatever courses in English you are taking you should have an English-English dictionary and an English-Norwegian/Norwegian-English dictionary (or, if Norwegian is not your native language, an appropriate English-native language dictionary).

English-Norwegian/Norwegian-English

We recommend:

- *Engelsk blå ordbok: Engelsk-norsk/norsk-engelsk* (Kunnskapsforlaget)
This is a relatively cheap publication which will cover most of what you need for your studies.

We also recommend:

- *Engelsk stor ordbok: Engelsk-norsk/norsk-engelsk* (Kunnskapsforlaget)
This is a more comprehensive dictionary – but it is also more expensive. If you intend to study English up to a high level, it may be worthwhile investing in this volume.

English-English

Students are strongly recommended to buy the following dictionary:

- *Collins Cobuild Advanced Dictionary*

Note that this dictionary was formerly entitled the *Collins COBUILD English (Advanced Learner's) Dictionary*. Versions with this earlier title are perfectly acceptable. This dictionary

is recommended particularly since it will eventually be the only dictionary which is approved for use in examinations. See below...

Pronunciation Dictionary

We recommend:

- J. C. Wells, *Longman Pronunciation Dictionary*

Dictionaries of synonyms and idioms

There is a wide range of books of this kind, and it is difficult to isolate the most useful. However, these may prove to be of most interest to Norwegian students of English:

- S. Follestad, *Engelske idiommer*
- *The Longman Dictionary of Idioms*
- *The Penguin Dictionary of English Synonyms & Antonyms*

USE OF DICTIONARIES IN EXAMS – IMPORTANT INFORMATION!!!

In the examinations for courses in English you are allowed to consult an English-English dictionary – but not any English-English dictionary.

From autumn 2010, the only dictionary approved for use in exams at *basisnivå* is the

- *Collins Cobuild Advanced Dictionary*

Versions with the earlier title – *Collins COBUILD English (Advanced Learner's) Dictionary* – are also approved.

For examinations at masters and fordypningsnivå, additional dictionaries are currently also approved. The dictionaries listed below may be used in examinations by fordypnings and masters students in the academic year 2010–2011, and by master's students in the academic year 2011–2012:

- *The Concise Oxford Dictionary* (britisk)
- *Longman Dictionary of Contemporary English* (britisk)
- *Longman Dictionary of American English*
- *Merriam Webster's Collegiate Dictionary* (amerikansk)
- *Random-House Webster's College Dictionary* (amerikansk)
- *Cambridge Advanced Learners Dictionary*

Note that for use in an examination your dictionary should NOT contain your own notes. Your dictionary may be checked during the examination, and removed if it does not meet the criteria for acceptability.

Note also: the English Section's stipulation of a very limited number of approved dictionaries is necessary for practical purposes and – again for practical purposes – we are unable to grant exceptions from the rule.

Bachelornivå

Basis

ENG1101 Engelsk språkvitenskap/English linguistics

7,5 sp

Course leaders

Christine Maassen-Wilder (christine.maassen-wilder@ntnu.no)

Anja Angelsen (anja.angelsen@ntnu.no)

Outline

The course aims to equip students with the tools needed for linguistic description and analysis, and to introduce some main topics in the linguistic analysis of English. We will cover the following core areas of (descriptive and theoretical) linguistics, learning basic notions and applying them to the description and analysis of English:

- Phonetics: the study of linguistic sounds
- Phonology: the study of the sound systems of individual languages
- Morphology: structure of words
- Syntax: structure of sentences

We will also address aspects of the analysis of the meaning of words and sentences (Semantics).

Basic knowledge in all these core areas is a prerequisite for further study in the various subfields of linguistics as well as being very useful when approaching related disciplines, e.g. sociolinguistics, first / second language acquisition, language teaching, translation studies.

