

ENGELSK

Pensumhefte vår 2017

**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 2017 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.

Obligatory Assignments

Most courses in English have different kinds of obligatory assignments, and students who sign up for a course must have their assignment(s) approved in order to be allowed to sit the exam. An obligatory assignment that is approved is valid **ONLY** for the semester in which the course is taught and the one that follows.

Bachelor's thesis (*bacheloroppgave*)

Students entering the English BA programme in autumn 2014 or later are required to write a BA thesis (7.5 sp) 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 option is **only** available to students taking a BA/MA program that requires a BA thesis in English.

Students follow the teaching in one of the elective ENG2xxx courses, but take the exam identified by the course title ENG2900 *Bachelor's thesis in English*. The course contents will depend on which elective course the students choose to write their Bachelor's thesis in. Students should let the English Section know which elective course they are writing their thesis in via an online form available on the Department's website:

<https://hfntnu.wufoo.com/forms/bacheloroppgave-i-engelsk-registrering-av-emne/>

For more information on the BA thesis, you are invited to look at the course description for ENG2900 in this document. The submission deadline for the BA thesis is the exam date (or home exam submission date) of the relevant course.

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.

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/). 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 2017 has now passed. Details on how to apply for the 2018 course are announced at the start of the autumn semester of 2017.

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 (*valgfriemner*).

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/

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)

Instructors

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

Seminars: Maria Boer Johannessen (maria.boer.johannessen@ntnu.no) + læringsassistenter

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 following book will be our textbook throughout the course. It is available at Akademika.

- Galloway, Nicola and Rose, Heath. 2015. *Introducing global Englishes*. London: Routledge.

The following readings can be accessed as e-readings from the library (from within the University network); links will be made available on *itslearning*:

- Svartvik, Jan & Leech, Geoffrey. 2006. *English: one tongue, many voices*. Basingstoke: Palgrave Macmillan.
 - Chapters 2 and 3.
- Momma, Haruko and Matto, Michael. (eds.) 2008. *A companion to the history of the English language*. Malden, MA: Blackwell.
 - Chapter 26: Wolfram, Walt. American English since 1865. 263-73.
 - Chapter 40: Winford, Donald. English in the Caribbean. 413-22.

The other readings below, as well as possible additional material, will be made available electronically on *itslearning* throughout the course.

- 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.
- Kerswill, Paul (2014). The objectification of ‘Jafaican’: The discursal embedding of Multicultural London English in the British media. In Androutsopoulos, Jannis (ed.), *The media and sociolinguistic change*, 428-55. Berlin: Walter de Gruyter.

ENG1101 Engelsk språkvitenskap / English linguistics

7.5 sp

Course leader

Dave Kush

Instructors

Chris Wilder (christopher.wilder@ntnu.no)

Dave Kush (dave.kush@ntnu.no)

Giosuè Baggio (giosue.baggio@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 2017* (available on *itslearning*)
- Material published on *itslearning* in the course of the semester

ENG1303: Litteratur: Prosa / Literature: Prose

7.5 sp

Course leader

Hanna Musiol (hanna.musiol@ntnu.no)

Instructors

Hanna Musiol

Kristin Weibye (kristin.weibye@ntnu.no)

Rhonna Robbins-Sponaas (rhonna.robbins-sponaas@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 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 Toni Morrison to Viet Thanh Nguyen, 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 satire, the slave narrative, the ghost story, or speculative fiction? 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/or 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 class dialogue 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.

Course Keywords

Genre; Fiction, Reading; Literacy; Audience; Contexts

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
- to 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.

