

# **ENGELSK**

**Pensumhefte vår 2016**

**Emner på bachelor- og  
masternivå**

**NTNU**

**Institutt for språk og litteratur  
Seksjon for engelsk**

## Introduction

This booklet contains short descriptions of the courses being offered by the English Section in the Spring 2016 semester, 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, and so forth—will be available from the start of the semester through NTNU's online learning management platform '*itslearning*.'

Note: The courses described in this booklet are not designed for distance learning. Some lecture material may be made available via *itslearning* 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 courses available with Take Credit.

Note too that if you do not register for a course, you will not have access to information regarding that course on *itslearning*. 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 course descriptions which are available on the NTNU website. This is the best place for checking details of obligatory assignments and the means of evaluation for each course.

## Bachelor's thesis (*bacheloroppgave*)

Students entering the English BA programme in autumn 2014 or later are required to write a BA thesis (7.5sp) during their studies. This includes students who are taking the 5-year MA in English with Teacher Training (*5-årig lektorutdanning i engelsk*) and who entered that program in autumn 2013 or later.

The BA thesis in English is offered in all ENG2xxx courses. The BA thesis counts as an alternative to the regular way of obtaining credit in the course (i.e. it replaces all assignments and exams in that course for students choosing the thesis option). The option is **only** available to students taking a BA program that requires a BA thesis in English. A student may choose the BA thesis option only in **one** course during their studies.

The BA thesis must be written in English and be ca. 3200 words (7-8 pages). The submission deadline for the BA thesis is the exam date (or home exam submission date) of the relevant course.

In place of the regular obligatory assignment, *those choosing the BA thesis option must write a project proposal of 500-600 words*. For further information on the BA thesis option in a given course, you should consult the relevant teacher(s) at the start of the semester.

**Students in ENG2xxx courses need to be aware of the different forms of assessment when they register for the exam on *studentweb* and make sure that they choose the correct form.** If you have any questions regarding this, you can contact your student adviser ([studieveiledning-isl@hf.ntnu.no](mailto:studieveiledning-isl@hf.ntnu.no)).

## Study abroad

Students on both BA and MA programs may choose to spend part of their degree studying at a university in an English-speaking country. We encourage you to do so. As a student of English, you possess language skills which open up a range of study options across the world to select among.

### Why spend a semester (or two) studying abroad?

Studying abroad is an intense and immensely enriching experience, one which will enhance your academic and personal development in many ways:

- deepen and broaden your English language competence
- benefit from different approaches to teaching / learning and novel academic content
- expand your cultural and social horizons
- gain new perspectives on your academic studies, and on life in general

For more information, see: <https://innsida.ntnu.no/utenlandsstudier>

### Norwegian Study Centre (NSC) in York

The department has a special cooperation agreement with the Norwegian Study Centre (NSC) at the University of York ([www.york.ac.uk/inst/nsc/](http://www.york.ac.uk/inst/nsc/)). The NSC offers courses in English at BA and MA levels, including a one-semester course at *fordypning* level in English language, literature and culture corresponding to 30 sp.

### 1st year students

We arrange each year for a group of first-year students to take a two-week study course at the NSC in York during the spring semester. During the study-tour, participants take classes related to literature, linguistics and culture, and may get an exemption from one or more of the Obligatory Assignments in the courses they are taking that term at NTNU (ENG1001 *Global English*, ENG1101 *English Linguistics*, ENG1303 *Literature: Prose Fiction*, ENG1402 *Modern British History and Culture*). The application deadline for 2016 has now passed. Details on how to apply for the 2017 course are announced at the start of the autumn semester of 2016.

### BA in English

As part of your bachelor's degree, we recommend that you consider spending a semester at the NSC in York or at one of the other universities listed below. You may take courses in English (*påbyggingsemner*), courses in your second subject (*fag 2*), or 'free choice' courses (*valgfrie emner*).

For BA-level studies, NTNU has cooperation agreements with various institutions, including:

- in the UK: Roehampton University and the University of Glasgow
- in the USA: University of California, San Diego and University of California, Santa Barbara
- in Australia: University of New South Wales.