Pensum

- *ENG1101 Compendium Spring 2011* (available from the bookshop)
- extra pensum texts which will be made available via it's:learning at the start of the semester

ENG1303 Litteratur: Prosa/Literature: Prose

7,5 sp

Course leader

Katrine Antonsen (katrine.antonsen@ntnu.no)

Lecturers

Paul Goring (paul.goring@ntnu.no)

Eli Løfaldli (eli.lofaldli@ntnu.no)

Domhnall Mitchell (domhnall.mitchell@ntnu.no)

Eileen Stoupe (eileen.stoupe@ntnu.no)

Outline

This course is a genre-based introduction to prose fiction in English. Presenting some of the best-known English-language authors and works, the course explores a range of novels and short stories so as to illuminate the different forms and techniques found within these principal generic categories. The course also aims to provide an introduction to literary-critical terms involved in studying literature.

Teaching is divided between lectures and group sessions. In addition, students are offered supervision. One written assignment will be required, and this will need to be approved in order for a student to take the final written exam. Further details will be provided at the beginning of the semester.

Pensum

- Jane Austen, *Sense and Sensibility*. Ros Ballaster (ed.). Penguin Books.
- Charlotte Brontë, *Jane Eyre*. Richard J. Dunn (ed.). (New York/London: Norton, Third edition, 2001)
- Charlotte Perkins Gilman, 'The Yellow Wallpaper'*
- James Joyce, 'The Dead'**
- D. H. Lawrence, 'Fanny and Annie'***
- Katherine Mansfield, 'The Voyage'***
- Jonathan Swift, 'A Modest Proposal'*
- Philip Roth, *The Ghost Writer*. (London: Vintage, 2005)
- Jeanette Winterson, *Lighthousekeeping*. (London: Harper Perennial, 2005)
- Jeremy Hawthorn, *Studying the Novel*. (London: Bloomsbury Academic, Sixth edition, 2010)
- Paul Goring, Jeremy Hawthorn, Domhnall Mitchell. *Studying Literature: The Essential Companion*. (London: Arnold, Second edition, 2010)

*These texts are out of copyright and will be available for downloading as pdf files on It's Learning

**In Christopher Dolley, (ed.), *The Penguin Book of English Short Stories*. Volume 1. (London: Penguin, 1973)

ENG1401 Kulturkunnskap/Civilization

15 sp

Course leader

Ane Vikaune (ane.vikaune@ntnu.no)

Outline

The aim of the course is to provide an up-to-date overview of British and American political and socio-economic structures, presented in a historical and critical context. We will cover issues related to population and minorities, politics and government, international relations and economy, social services and educational systems, and mass media in Great Britain and the United States.

Required readings ('pensum')

- Oakland, John. *British Civilization: An Introduction*, 7th ed. London: Routledge, 2010. Chapters 1-11. (ISBN: 978-0-415-58328-2)
- Mauk, David, and John Oakland. *American Civilization: An Introduction*, 5th ed. London: Routledge, 2009. Chapters 1-13. (ISBN: 978-0-415-48162-5)
- Selected updated articles, which will be made available through It's Learning throughout the semester.

Recommended additional readings

- Rampolla, Mary Lynn. *A Pocket Guide to Writing in History*, 6th ed. Boston/New York: Bedford/St. Martin's, 2010. (ISBN: 978-0-312-53503-2)
- Oakland, John. *British Civilization: A Student's Dictionary*, 2nd ed. London: Routledge, 2003. (ISBN: 978-0-415-30777-2)
- Duchak, Alicia. *A-Z of Modern America*. London/New York: Routledge, 1999. (ISBN: 978-0-415-18756-5)
- Selected films dealing with Civilization topics, which will be shown in film seminars throughout the semester.