Required Texts (available in the University bookstore or on itslearning)

Books to buy:

- 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. **All scholarly articles in this edition are also pensum.**
- Mary Shelley, *Frankenstein*. [1818] Oxford: Oxford World's Classics, 2009. ISBN-13: 978-0199537150
- Emily Brontë, *Wuthering Heights*. [1846] Boston and New York: Bedford / St. Martin's, 2003. ISBN-13: 978-0312256869
- Toni Morrison, *Beloved*. ISBN-10: 1400033411
- Art Spiegelman, *The Complete Maus* ISBN-10: 0679406417
- Viet Thanh Nguyen, *The Sympathizer: A Novel*, ISBN-10: 0802124941

Short texts available online:

- Jonathan Swift, "A Modest Proposal" [1729]
- Susan Glaspell, "A Jury of Her Peers" [1917]
- Virginia Woolf, "A Haunted House" [1921]
- James Joyce, "The Dead" [1914]
- Junot Díaz, "How to Date a Blackgirl, Brown girl, Whitegirl, or Halfie" *Drown*. New York: Riverhead Books, 1996. 143-149.
- Jennifer Egan, "[Black Box](#)"
- Excerpts from Gretel Ehrlich's *The Solace of Open Spaces* & Anthony Bourdain's *Kitchen Confidential*

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

- Jill Lepore, "[Just the Facts Ma'am](#)"
- Mary Louise Pratt, "[Arts of the Contact Zone](#)"
- Ngũgĩ wa Thiong'o, "Globalectical Imagination," *Globalectics: Theory and the Politics of Knowing*. New York: Columbia UP, 2012. 44-62.
- *The Longman Pocket Writer's Companion* ISBN-10: 0205741797

Other Resources

Free digital resources: EndNote; [Modernist Journals Project](#)

Films (available in the library): *Midnight in Paris*; *12 Years a Slave*

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

7.5 sp

Course leader

Gary Love (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

ENG2123 Oversettelse / Translation

7,5 sp

Course leaders

Annjo K. Greenall (annjo.k.greenall@ntnu.no)

Anja Angelsen (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, translation and language learning). The aim is to provide an in-depth understanding of these concepts, and ample practice using 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 course.

Teaching

The course will be taught using the flipped classroom method. Recorded lectures will be made available on the course learning platform. In addition, there will be weekly seminars with supervised group discussions 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 activities: versions of project description posted on the class blog, feedback on the project descriptions of peers, all in all approx. 1000 words/2-3 pages (approved/not approved).
Final assessment: term paper, approximately 2500 words/6-7 pages.

Required reading:

- Munday, Jeremy. 2012. *Introducing translation studies: Theories and applications*. 3rd edition. London: Routledge.
- An electronic compendium that will be made available on the course learning platform at the beginning of the semester.

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

7.5 sp

Course leader

Chris Wilder (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, which will be made available on *itslearning*

ENG2303 Litteratur og nasjon / Literature and nation

This semester's variant: **Victorian Literature and "The Condition of England"**

7.5 sp

Course leader

Yuri Cowan (yuri.cowan@ntnu.no)

Outline

In this course, we will read fiction, journalism, and verse that, taken together, illustrate the changing face of Victorian culture over the course of Victoria's reign (1837-1901). The swift advance of technology, the spread of the railroads, the mushrooming of the industrial cities, and all the attendant social costs and benefits are revealed in the condition-of-England novel. Even rural England, so slow to change, felt the impact when everyday life could be lived at the astounding pace of thirty-five miles per hour and fiction, published weekly or monthly in affordable serial or else bound in three expensive volumes, could be disseminated in days all over the country. Religious and domestic institutions began to find themselves the subject of skepticism and debate, and all the possibilities and pitfalls began to open up of education and social engineering in the public and private spheres. The resulting curious mixture of doubt and idealism finds its medium of expression in the growth of a mass print culture that offered a new authorial class to make a living writing fiction, verse, and prose for new classes of readers.

Special attention will be paid in this course to the "social problem novel"; to periodical culture and the ways in which it framed and mediated Victorian social life and the everyday (especially as these illuminate politicized notions of class and gender); to poetry and also to so-called "sage" writing as they were harnessed to comment upon topical issues and to attempt to establish enduring notions of culture; to the growth and change of authorship and literary life in the period; and to the ways in which the sometimes-controversial matters that the Victorians examined foreshadow issues that are with us today.