### MA in English

If you choose to spend a semester abroad as part of your master's degree, it is recommended that you do so in the second semester of your program.

For MA-level studies, NTNU has cooperation agreements with various universities, including:

- in the UK: King's College London and the University of York (via the Norwegian Study Centre)
- in the USA: San Diego State University
- in Australia: the University of New South Wales.

The full list of universities can be found here:

[http://www.ntnu.no/studier/studier\\_i\\_utlandet/avtaler/](http://www.ntnu.no/studier/studier_i_utlandet/avtaler/)

## Dictionaries

Regardless of what 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, but should not be confused with other Collins dictionaries (e.g., the *Collins Student Dictionary* would not be acceptable).

### 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 just any English-English dictionary.

The following dictionary is the **only** dictionary approved for use in exams:

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

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 that the English Section's stipulation of an approved English-English dictionary is necessary for practical purposes and—again for practical purposes—we are unable to grant exceptions from the rule.

**Bachelornivå**

**Basis**

# ENG1001 Global engelsk / Global English

7.5 sp

## Course leader

Andrew Weir ([andrew.weir@ntnu.no](mailto:andrew.weir@ntnu.no))

## Course teachers

Lectures: Andrew Weir, Anne Dahl ([anne.j.dahl@ntnu.no](mailto:anne.j.dahl@ntnu.no))

Seminars: Nicole Busby ([nicole.busby@ntnu.no](mailto:nicole.busby@ntnu.no))

## Outline

English, more than any other language, is now the language of global communication – it is arguably the first global language. The role and status of English today is unique, even when considering other ‘world’ languages such as French, German, Spanish, and Chinese and Arabic. In the context of English studies especially, it becomes crucial to understand this uniqueness and what consequences it has; for English, and for other languages.

This course aims to trace the development of the English language from its earliest beginnings up until today, to discuss the differences between the various accents, dialects, and varieties of English, and to present issues to do with its current status and role. When and how did the English language emerge? When did it begin to spread around the globe? What consequences has this spread had for the development of different varieties of English on different continents? On what levels of language do these varieties differ, and what are the linguistic characteristics of some of the major varieties? Is it fair to accuse the English language of being a ‘linguistic tyrannosaurus rex’? These are the kinds of questions that the course will attempt to sketch answers to.

Other issues that will be considered are:

- In view of the dominant role of English in countries such as Norway, ought English to be regarded as a second or a foreign language in such countries?
- Are some varieties of English better than others?
- Is it likely that the English language will continue to assert its global dominance, or are there other, alternative scenarios?

Teaching will take place both through lectures, and six discussion seminars over the semester, for which students must sign up on *itslearning*. Attendance at both is vital. A detailed course/seminar schedule will be made available on *itslearning* at the beginning of the semester.

## Assessment

One obligatory assignment of ca. 2-3 pages due halfway through the semester.  
Final exam (OA must be approved in order to take the exam).

## Pensum

The Svartvik and Leech book will be our textbook throughout much of the course; it has been ordered at Akademika. The other readings below, as well as possible additional material, will be made available electronically on *itslearning* throughout the course.

- Svartvik, Jan & Leech, Geoffrey. 2006. *English: one tongue, many voices*. Basingstoke: Palgrave Macmillan.
- Extracts from: Crystal, David. 2003. *The Cambridge encyclopedia of the English language*. Cambridge: Cambridge University Press.
- Altbach, Philip G. (2007). The Imperial Tongue: English as the Dominating Academic Language. *Economic and Political Weekly*, September 8, 2007
- Bolton, Kingsley (2008). English in Asia, Asian Englishes, and the issue of proficiency. *English Today* 94, Vol. 24, No. 2.
- Dunstan, Stephany B. & Jaeger, Audrey J. (2015). Dialect and influences on the academic experiences of college students. *The Journal of Higher Education* 86(5):776-803.
- Fonyuy, K. E. (2010). The rush for English education in urban Cameroon: Sociolinguistic implications and prospects. *English Today*, 26(1), 34-42.
- House, Juliane (2003). English as a lingua franca: A threat to multilingualism? *Journal of Sociolinguistics* 7/4: 556-578.
- Jenkins, Jennifer , Modiano, Marko, and Seidlhofer, Barbara (2001). Euro-English. *English Today* 68, Vol. 17, No. 4.