Bachelornivå

Fordypning

ENG2153 Tilegnelse av første- og andrespråk med fokus på engelsk/First and second language acquisition

7,5 sp

Course leader

Anne Dahl (anne.j.dahl@ntnu.no)

Outline

The course provides an introduction to First and Second language (L1 & L2) acquisition with a special focus on how theoretical knowledge of these phenomena can be employed for practical purposes in education and more specifically in language teaching. We will follow the natural progression in how children acquire their native tongue (L1) and the factors that play a major role in this process. First language acquisition will then be compared to the acquisition of Second language(s) following recent research in the field. We will discuss the repercussions recent theoretical advances may have, among other things, on improving the methods for L2 instruction and the notion of bi-/multilingualism in a global world.

Instruction is provided through seminars, discussions and individual supervision. During the course students are expected to complete an obligatory in-class presentation reflecting their own research in a selected topic.

Readings

- Karmiloff, Kyra & Anette Karmiloff-Smith 2001. *Pathways to Language. From Fetus to Adolescent*. Cambridge, MA/London, England: Harvard University Press.
- A compendium of texts (ENG2153: First and second language acquisition) which will be made available in the Tapir bookshop.

ENG2303 Litteratur III: Litteratur og nasjon/Literature and Nation

7.5 sp

This semester's variant: **The English Novel from the Edwardian period to modernism**

Course leader

Arne Toftegaard Pedersen (arne.pedersen@ntnu.no)

Outline

The course follows the transformation of the English novel in the 1910s and 1920s. Our literary journey will take us from E.M. Forster's Edwardian novel *Howards End* (1910) to Virginia Woolf's landmarks of modernism, *Mrs. Dalloway* (1925) and *To the Lighthouse* (1927).

As indicated we will mainly be preoccupied with the novels of Forster and Woolf, but there will be references to other important English authors from this period, especially Joseph Conrad, Ford Madox Ford and D.H. Lawrence. We will keep an eye on the American novel as well.

The development in literature of the 1910s and 1920s will be interpreted in connection to the changes in the English society, caused first of all by the Great War. One excellent source, in the investigations on how England changes, will be the novels of Forster and Woolf. *Howards End* is a Condition of England novel, while Forster writes about the British Empire in *A Passage to India* (1924). The mental landscape is being mapped in Woolf novels: *Mrs. Dalloway* exposes post-war minds still haunted by the cruelty and insanity of the past; *To the Lighthouse* follows the Ramsay family and their friends for a decade, including the devastating years of World War I.

Pensum

- E.M. Forster: *Howards End*, 1910 (London: Penguin Classics 2000: ISBN 014118213X)
- Virginia Woolf: *The Voyage Out*, 1915 (London: Penguin Classics 1992: ISBN 0140185631)
- E.M. Forster: *A Passage to India*, 1924 (London: Penguin Classics 2005: ISBN 014144116X)
- Virginia Woolf: *Mrs. Dalloway*, 1925 (London: Penguin Classics 2000: ISBN 0141182490)
- Virginia Woolf: *To the Lighthouse*, 1927 (London: Penguin Classics 2000: ISBN 0141183411)

In addition to the texts listed, a small body of further pensum texts (10-15 pp.) will be made available at the start of the semester.

ENG2502 Tekst, kultur, kontekst/Texts, culture, context

7.5 sp

This semester's variant: **Literature on Screen**

Course leader

Eli Løfaldli (eli.lofaldli@ntnu.no)

Outline

In later years, film adaptations of literary texts have received increasing amounts of scholarly attention, and the field of adaptation studies is developing as a consequence. No longer necessarily seen as auxiliary and inferior to the literary works upon which they are based, film adaptations are rather increasingly regarded as interesting in their own right and subject to academic investigation according to field-specific criteria. This course belongs to the burgeoning field of adaptation studies, and will make use of the terminology and critical apparatus connected to both literary and film analysis. Through close scrutiny of a set of classic (and not so classic) literary texts and some of their film and TV adaptations, the course will explore questions such as: What happens when a novel, short story or play is transferred to a new generic context? By what means is a literary text made relevant for a new target audience? Which changes are made as the adaptation seeks to be in communication with a new historic and cultural context? And what are the potential thematic ramifications of the changes made as the literary text is brought from the pages of a book to the screen?