Obligatory Assignment

2 short essays (of 500-1000 and 1000-1500 words apiece, respectively). Dickens's *Oliver Twist* will be one of our first texts, so you should start reading it before the course begins. Students should make every effort to attend lectures as the exam may test knowledge of concepts that are not discussed in the textbooks

Pensum

The following texts will be available at Akademika (be sure to get these particular editions):

- Charles Dickens, *Oliver Twist*. [1838] Oxford: Oxford World's Classics, 2008.
ISBN: 9780199536269
- Elizabeth Gaskell, *North and South*. [1855] Oxford: Oxford World's Classics, 2008.
ISBN: 9780199537006
- Alfred Tennyson, *In Memoriam*. [1849] Norton Critical Edition. 2nd ed. New York: W. W. Norton, 2003. ISBN: 9780393979268 [we will read selections from this]
- George Gissing, *New Grub Street*. [1891] 2nd ed. Oxford: Oxford World's Classics, 2008.
ISBN: 9780198729181

Recommended secondary reading, also available at Akademika:

Altick, Richard D. *Victorian People and Ideas*. New York: W. W. Norton, 1974.
ISBN: 978-0-393-09376-6

To be posted on *itslearning* (some of these will be “recommended” reading; all are pensum):

Elizabeth Barrett Browning, selections from *Aurora Leigh*, Book I (1856)

Henry Mayhew, selections from *London Labour and the London Poor* (1851)

Thomas Carlyle, “Signs of the Times” (*Edinburgh Review* 1829)

Matthew Arnold, selections from *Culture and Anarchy* (1867-68)

Augusta Webster, “A Castaway,” from *Portraits* (1870)

George Eliot, “Silly Novels by Lady Novelists” (1856)

[Anonymous], “Writing for Periodicals,” *All the Year Round* 14.335 (23 Sept 1865)

Thomas Henry Huxley, from “Agnosticism and Christianity,” *The Nineteenth Century*
25.148 (June 1889)

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

This semester's variant: **British Literature and the French Revolution of 1789**

7.5 sp

Course leader

Rebecca Davies (rebecca.davies@ntnu.no)

Outline

The French Revolution of 1789 had a significant and lasting impact on how people across Europe understood their society, both culturally and politically. In Britain, the concepts behind the Revolution ignited fierce political debate, much of it in print form. Discussions influenced by these debates included notions of equality (including gender and class), the impact of childhood education on adult understanding and a reassessment of the tenets of marriage. In summary, the Revolution influenced how people understood themselves within the structure of society. This course employs an historicist critical approach, which examines literary texts within the context of the culture which produced them, to explore the ways in which revolutionary debates influenced British literature across many genres, from Romantic poetry to tales written for children. The texts studied demonstrate the enduring influence of the Revolution of 1789 on writers of the eighteenth and nineteenth centuries. Through an examination of a broad range of literary texts, from both sides of the political debate, this course will raise questions such as: How did the Revolution affect notions of British citizenship and equality? In what ways did authors with a political agenda avoid increasingly harsh censorship laws? And why were some authors of this period seemingly untouched by the issues of the Revolution?

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

- Pamela Clemit (ed.), *The Cambridge Companion to British Literature of the French Revolution in the 1790s* (Cambridge: Cambridge University Press, 2011) ISBN: 978-0-521-73162-1
- William Wordsworth and Samuel Taylor Coleridge, *Lyrical Ballads and Other Poems* (Hertfordshire: Wordsworth Editions Ltd., 2003) ISBN: 978-1-84022-535-8
- William Blake, *The Complete Poems* (London: Penguin, 2004)
- William Godwin, *Caleb Williams or Things as They Are* (London: Penguin, 2005) ISBN: 0-14-144123-2, 978-0-141-44123-8
- Mary Wollstonecraft, *Maria* in Mary Wollstonecraft *Mary and Maria*/ Mary Shelley, *Matilda* (London: Penguin Classics, 1992) (pp. 61-145) ISBN: 0-14-043371-6
- Bruce Woodcock (ed.) *The Selected Poetry and Prose of Shelley* (Hertfordshire: Wordsworth Editions Ltd., 2002) ISBN: 978-1853264085
- Jane Austen, *Northanger Abbey* (London: Penguin Classics, 2003) ISBN: 978-0-141-43979-2