# ENG1101 Engelsk språkvitenskap / English linguistics

7.5 sp

## Course coordinator

Anja Angelsen

## Course teachers

Chris Wilder ([christopher.wilder@ntnu.no](mailto:christopher.wilder@ntnu.no) )

Anja Angelsen ([anja.angelsen@ntnu.no](mailto:anja.angelsen@ntnu.no) )

Nicole Busby ([nicole.busby@ntnu.no](mailto:nicole.busby@ntnu.no) )

## Outline

The course aims to equip students with the tools needed for linguistic description and analysis and it introduces a selection of topics in the linguistic analysis of English. We will cover the following core areas of (descriptive and theoretical) linguistics, learning basic concepts and applying these in the description and analysis of English:

- Phonetics: the study of linguistic sounds
- Phonology: the study of the sound systems of individual languages
- Morphology: the structure and properties of words
- Syntax: the structure of phrases and 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 useful when approaching related disciplines, e.g. sociolinguistics, first / second language acquisition, language teaching and translation studies.

## Pensum

- *ENG1101 Compendium Spring 2016* (available from *AKADEMIKA* bookshop)
- Material published on *itslearning* in the course of the semester

## ENG1303: Litteratur: Prosa / Literature: Prose Fiction

7.5 sp

### Course leaders

Yuri Cowan ([yuri.cowan@ntnu.no](mailto:yuri.cowan@ntnu.no))

Hanna Musiol ([hanna.musiol@ntnu.no](mailto:hanna.musiol@ntnu.no))

### Outline

This course will introduce you to a selection of important novels and short stories written in English, in many genres, and across eras and national borders. The class does not aspire to cover all major Anglophone texts and literary periods, since no twelve-week survey course can do that, but in this prose survey course we will invite you on a literary journey across eras, continents, and genres—a journey that, we hope, will continue throughout your academic career at NTNU and beyond.

In this class, as we read diverse authors, from Jonathan Swift to Olaudah Equiano to Emily Brontë to Gayl Jones to Art Spiegelman, we will ask you to reflect critically on what it means to carry out close reading of English prose in the aftermath of our discipline's global turn. Throughout the semester, we will also ask other questions: How do authors narrate their texts? What is the aesthetic and social function of genres like the bildungsroman, the satire, the slave narrative, or speculative fiction and why have audiences in different eras been drawn to the epistolary, realist, modernist, or graphic forms of the novel? And, finally, what is our role, as the reading public and as (future) teachers, in the process of constructing new canons of global Anglophone literary heritage that build on and revise the old ones?

The course will consist of lectures, workshop-based seminars, library research sessions, and the discussion fora on *itslearning*. We would like you to take advantage of this multi-format course structure by fully engaging in the Q&As during lectures and seminars and in peer-to-peer discussions online. In order to help you become better readers, writers, and teachers, our teaching will emphasize reading, writing (including note taking and text-annotation), analysis, research, and discussion as intertwined and mutually dependent processes. (Note that most lecture notes will not be posted on *itslearning*, in order to encourage you to develop your note-taking skills.)

In addition to the learning objectives outlined in the ENG1303 description on the web, this course will

- introduce you to different interpretative practices and important questions that animate contemporary literary studies
- enhance your close and contextual reading skills
- enhance your library research skills
- introduce you to key conventions of academic writing
- encourage critical reflection

**Obligatory Assignment (ca. 1000 words in total):** a two-part project consisting of *itslearning* responses focused on close reading and research. You must complete both OA parts in order to qualify for the exam.

