

ENGELSK

Pensumhefte vår 2020

**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 2020 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 Blackboard.

Note: The courses described in this booklet are not designed for distance learning. Some lecture material may be made available via Blackboard 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 Blackboard. 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 program in autumn 2014 or later are required to write a BA thesis 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 enrolled in the English BA program write their thesis under the course title ENG2910 *Bachelor's thesis in English* (15 sp). Students doing the MA in English with Teacher Training 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 for teacher training students* (7,5 sp). The course contents will depend on which elective course the students choose to write their bachelor's thesis in. Students in the teacher training program 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, no later than 1 February 2020:

<https://innsida.ntnu.no/forms/view.php?id=170858>

For more information on the BA thesis, you are invited to look at the course description for ENG2910 and ENG2900 in this booklet. The submission deadline for the BA thesis is 2 June 2020. 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 for you to choose from.

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*, ENG1404 *History and Nation*). The application deadline for 2020 has now passed. Details on how to apply for the 2021 course are announced at the start of the autumn semester of 2020.

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 (*fordypningsemner*), 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: 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

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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 groups over the semester. Attendance at both is vital. A detailed course/seminar schedule will be made available on Blackboard 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 other readings below, as well as possible additional material, will be made available electronically on Blackboard throughout the course (either for download or as links to e-readings from the library):

- Altbach, Philip G. 2007. The Imperial Tongue: English as the Dominating Academic Language. *Economic and Political Weekly*, September 8, 2007
- 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.
- Kerswill, Paul. 2014. The objectification of 'Jafaican': The discorsal embedding of Multicultural London English in the British media. In Androutsopoulos, Jannis (ed.), *The media and sociolinguistic change*, 428-55. Berlin: Walter de Gruyter.
- Momma, Haruko and Matto, Michael. (eds.) 2008. *A companion to the history of the English language*. Malden, MA: Blackwell.
 - Chapter 50: Ziegler, Mary B. Migration and motivation in the development of African American Vernacular English. 509-520.
 - Chapter 54: Mufwene, Salikoko S. Creoles and pidgins. 553-566.
- Rickford, John R. and McWhorter, John. 1998. Language contact and language generation: Pidgins and creoles. In Coulmas, F. (ed) *The Handbook of Sociolinguistics*. Oxford: Blackwell. 238-256.
- Svartvik, Jan & Leech, Geoffrey. 2016. *English: one tongue, many voices*. Basingstoke: Palgrave Macmillan.
 - Chapters 2 and 3 + pp. 101-118.

ENG1101 Engelsk språkvitenskap / English Linguistics

7.5 sp

Course leader

Dave Kush

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Outline

The course aims to equip students with the tools needed for linguistic description and analysis, and 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 2019* (available on Blackboard)
- Material published on Blackboard in the course of the semester

ENG1303 Litteratur: Prosa / Literature: Prose Fiction

7.5 sp

Course leader

Kristin Lorentse Weibye

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Outline

This course is an introduction to English prose fiction, and through the close study of a selection of important novels and short stories, it aims to expand your knowledge of different types of English-language prose. It includes a variety of literary texts, from Emily Brönte's *Wuthering Heights* to the graphic novel *Maus*, and a diverse selection of short stories spanning several centuries, starting with Jonathan Swift's "A Modest Proposal", and all the way to Jennifer Egan's Twitter-circulated prose-poem "Black Box". Reading these texts, we will consider different narrative techniques, along with the aesthetic, social, and ideological functions of genres like the satire, the slave narrative, contemporary adaptations of a classic fairy tale, and works of speculative fiction, and we will look at how reading audiences interact with the novel and the short story in its different forms, and at different times in history. Through lectures, class discussions and workshop-based seminars, we seek to expand your reading horizons, to enhance your close- and contextual reading skills, and to encourage independent and critical reflection. In addition, this course aims to provide an introduction to literary-critical terms involved in studying prose fiction, and to examine different critical approaches found within literary studies: Hawthorn's *Studying the Novel* and the essays in the Bedford/St. Martin's edition of *Wuthering Heights* are therefore key elements of the curriculum.