The following pensum texts will be provided via PDF on the course *itslearning* site:

- *Women Poets of the French Revolution* (a selection will be provided).
- Samuel Taylor Coleridge and Robert Southey, *The Fall of Robespierre: An Historic Drama* (Cambridge: W. H. Lunn and J. and J. Merrill, 1794)
- Maria Edgeworth, 'The Little Merchants' in *The Parent's Assistant*, Vol 3. (London: J. Johnson, 1800) and Mary Wollstonecraft, chapter III of *Original Stories from Real Life* (London: J. Johnson, 1796)

In addition to the texts listed, a small body of secondary reading will be made available throughout the semester.

ENG2900 Bacheloroppgave i engelsk / Bachelor's thesis in English

7.5 sp

Course content

Students follow the teaching in one of the elective ENG2000-level courses in English, but take the exam identified by the course title ENG2900 *Bachelor's thesis in English* instead of the regular exam in the elective course. The course contents will depend on which elective course the student chooses to write their Bachelor's thesis in. Students must be as familiar with the curriculum/reading material in the elective course as students who take the regular exam, but are required to develop an independent thesis topic in dialogue with the course teacher.

The Bachelor's thesis replaces the exam in one of the courses at the ENG2000-level. The Bachelor's thesis must be an independent work, and when assessed it is expected that this work, written over the course of a semester, gives evidence of greater depth and breadth of knowledge in the subject-discipline than is expected for a home exam or another regular exam, which is written over a more limited period of time.

Learning outcome

Candidates who have passed this course:

- have the ability to focus on and formulate a defined research topic
- can write an academic text in English
- can analyse, organise and communicate their research findings
- can use the theories, methodologies and discipline-related terminology expected of an independent work of scholarship

In addition, the learning outcome will overlap with that of the course that the student attends classes in.

Learning methods and activities

Students follow teaching in one of the elective ENG2000-level courses in English.

Obligatory assignment

Approved project proposal/outline with literature list for the Bachelor's thesis (approx. 5/600 words or one to two pages). This replaces other obligatory assignments in the elective ENG2000-level course which the student attends classes in.

Assessment

Bachelor's thesis, 1 semester (4000 words/9-10 pages). Only students admitted to the bachelor's programme in foreign languages, study option English, in the autumn semester of 2014 or more recently, or students admitted to the master's programme in Language Studies with Teacher Education (MLSPRÅK - study option English) in the autumn of 2013 or more recently, may choose to write the Bachelor's thesis.

Students should let the English Section know which elective course they are writing their thesis in via an online form available on the Department's website:

<https://hfntnu.wufoo.com/forms/bacheloroppgave-i-engelsk-registrering-av-emne/>

Masternivå

ENG3110 Spesialiseringsemne i engelsk språk / Special subject in English language

This semester's variant: **Syntax through the prism of English dialects**

7.5 sp

Course leader

Andrew Weir (andrew.weir@ntnu.no)

Outline

Linguistic study of English often focuses on the grammar of standard varieties of English. However, our theories of grammar should also be broad enough to cover grammatical phenomena in non-standard varieties of English. And – both within the field of generative linguistics and elsewhere – data from non-standard varieties have often given linguists deeper insight into the analysis both of standard varieties and of the language faculty more generally.

For example, in a particular dialect of Belfast English, the subjects of some imperative sentences can appear after the verb: *Go you home* (rather than *You go home*). This, of course, is not possible in Standard English – and it's not always possible in Belfast English either; for example, this particular dialect does not allow the subject to appear after a *transitive* verb: **Eat you your dinner*. Understanding these patterns, it turns out, can give us insight into some important differences between (some kinds of) intransitive verbs and transitive verbs – which then turn out to be important even for the analysis of Standard English, once we know where to look. This class will explore a number of syntactic phenomena which have assumed central importance in recent generative work, and will investigate them 'through the prism' of what non-standard English dialect data can tell us.

This is primarily a theoretical syntax course; each lecture in the course will look at an area of particular theoretical interest in generative syntax. It is not a survey course in English dialects, nor a course about sociolinguistic variation – but it is hoped that students who are interested in these areas will be able to take something out of the course, as well as those with more theoretical inclinations.