**Pensum (required texts, available in the University bookstore or on itslearning)**

**Books to buy:**

Mary Shelley, *Frankenstein*. [1818] Oxford: Oxford World's Classics, 2009. **NB: if you buy a different edition of this text, be sure that it uses the 1818 edition, since some other versions use the weaker 1831 version.** ISBN-13: 978-0199537150

Olaudah Equiano, *The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African, Written by Himself*. [1789]. Norton Critical Editions. ISBN-10: 0393974944 or ISBN-13: 978-0393974942

Emily Brontë, *Wuthering Heights*. [1846] Boston and New York: Bedford / St. Martin's, 2003. **NB: all the scholarly articles in the appendix in this edition of *Wuthering Heights* are also pensum.** ISBN-13: 978-0312256869

Gayl Jones, *Corregidora* ISBN-10: 0807063150 / ISBN-13: 978-0807063156

Paolo Bacigalupi, *The Windup Girl* ISBN 978-1-59780-158-4

Art Spiegelman, *The Complete Maus* ISBN-10: 0679406417

**Short texts available online:**

Jonathan Swift, "A Modest Proposal" [1729]

James Joyce, "The Dead" from the collection *Dubliners* [1914]

Susan Glaspell, "A Jury of Her Peers" [1917]

Rabih Alameddine, "Changing Room" from *Perv*. New York: Picador, 1999. 1-62

Junot Díaz, "How to Date a Blackgirl, Brown girl, Whitegirl, or Halfie" *Drown*. New York: Riverhead Books, 1996. 143-149.

Jennifer Egan, "[Black Box](http://www.newyorker.com/magazine/2012/06/04/black-box-2)" <http://www.newyorker.com/magazine/2012/06/04/black-box-2>

**Recommended Texts (available via library databases, the bookstore, or on itslearning)**

Jeremy Hawthorn, *Studying the Novel*. 6th ed. London: Bloomsbury Academic, 2010. **NB: buy this book. It is a great reference text to have.**

Mary Louise Pratt, "[Arts of the Contact Zone](#)"

[http://www.jstor.org/stable/25595469?seq=1#page\\_scan\\_tab\\_contents](http://www.jstor.org/stable/25595469?seq=1#page_scan_tab_contents)

Rob Nixon, "[Slow Violence](http://chronicle.com/article/Slow-Violence/127968/)" <http://chronicle.com/article/Slow-Violence/127968/>

Ngũgĩ wa Thiong'o, "Globalectical Imagination," *Globalectics: Theory and the Politics of Knowing*. New York: Columbia University Press, 2012. 44-62

**Other Recommended Resources**

**Free digital resources :**

EndNote; [Voyant](#); [Modernist Journals Project](#)

**Films (available in the library):**

*Midnight in Paris*; *12 Years a Slave*; *Wuthering Heights*; *Frankenstein* (1931)

# **ENG1402 Moderne britisk historie og kultur / Modern British history and culture**

7.5 sp

## **Course leader**

Gary Love ([gary.love@ntnu.no](mailto:gary.love@ntnu.no))

## **Outline**

This course offers a broad introduction to the political, social, and cultural history of modern Britain. Drawing upon the latest academic research, the course challenges students to think about the complex development of Britain as a nation from the late nineteenth century to the present day. In doing so, students gain important insights into a wide range of topics that continue to shape Britain's national identity. The lectures for this course focus on important themes in British history across broad chronological periods, whereas the discussion seminars explore specific historical talking points based on the analysis of primary source documents.

## **Required reading (*Pensum*)**

- Kathleen Burk (ed.), *The British Isles since 1945* (Oxford, 2003; same edition reprinted in 2009). ISBN 978-0-19-924838-4.
- A selection of primary source documents and secondary articles that will be posted on *itslearning* throughout the semester.

## **Recommended reading (Not Pensum)**

- George Orwell, *Penguin Books Great Ideas: Why I Write* (London, 2004). ISBN 978-0-141-01900-0.

Students who are not familiar with British history, the nature of political documents and language, and the writing of essays might find it very useful to read Orwell's essays 'Why I Write', 'The Lion and the Unicorn', and 'Politics and the English Language', all of which appear in this slim volume at very little cost.

## **Additional background reading (Not Pensum)**

- Paul Addison, *No Turning Back: The Peacetime Revolutions of Post-War Britain* (Oxford, 2010). ISBN 978-0-19-219-267-7.
- George L. Bernstein, *The Myth of Decline: The Rise of Britain since 1945* (London, 2004). ISBN 1-8441-3102-5.
- Peter Clarke, *Hope and Glory: Britain 1900-2000* (London, 2004), Second Edition. ISBN 0-141-01175-0.