Teaching is divided between lectures and group sessions, and the course will include film screenings to supplement the readings. Students are also offered feedback on their obligatory written assignment, which will be between 800-1000 words, and this will need to be approved in order for a student to take the final written exam. Further details about the obligatory assignment will be provided at the beginning of the semester.

Required reading

- Olaudah Equiano, *The Interesting Narrative of the Life of Olaudah Equiano, Or Gustavus Vassa, The African* (Norton Critical Edition, 2001)
- Emily Brontë, *Wuthering Heights* (Bedford/St. Martin's, 2003) ****
- Virginia Woolf, *Mrs Dalloway* (Penguin Classics, 2019)
- Art Spiegelman, *The Complete Maus* (Penguin Books Ltd, 2003)
- China Miéville, *The City & The City* (Picador, 2018)
- James Joyce, "The Dead" **
- D. H. Lawrence, "Fanny and Annie" **
- Katherine Mansfield, "The Voyage" **
- Jonathan Swift, "A Modest Proposal" *
- Angela Carter, "The Company of Wolves"*
- Nalo Hopkinson, "Riding the Red"*
- N. K. Jemisin, "The City Born Great"****
- Jennifer Egan, "Black Box"****
- Jeremy Hawthorn, *Studying the Novel*, 7th edition (Bloomsbury Academic, 2016)

Recommended reading

- “Little Red Riding Hood”, Charles Perrault*
- “Little Red Cap”, Grimm Brothers*

* These texts will be available for downloading as pdf files on Blackboard

** In *The Penguin Book of English Short Stories*, ed. Christopher Dolley (Penguin, 2011). For the purposes of teaching and the setting of the exam we will refer to the editions of “The Voyage”, “The Dead” and “Fanny and Annie” in this Penguin collection. You may use alternative editions for these short stories but be aware that they may contain variants from the Penguin editions and that inconvenience may arise from pagination differences.

*** Links to the story will be made available through Blackboard

**** **Note that all of this volume, including the critical essays, is pensum.**

Dictionary

In the examinations for this course, 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.

ENG1404 Historie og nasjon / History and Nation

7.5 sp

Course leader

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Instructors

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Outline

This course will examine shifting conceptions of the British nation and Britishness through important historical developments since the end of the Second World War. A particular focus of the course will be Britain's changing place in the world and how national identities adapt to new circumstances. The course is structured into four overarching themes: Decolonisation, the Special Relationship, Multiculturalism and Europe. Teaching is divided between lectures and seminars. The lectures will introduce students to key themes and the seminars will give students a chance to hone their skills as historians and discuss the cultural and political impact of historical change through close reading of primary sources.

Learning outcomes

Candidates who have passed this course

- have basic knowledge of the history and culture of one or more English-speaking countries.
- can reflect on current political, social and cultural issues relating to one or more English-speaking countries from a historical perspective.
- have basic knowledge of the latest academic research on the history and culture of one or more English-speaking countries.
- have basic knowledge of the academic approaches and methods used either in the discipline of History, the social sciences, or cultural studies.
- can produce an independent piece of written work on one or more aspects of an English-speaking country.
- are able to demonstrate a good command of written English.

Specifically, at the end of this course, you should have:

- A clear grasp of some of the most significant events and developments of modern British history.
- An understanding of Britain's changing place in the world, in particular in relationship to Empire and Commonwealth, the US and Europe.
- Insight into British identities and how these have developed in response to historical changes, such as migration and decolonisation

- Honed skills in argumentation and analysis of primary sources.

Obligatory assignment

One written task which will need to be approved in order for a student to take the final written exam.

Assessment

This course will be assessed via a 4-hour written exam. Information and updates about the course (and assignments) will be posted on Blackboard and students are therefore expected to check this site on a regular basis.

Required reading (pensum)

- A selection of primary source documents and secondary articles that will be posted on Blackboard throughout the semester.