Readings will partially come from textbooks, but we will very quickly start reading the primary literature. Background in syntax at a level at least equivalent to ENG2155 is strongly recommended.

Assessment

Obligatory assignments (approved/not approved):

One obligatory assignment of ca. 1000 words (may be split over more than one assignment)

Outline of term paper together with literature list, approx. 1200 words / 3 pages

If the two above are approved, final assessment is a term paper of ca. 2500 words, on a syntactic topic chosen in consultation with the lecturer.

Readings

All readings are either available electronically through the library, for which links will be provided, or will be made available as PDFs on *itslearning*.

- Green, Lisa (2014). Force, Focus, and Negation in African American English. In Zanuttini, Raffaella and Horn, Laurence R. (eds.), *Micro-syntactic variation in North American English*, 115-42. Oxford University Press.

- (Chapters from) Henry, Alison (1995). *Belfast English and standard English*. Oxford University Press.
- Henry, Alison (2005). Non-standard dialects and linguistic data. *Lingua* 115:1599-1617.
- Henry, Alison & Siobhan Cottell (2007). A new approach to transitive expletives: evidence from Belfast English. *English Language and Linguistics* 11(2):279-99.
- McCloskey, James (1993). A crude test for unaccusativity in English. In Pullum, Geoffrey K. & Potsdam, Eric. (eds.), *Syntax at Santa Cruz* 2, 21-24. UC Santa Cruz.
- McCloskey, James (2000). Quantifier float and *wh*-movement in an Irish English. *Linguistic Inquiry* 31(1):57-84.
- McCloskey, James (2006). Questions and questioning in a local English. In Zanuttini, Raffaella et al. (eds.), *Crosslinguistic research in syntax and semantics: Negation, tense and clausal architecture*, 87-126. Washington DC: Georgetown University Press.
- (Chapters from) Radford, Andrew (1997). *Syntax: a minimalist introduction*. Cambridge University Press.
- (Chapters from) Radford, Andrew (2004). *English syntax: an introduction*. Cambridge University Press.
- Weibelhuth, Gert & Clare J. Dannenberg (2006). Southern American English personal datives: the theoretical significance of dialectal variation. *American Speech* 81(1): 31-56.
- Weir, Andrew (2013). The syntax of imperatives in Scots. In Cruickshank, Janet and Millar, Robert M. (eds.), *After the Storm: Papers from the Forum for Research on the Languages of Scotland and Ulster triennial meetings, Aberdeen 2012*, 261-85. Aberdeen: PFRLSU.

ENG3423 Spesialiseringsemne / Special Subject

This semester's variant: **Literature and the City: Utopia to Postmodern Isolation**

15 sp

Course leader

Rebecca Davies (rebecca.davies@ntnu.no)

Outline

The impact of the city on literature is an area of scholarship that transcends historical and national boundaries. Literary exploration of the urban environment is intimately connected with philosophical examinations of what it is to be human, as well as conceptions of modernity. Western literature has a complex relationship with representations of the city and cityscapes: from a place of corruption and decay, to a utopian vision of civilization perfected; a specifically mapped sense of place, or an abstracted sense of the effects of urbanization on the human mind. This course covers a broad historical period to examine how the city has been represented in literature in a variety of settings, genres, and historical periods. It encompasses discussions of modernity, concentrated humanity in the urban environment, and the ideas and symbolism associated with city life. The historical range of the course encompasses Reformation utopianism, moving through the period of the Industrial Revolution with its associated urban growth, to postmodern urban dystopias and alienation. 'Literature and the City' will introduce students to terminology and critical approaches associated with explorations of the urban environment in literature and culture.