**Bachelornivå**

**Fordypning**

# ENG2155 Teoretiske tilnærminger til engelsk språk / Theoretical Approaches to English Language

7.5 sp

## Course leaders

Andrew Weir ([andrew.weir@ntnu.no](mailto:andrew.weir@ntnu.no))

Chris Wilder ([christopher.wilder@ntnu.no](mailto:christopher.wilder@ntnu.no))

## Outline

This course is an in-depth introduction to the basic issues of English syntax and to ways of describing and explaining them using advanced theoretical approaches. Students will be introduced to syntactic analysis using the Principles-and-Parameters theory as outlined in the work of Chomsky and others.

Syntax is the study of sentence structure – how words are put together to form larger meaningful units. As well as introducing the theory *per se*, we will be concerned with linguistic argumentation: how hypotheses are formed and evaluated on the basis of language data and theoretical assumptions and objectives.

The course will largely deal with data from English, but will also consider some facts about Norwegian and related English-Norwegian contrasts. (Note to foreign students: no previous knowledge of Norwegian is necessary for this part.)

The course aims to provide a deeper insight into three areas: (i) the system of grammar of human languages, (ii) the sentence grammar of English, and (iii) some English/Norwegian contrasts, which can be applied to problems in translation and language teaching. There are 4 obligatory exercises, and a 4-hour written exam.

## Required readings

- A compendium of texts (available from the Dragvoll bookshop)

## ENG2303 Litteratur og nasjon / Literature and nation

This semester's variant: **The 20th Century American Short Story**

7.5 sp

### Course leader

Domhnall Mitchell ([domhnall.mitchell@ntnu.no](mailto:domhnall.mitchell@ntnu.no))

### Outline

The goals of this course are: to provide an historical overview of the development of the short story in the United States during the twentieth century; to identify some of the formal and theoretical approaches to distinguishing the short story from other genres; to introduce some of the most distinctive voices of American prose fiction, and in the process to explore the idea of a separate, national, tradition of fictional writing in American culture. The texts will be read in chronological order, beginning with Yeziarska. Additional, but non-pensum, critical and theoretical reading will be announced later. Although there will be some formal lectures at the outset of the course, most of the teaching will comprise of close reading and open group discussion in class: stories will be analyzed individually as well as compared with each other to build up a sense of recurrent themes, patterns of symbol and image, formal characteristics and aspects of narrative technique. Since the 20<sup>th</sup> century was an era of massive change in the United States, some attention will be paid to the relationship between literature and broader social and historical concerns, including emigration, class, gender and ethnicity.

### Pensum

All of the stories are to be found in *Major American Short Stories* (Oxford U P, 1994), and in a compendium excerpted from *The Norton Anthology of American Literature*: if you already have a copy of the *Norton*, you may not need to buy the compendium! The compendium is sold at Akademika (the University bookstore).

The *pensum* (obligatory reading) is as follows:

- Anzia Yeziarska, "The Lost Beautifulness" (Norton 1920)
- Ernest Hemingway, "Big Two-Hearted River" (Oxford 1925)
- F. Scott Fitzgerald, "Babylon Revisited" (Oxford 1931)
- Willa Cather, "Neighbor Rosicky" (Oxford 1932)
- Zora Neale Hurston, "The Gilded Six-Bits" (Oxford 1933)
- Edith Wharton, "Roman Fever" (Oxford 1936)
- William Faulkner, "Barn Burning" (Norton 1939)
- Richard Wright, "The Man Who Was Almost a Man" (Oxford 1939)
- Eudora Welty, "Petrified Man" (Oxford 1941)
- Flannery O'Connor, "A Good Man is Hard to Find" (Oxford 1955)
- Bernard Malamud, "The Magic Barrel" (Oxford 1954)
- James Baldwin, "Sonny's Blues" (Oxford 1957)
- Philip Roth, "Defender of the Faith" (Oxford 1959)
- Alice Walker, "Everyday Use" (Oxford 1973)
- Grace Paley, "The Long-Distance Runner" (Oxford 1974)
- John Updike, "Separating" (Norton 1975)
- Leslie Marmon Silko, "Storyteller" (Oxford 1981)
- Raymond Carver, "Cathedral" (Norton 1983)
- Louise Erdrich, "Fleur" (Norton 1986)