Bachelornivå

Fordypning

ENG2123 Oversettelse / Translation

7.5 sp

Course leader

Annjo K. Greenall

Instructors

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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), foreignization/domestication, audiovisual translation, fan translation, technology and translation, translation and language learning). The aim is to provide an in-depth understanding of important areas within translation studies and focal concepts related to these areas, and ample practice applying these concepts 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 is taught using the flipped classroom method. Recorded lectures are made available on the course page on Blackboard. In addition, there are 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 a 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. 2016. *Introducing translation studies: Theories and applications*. 4th edition. London: Routledge.
- Electronic compendium (will be made available on the course page on Blackboard at the beginning of the semester)

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)

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, while 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.

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

George Gissing, *New Grub Street*. [1891] 2nd ed. Oxford: Oxford World's Classics, 2016.

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 / Text, Culture, Context

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

7.5 sp

Course leader

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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 Gray and Mary A. Favret, 4th edn. (NY/London: Norton, 2016)

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/NY: Serpent's Tail, 2010/2016)

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

The following *pensum* texts will be made available via Blackboard 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)

A limited number of additional *pensum* texts may be added in the course of the semester.

ENG2800 Forberedelsesemne for bacheloroppgaven i engelsk / Preparatory Course for BA Thesis in English

7.5 sp

Course leader

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Outline

The aim of this course is to help students choose a topic for their bachelor's thesis and begin initial coordination with a supervisor, while introducing students to academic genres, including the character of academic texts, their purpose, structure and language, and finding and handling sources. In addition, students will be introduced to standards concerning academic language, writing processes, and techniques.

Students will ultimately develop a project outline as a starting point for their bachelor's theses. The project outline should have a clearly defined research topic, a well-founded research question or a clear thesis statement and/or hypothesis/es. The student will describe the methods, source materials, and other materials they anticipate using in the project. The final project description will include a plan for work on the project, documentation of relevant literature, and a bibliography.

Teaching

This semester's variant offers teaching over the course of four weeks, starting in week 4, and concludes with the final assessment on March 16.

Learning outcomes

Candidates who have passed this course

- have an understanding of basic ethical standards of research and scientific requirements;
- are able to find and identify relevant primary and secondary sources, and can use library resources effectively and appropriately;
- can handle sources appropriately, including appropriate citation/referencing techniques;
- are able to carry out a literature review, including source criticism where appropriate, for the bachelor's thesis and the chosen topic;
- have recognition and knowledge of the characteristics and structure of an academic text;
- have knowledge of different writing processes and techniques;
- are able to design an independent research project;
- are able to examine and consider methodological problems in relation to the research;
- are able to prepare and present a project outline.

Obligatory activities

One written task and one quiz.

Assessment

A project description for the student's bachelor's thesis, graded pass/fail. The task will be discussed during the course and will be submitted for final approval on March 16, 2020.

Pensum (required readings)

A selection of articles and excerpts, which will be made available on Blackboard throughout the semester.

ENG2900 Bacheloroppgave i engelsk for lektorstudenter / Bachelor's thesis in English for teacher training students

7.5 sp

Course content

Students follow the teaching in one of the elective courses in English (ENG2123, ENG2153, ENG2303, or ENG2502), but take the exam identified by the course title ENG2900 *Bachelor's thesis in English for teacher training students* 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 the chosen ENG2000-level course. 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. 500-600 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 MA program in Language Studies with Teacher Education (MLSPRÅK – study option English) in the autumn of 2013 or more recently, may choose to write their bachelor's thesis in ENG2900 *Bachelor's thesis for teacher training students* (7,5 sp). Students admitted to the BA program in English will write their thesis in ENG2910 *Bachelor's thesis in English* (15 sp).

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, no later than 1 February:

<https://innsida.ntnu.no/forms/view.php?id=170858>

ENG2910 Bacheloroppgave i engelsk / Bachelor's thesis in English

15 sp

Course content

The topic of the thesis should be within one of the three disciplines of English as taught in Norwegian universities. Alternatively, students may choose an interdisciplinary topic. The bachelor's thesis must be written in English. The students should further develop their proficiency in English as well as their understanding of texts and academic writing. Students will gain insight into information processing and evaluation of research and methods within a relevant subject.