Pensum

Margaret Cavendish, *A Blazing World*. (Penguin Classics: 1994) ISBN-13: 978-0140433722

George Etherege, *The Man of Mode in Three Restoration Comedies* (Penguin Classics: 2005) ISBN- 13 978-0140430271

John Gay, *Trivia: or, The Art of Walking the Streets of London**

William Blake, *Selected Poems* (to be announced)*

Tobias Smollet, *Humphrey Clinker* (Oxford World Classics, OUP, 2009) ISBN-13: 978-0199538980 (extracts only, sections to be announced)

Thomas De Quincey, *Confessions of an English Opium Eater* (London and New York: Penguin Classics, 2003) ISBN-13: 978-0140439014

Charles Dickens, *Sketches by Boz* (Penguin Classics, 1995) ISBN-13: 978-0140433456 (Selected tales only, titles to be announced).

Arthur Conan Doyle, *The Adventures of Sherlock Holmes*, 'His Last Bow' and 'The Red-Headed League'. *

Muriel Spark, *The Prime of Miss Jean Brodie* (Penguin Classics, 2000) ISBN-13: 978-0141181424

Paul Auster, 'City of Glass' from *New York Trilogy* (Faber and Faber, 2011) ISBN-13: 978-0571276653

Texts marked * do not need to be bought (they will be supplied via *itslearning*, or links to online version.)

In addition to the texts listed, a small body of secondary reading will be made available throughout the semester.

SPRÅK3210: Lingvistisk teori og komparativ grammatikk / Linguistic theory and comparative grammar

7.5 sp

Course leader

Kristin Melum Eide (kristin.eide@ntnu.no) (Nordic)

Instructors

Kristin Melum Eide

Dave Kush (dave.kush@ntnu.no) (English)

Tor Anders Åfrarli (tor.aafarli@ntnu.no) (Nordic)

Outline

The course covers topics in the syntax of Norwegian and English from a comparative perspective. It is cross-listed with the Nordic section, which has responsibility for coordinating this course.

Classes will be taught in English and/or Norwegian. Students admitted to an English program will complete the obligatory assignments in English and write the exam in English.

Pensum

Material published on *itslearning* during the course of the semester.

SPRÅK3300: Kognitive aspekter ved språk / Cognitive aspects of language

7.5 sp

Course leaders

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

Giosuè Baggio (giosue.baggio@ntnu.no)

Outline

This course introduces students to central issues in the study of human linguistic behaviour, including language development and language processing in children and adults, encompassing both monolingual and bilingual populations. Students will become familiar with advanced methodologies for studying language development and language use in various contexts, and will receive hands-on instruction on how these methodologies work. Instruction will build on evidence from recent research on specific languages of interest (English and Norwegian), as well as other evidence of relevance for the course.

Classes will be taught in English and/or Norwegian. Students admitted to an English program will complete the obligatory assignments in English and write the exam in English.

Obligatory assignment

1 oral presentation of a research paper (10 mins. each)

Pensum

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

Instruction

The course is offered through a combination of lectures, seminars and hands-on groups.

SPRÅL3800: Fritt emne/Selvstudium / Unspecified Topic/Independent Study

7.5 sp

Course content

The course allows students to specialise in a discipline or sub-discipline within the MA degree programmes in English, and may focus on any one of the variants of language, literature or cultural history. Students taking the MPhil programme in English Linguistics and Language Acquisition should choose a topic within an area related to that degree programme.

This is an independent study course, focusing on a topic largely selected by the student but in collaboration with a teacher/supervisor from the relevant discipline. The student will compile an individual reading list/curriculum in consultation with the teacher/supervisor. This teacher/supervisor will be appointed by the English Section.

Only students admitted to an MA degree programme in English at the Department of Language and Literature may sign up for SPRÅL3800.

Learning outcome

Through independent study, candidates who have passed this course will have achieved deeper knowledge of an area selected from those offered within the study programme.

Learning methods and activities

Approval of individual reading list/curriculum.

Obligatory activities

Approved reading list

Approved draft of the term paper

Assessment

A term paper of between 2500 and 4000 words (5/6 and 8/9 pages), dependent on the discipline of study and in consultation with a supervisor.

The term paper must be submitted by 9 June 2017.

Students should let the English Section know which topic they would like to work on in their term paper via an online form available on the Department's website:

<https://hfntnu.wufoo.com/forms/spral3800-registration-of-topic/>

All students who wish to submit a term paper in SPRÅL3800 must submit this registration form by 3 February 2017.