## ENG2502: Tekst, kultur, kontekst / Text, culture, context

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

7.5 sp

### Course leader

Eli Løfaldli ([eli.lofaldli@ntnu.no](mailto:eli.lofaldli@ntnu.no))

### Outline

In later years, film adaptations of literary texts have received increasing amounts of scholarly attention, and they are 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 increasingly important 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, and through consideration of related forms of adaptation such as fan fiction, tie-ins, franchises and merchandise, the course will explore questions such as:

What happens when a novel 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 a screen?

### **Pensum (please make sure that you buy only the specific editions 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 or full-length equivalent)

*Peter Pan*. Dir. P. J. Hogan. 2003. (DVD or full-length equivalent)

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 or full-length equivalent)

*Pride and Prejudice*. Dir. Joe Wright. 2005. (DVD or full-length equivalent)

Lionel Shriver, *We Need To Talk About Kevin* (London/New York: Serpent's Tail, 2010)

*We Need To Talk About Kevin*. Dir. Lynne Ramsay. 2011. (DVD or full-length equivalent)

The following *pensum* texts will be made available via *itslearning* at the start of the semester:

Excerpts from Bill Nichols, *Engaging Cinema: An Introduction to Film Studies* (New York/London: Norton, 2010).

Excerpts from Karen Hellekson and Kristina Busse (eds.), *The Fan Fiction Studies Reader* (Iowa City: University of Iowa Press, 2014).

Kamilla Elliott, 'Tie-Intertextuality, or, Intertextuality as Incorporation in the Tie-In Merchandise to Disney's *Alice in Wonderland*' (doi:10.1093/adaptation/apu007)

# **Masternivå**

## **ENG3122 Cognitive and theoretical aspects of language / Kognitive og teoretiske aspekter ved språk**

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

15 sp

### **Course leaders**

Giosuè Baggio ([giosue.baggio@ntnu.no](mailto:giosue.baggio@ntnu.no) )

Mila Dimitrova-Vulchanova ([mila.vulchanova@ntnu.no](mailto:mila.vulchanova@ntnu.no) )

Chris Wilder ([christopher.wilder@ntnu.no](mailto:christopher.wilder@ntnu.no) )

### **Outline**

The course addresses the study of language from the point of view of contemporary linguistic theory and cognitive science. We will introduce theoretical approaches and their linguistic and cognitive motivations, and illustrate them extensively using data from Modern English. We will show how adopting a wider theoretical perspective on human language in general allows for deeper insights into particular aspects of the structure of English.

The course will be organised in two parts: part 1 will focus on grammar and lexical semantics, and part 2 will focus on the lexicon, including psycholinguistic and neurolinguistic aspects. Students' special interest areas will be accommodated where possible.

**Obligatory assignment:** 2 short presentations in class (10 mins. each)

### **Pensum**

- Readings and research articles on specific topics, which will be made available during the course.

## **ENG3123 Oversettelse / Translation**

7,5 sp

### **Course leaders**

Annjo K. Greenall ([annjo.k.greenall@ntnu.no](mailto:annjo.k.greenall@ntnu.no))

Anja Angelsen ([anja.angelsen@ntnu.no](mailto:anja.angelsen@ntnu.no))

### **Outline**

This course gives an introduction to the field of translation studies and to central paradigms, theories and concepts within this field (e.g. equivalence, translation shifts, loss and gain, *skopos* (purpose), cultural translation, foreignization/domestication, audiovisual translation, fan translation, crowdsourcing, translation and language learning). The aim is to provide an in-depth understanding of these concepts, and the practical training needed to learn to use them in analysing linguistic and cultural aspects of translation(s). The course is, among other things, intended to prepare students interested in writing MA theses within translation, for this task.