Pensum (please make sure that you buy only the specific editions and DVDs listed)

- Deborah Cartmell and Imelda Whelahan (eds.), *The Cambridge Companion to Literature on Screen* (Cambridge: Cambridge University Press, 2007)
- James Matthew Barrie, *Peter Pan and Other Plays* (Oxford: Oxford University Press, 2008)
- *Peter Pan*. Dir. Clyde Geronimi, Wilfred Jackson, Hamilton Luske. 1953. (DVD)
- *Peter Pan*. Dir. P. J. Hogan. 2003. (DVD)
- Jane Austen, *Pride and Prejudice*, ed. by Donald J. Gay, 3rd edn. (New York/London: Norton, 2000)
- *Pride and Prejudice*. Dir. Simon Langton (BBC). 1995. (DVD)
- *Pride and Prejudice*. Dir. Joe Wright. 2005. (DVD)
- *Bride and Prejudice*. Dir. Gurinder Chadha. 2004. (DVD)
- Joseph Conrad, *Heart of Darkness*, ed. by Paul B. Armstrong, 4th edn (New York/London: Norton, 2005)
- *Apocalypse Now*. Dir. Francis Ford Coppola. 1979. (DVD) NB! **Not** the Redux version.

In addition to the texts listed, a small body of further pensum texts will be made available at the start of the semester.

Masternivå

ENG3122 Kognitive og teoretiske aspekter ved språk/ Cognitive and Theoretical Aspects of Language

15 sp

This semester's variant: **Grammar and Lexicon**

Course leaders

Mila Dimitrova-Vulchanova (mila.vulchanova@ntnu.no)

Kjersti Faldet Listhaug (kjersti.listhaug@ntnu.no)

Sindre Bjørnar Norås (sindre.bjornar.noras@ntnu.no)

Chris Wilder (christopher.wilder@ntnu.no)

Outline

The course addresses language from the point of view of contemporary linguistic theory and cognitive science. Central issues of the cognitive make-up of language are addressed based in data from Modern English, with a focus on how successful the approaches discussed are at explaining the basic facts and properties of natural languages.

Recommended previous knowledge: basic knowledge of linguistics will be presupposed. The course is designed so as to be accessible to those with no background in the specific topics addressed.

Requirement: 2 short presentations in class (10 mins each).

Exam: written paper (hjemmeksamen, 4000 words)

Readings:

- Readings will be made available at the start of the term.

ENG3123 Oversettelse/Translation

7,5 sp

Course leader

Adriana Serban (adriana.serban@univ-montp3.fr)

Outline

This mainly theoretical course aims to give you a broad overview of key concepts in Translation Studies and to enable you to identify translation issues in texts and choose appropriate strategies for solving translation problems.

We shall start with a brief overview of the history of translation and of ideas about translation, and explore the role translators have played in the transmission of religious, cultural and social values and their importance as cross-cultural mediators and communicators. This will help us understand the context-based nature of translation and the complexity of the decision-taking process involved, which requires that translators be equipped with a wide range of strategies and methods they can choose from in each particular situation.

We will then examine a number of methodological issues, within a target-oriented framework, and focus on equivalence in translation. Other concepts which will be discussed are: foreignisation versus domestication, function, purpose and audience design, mediation and ideology, amongst others. Finally, we will refer to some of the aspects involved in the reception of translated texts and the phenomenon of re-translation, and will conclude with a discussion of quality assessment and the ethics of the translator. Both literary and non-literary texts will be used to illustrate theoretical aspects, and there will be a brief introduction to the area of audiovisual translation.

Required reading:

- BAKER, Mona (1992) *In Other Words*. A coursebook on translation. London and New York: Routledge.
- BASSNETT, Susan (2002) *Translation Studies* (3rd edition). London and New York: Routledge.
- HATIM, Basil and Jeremy MUNDAY (2004) *Translation*. An advanced resource book. London and New York: Routledge.