Learning outcome

Candidates who have passed this course:

- are able to articulate and delimit a scientific research question;
- are capable of expressing themselves in written academic English;
- are able to analyse and organise collected information, including existing research on their chosen topic, and present it in writing;
- are able to apply the scientific terminology and methods required in a piece of academic work.

Learning methods and activities

Supervision, following students' work developing a project proposal in *ENG2800 Preparatory Course for BA thesis in English*. The teaching will be organised with consideration to the students' topics and available supervision resources.

The thesis must be written in English and consist of approximately 7500-9000 words (Times New Roman, font size 12, line spacing 1,5) excluding references and appendices.

Further on evaluation

It is not possible to write a bachelor's thesis in semesters where this course is not taught/no supervision is offered. Students who wish to retake the course either because of a failing grade, or to improve their grade, must submit a new thesis on a new topic.

Masternivå

ENG3110 Spesialiseringsemne i engelsk språk / Special Subject in English Language

This semester's variant: **Verbs and their arguments**

7.5 sp

Course leader

Chris Wilder (christopher.wilder@ntnu.no)

Outline

The course will deal with aspects of word meaning and sentence structure (lexicon, syntax, semantics) within the framework of generative grammar. It will examine the relation between verb semantics and sentence structure patterns, and the notion of diathesis – alternate ways of realising the arguments of a verb in a sentence. Topics covered will include the active-passive relation; unaccusativity; the middle construction; verb alternations such as the causative alternation, locative alternations; ditransitive (double object) verbs; and resultative constructions. The focus will be primarily on English, but comparative / cross-linguistic issues will also be addressed.

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 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 topic chosen in consultation with the lecturer.

Readings

A selection of articles / book chapters, which will be made available as PDFs on Blackboard.

ENG3320 Tema innen engelskspråklig litteratur / Topics in Anglophone Literature

This semester's variant: **Fictions of Memory**

Course leader

Dorothee Birke (before 1 March 2020: dorothee.birke@uibk.ac.at; after 1 March, may be reached via the NTNU address which will be posted on the course website and department pages)

Outline

“There is no escape from yesterday, because yesterday has deformed us, or been deformed by us.” Samuel Beckett’s quote evokes the significance of autobiographical memories for our sense of who we are – and, conversely, our sense of who we are for our memories. In this course, we will look at contemporary Anglophone literature that seeks to explore what the neuropsychologist Daniel Schacter has termed “memory’s fragile power” – these are works that deal with the process of reconstructing one’s own past, which may be complicated by memory gaps, unreliable memories or competing narratives. We will ask how authors incorporate psychological findings on the process of remembering and the function of memory for identity by means of specific narrative technique. Although the main focus of the course will be on novels, we will also consider how remembering as a complex process can be staged in the graphic novel (Alison Bechdel’s *Fun Home* will be our prime example) and in film (*Memento*).

This course will begin on March 3rd; there will be two sessions a week. Regular attendance, preparation ahead of class and participation in seminar discussions are expected. In addition, students in this course will be asked to be part of an expert group on one of the primary texts. Expert groups will, in close cooperation with the course leader, be responsible for the planning and moderating of one session on ‘their’ text. Students will be able to sign up for the expert groups in January.

Obligatory assignments

The course requires an obligatory written assignment, which will be composed of two tasks: a response to one of the theory texts (ca 1 page), and a research-based lesson plan, to be prepared by the focus group (ca 4-5 pages). The lesson plan is the basis of the oral assignment (implementing the lesson plan). You need to pass all parts of this assignment in order to qualify for the home exam. Details and instructions will be posted on the course website.