The examples used in lectures will mainly be from translation(s) between English and Norwegian. Proficiency in Norwegian is, however, not required in order to be able to complete the coursework.

### **Teaching**

The course will be taught using the flipped classroom method. Recorded lectures will be made available on *itslearning*. In addition, there will be weekly seminars that will include Q&A sessions, group discussions under the guidance of teachers and a teaching assistant, and collaborative task-solving. You will be expected to contribute by taking an active part in the discussions, by analysing source texts and their respective translations, and by doing translations of your own.

### **Assessment**

Obligatory activity: Draft of term paper, approximately 1000 words/2-3 pages (approved/not approved).

Term paper, approximately 2500 words/6-7 pages.

### **Required reading:**

1. Pym, Anthony. 2014. *Exploring Translation Theories*. 2<sup>nd</sup> edition. London: Routledge.
2. An electronic compendium that will be made available on *itslearning* at the beginning of the semester.

## ENG3423 Spesialiseringsemne / Special Subject

This semester's variant: **Fictions of London, from the eighteenth century to the present**

15 sp

### Course leader

Paul Goring ([paul.goring@ntnu.no](mailto:paul.goring@ntnu.no))

'When a man is tired of London, he is tired of life.'

Samuel Johnson.

'Earth has not anything to show more fair.'

William Wordsworth

'London, that great cesspool into which all the loungers and idlers of the Empire are irresistibly drained.'

Arthur Conan Doyle

'London, whose rather untidy and grubby bosom is the repository of so many odd secrets.'

Dorothy L. Sayers.

'One of the greenest cities in the world, though it's a very dirty shade of green'

China Miéville

'London opens to you like a novel itself. [...] It is divided into chapters, the chapters into scenes, the scenes into sentences; it opens to you like a series of rooms, door, passage, door. Mayfair to Piccadilly to Soho to the Strand.'

Anna Quindlen

### Outline

Writers of literature have for centuries been fascinated by London, and the city has been represented in numerous works of literature, as a setting or as a prime area of focus. This course explores a selection of fictional works from the eighteenth to the twenty-first centuries as a basis for exploring different literary treatments of urban experience and for asking such questions as:

- What is it about London which has proven so fascinating for writers of fiction?
- How have writers tackled the representation of something as complex as a city – something which is at once a geographical and architectural phenomenon, a mass assemblage of people, a collection of different communities, a life support system for millions, a site of difference, a site of conflict, and more?
- How has the writing of fiction changed in the three centuries since the birth of the novel? How does fiction represent the changes that London has undergone in the same period?
- What types of fictional possibilities are opened up by setting a story in London? How does the city serve the development of a fictional plot?

The course is not restricted to London writers; some of the *pensum* texts will show London represented by non-Londoners. The texts have been chosen on the basis that London is, in some sense, a 'character' in a work, or is instrumental in constructing the work's broader characteristics.

The *pensum* includes only a tiny fraction of the works which could have a place on the course. The obligatory assignment will allow students to choose a text which is not on the *pensum* but is concerned in some way with London.

### ***Pensum***

Daniel Defoe, *A Journal of the Plague Year* (Norton edition)

Charles Dickens, *Sketches by Boz* (Penguin edition) – selected tales only, titles to be announced.

Mark Twain, ‘The Million Pound Bank Note’ \*

Edgar Allan Poe, ‘The Man of the Crowd’ \*

Arthur Conan Doyle, ‘The Adventure of the Bruce-Partington Plans’ and ‘The Red-Headed League’ \*

W. Somerset Maugham, *Liza of Lambeth* \*

Virginia Woolf, *Mrs Dalloway* (Oxford World’s Classics edition)

Jean Rhys, ‘Let them call it Jazz’ \*

Peter Ackroyd, *Hawksmoor*

China Miéville, *Kraken*

Ian McEwan, *Saturday*

Zadie Smith, *N-W*

Further *pensum* texts (studies which offer theoretical and critical perspectives on the topic and on the selected works of fiction) will be announced at the beginning of the teaching period.

Texts marked \* do not need to be bought (they will be supplied via *itslearning*, or links to online versions will be provided). Texts not marked \* should be available at the Dragvoll bookshop.