ENG3423: Spesialiseringsemne

15 sp

This semester's variant: **“Travel, tourism and the discovery of the world”**

Course leader

Paul Goring (paul.goring@hf.ntnu.no)

Outline

The focus of this course is travel and the culture of writing and thinking about travel in the eighteenth century, and it has a *pensum* comprised of genuine travel accounts, works of fiction revolving around travel, works on the border of fact and fiction, plus a number of critical and theoretical texts concerned with travel and travel writing.

The eighteenth-century was an important period so far as travel was concerned – particularly travel by Europeans. Colonists from Britain, France, Spain, Portugal and other European countries sought out new lands which could be incorporated within growing empires; many European explorers embarked upon voyages into unknown territories, making new discoveries and charting the geography of the world as they travelled; and tourism, for those who could afford it, was becoming an increasingly popular pursuit, both within the home country and abroad. Travel writing became increasingly popular, and many novels revolving around journeys were written and widely read.

The course will involve close study of selected works by eighteenth-century writers and travellers as they journeyed around the world (sometimes only in the imagination) across many regions from Scandinavia to the South Seas. Through examining such works, one aim of the course is to explore issues of travel which are particular to the eighteenth century. However, a further aim is to explore more general issues connected to travel and travel writing. Why do people travel? Why do people write about their travels? Why do readers read works concerned with travel? This latter aim is pursued particularly by means of a *semesteroppgave*, in which students can write about a self-chosen piece of English-language travel writing from any period.

The study of travel writing is currently expanding rapidly within a number of traditional academic disciplines, such as geography, history, literary studies, and anthropology. As such, there is no neat or stable set of theories and methods associated with the analysis of travel writing. This course will primarily be drawing upon analytical approaches from the fields of cultural history and literary studies but it will not do so dogmatically and it is hoped that students will themselves reflect upon the types of questions which might be asked and the types of analytical methods which might be applied within this developing and shifting field of study.

Pensum

The following texts should be bought:

- Lady Mary Wortley Montagu, *The Turkish Embassy Letters*, ed. Malcolm Jack (London: Virago Press, 1994)
- Daniel Defoe, *Robinson Crusoe*, ed. Michael Shinagel (New York and London: Norton, 1994)
- Laurence Sterne, *A Sentimental Journey through France and Italy*, ed. Paul Goring (London: Penguin Classics, 2001)

- Samuel Johnson and James Boswell, *A Journey to the Western Islands of Scotland and The Journal of a Tour to the Hebrides*, ed. Peter Levi (London: Penguin Classics, 1984) [Only selections will be *pensum*]
- Mary Wollstonecraft, *Letters Written during a Short Residence in Sweden, Norway, and Denmark*, ed. Richard Holmes (London: Penguin Classics, 1987)
- Samuel Johnson, *The History of Rasselas, Prince of Abissinia*, ed. Paul Goring (London: Penguin Classics, 2007)
- Jonathan Swift, *Gulliver's Travels*, ed. Christopher Fox (Boston and New York: Bedford Books, 1995) [Only parts 1 and 2 will be *pensum*]
- *The Cambridge Companion to Travel Writing*, ed. Peter Hulme and Tim Youngs (Cambridge: Cambridge University Press, 2002) [You are recommended to buy this collection, but only the following sections are *pensum*: Introduction (pp. 1-13), Chapter 1 (pp. 17-36), Chapter 2 (pp. 37-52), Chapter 6 (pp. 105-21), Chapter 13 (pp. 225-41), Chapter 14 (pp. 242-60), Chronology (pp. 279-305)]

Copies of the following texts will be supplied during the course:

- Joseph Conrad, 'Geography and Some Explorers' (1924)
- Tobias Smollett, *Travels through France and Italy*, ed. Frank Felsenstein (Oxford: Oxford University Press, 1999) [Extracts]
- James Cook, *The Journals*, ed. Philip Edwards (London: Penguin Classics, 2003) [Extracts]