Pensum

The following books must be purchased:

Alison Bechdel, *Fun Home* (Cape, 2006); ISBN-13: 978-0544709041

Kazuo Ishiguro, *The Remains of the Day* (Faber and Faber, 1989); ISBN-13: 978-0571258246

Penelope Lively, *The Photograph* (Penguin, 2003); ISBN-13: 978-0141011943

Patrick McGrath, *Spider* (Vintage, 1991); ISBN-13: 978-0679736301

Students will also be asked to watch the film *Memento* (dir. Christopher Nolan, 2000)

A digital compendium with the mandatory theory texts will be made available on Blackboard, and students are expected to research and read some material on the text they are focusing on in their expert group.

ENG3430 Tema innen litteratur og kultur / Topics in Literature and Culture

This semester's variant: **Animal Representation and Consciousness in Literature**
7.5 sp

Course leader

Isabelle Clairhout (contact details will be made available on the course pages in Blackboard)

Outline

This course aims to examine the representation of non-human animals (and especially non-human animal consciousness) in English literature. We will not only look at *how* they are represented, but also *why* and *when* this representation came into being. The discourse in the listed books reflects and shapes the way we view (our relationship with) “animals”, and the way we treat them. Some novels have had major impacts on society, translating into a change in policy towards the protection of (certain) animals. Others have mostly influenced a minority of readers, strengthening their already established engagement with animal ethics, which may yet have an impact in years to come. Rather than dismissing animals in literature as mere entertainment for children, or categorizing them as only of importance for radical animal rights advocates, we will also look at animals in literature in order to get a broader view of human(e) society.

However, is literature able to provide us with an understanding of what it is to be “an animal”, if we do not even speak their language? This question gains more and more urgency in a society in which certain animals seem to have been rendered voiceless: some have disappeared from the public space to live hidden lives in an industrialized bio-industry, some are considered a nuisance or threat, while others have become the pets that are being denied their animal needs and suffer as designer breeds. As scientific insights into non-human animal consciousness change, literature, too, may question our treatment of animals.

In order to understand some of the animals depicted in these novels, and so that we can evaluate whether their representations are true to life or mere tropes, this course will include aspects of social history, ethology, behavioral ecology, (neuro)anatomy, and ethics.

Pensum texts

The following will be available at Akademika:

- Richard Adams, *Watership Down* [1972]. Penguin: ISBN 9780241953235
- William S. Burroughs, *The Cat Inside* [1986]. Penguin: ISBN 9780142000250
- J.M. Coetzee, *The Lives of Animals* [1999]. Princeton Classics: ISBN 9780691173900
- Barbara Gowdy, *The White Bone* [1999]. Picador: ISBN 9780312264123
- Robert Franklin Leslie, *In the Shadow of a Rainbow* [1974]. W.W. Norton: ISBN 9780393314526
- Helen Macdonald, *H is for Hawk* [2014]. Vintage: ISBN 9781784701444
- Martin Lee Mueller, *Being Salmon, Being Human* [2017]. Chelsea Green Publishing: ISBN 9781603587457
- Anna Sewell, *Black Beauty* [1877]. Oxford World's Classics: ISBN 9780199608522

These will be provided through Blackboard:

- John Berger, “Why Look at Animals”, in: *Why Look at Animals*. Penguin, 2009, pp.

12-37.

- Michael D. Breed and Janice Moore. “Of Cockroaches and Wolves: Framing Animal Behaviour” in *Animal Behaviour*. Academic Press, 2012, pp. 1-24.
- Irene Pepperberg, “Cognitive and Communicative Abilities of Grey Parrots.” *Applied Animal Behaviour Science* 100 (January 2006), pp. 77–86.

Recommended reading

- Marc Bekoff, *Minding Animals: Awareness, Emotions, and Heart*. Oxford University Press, 2003. ISBN 9780195163377. (available at Akademika)
- Jacques Derrida, David Wills (transl.), “The Animal That Therefore I Am (More To Follow)”, *Critical Inquiry*, Vol. 28, No. 2 (Winter, 2002), pp. 369-418 (pdf posted on Blackboard).
- More recommended reading may be added on Blackboard.

Assignment

Essay, ca. 3000 words

Assessment

Term paper, approx. 3500 words and oral examination, 20 minutes.

The term paper counts as 60 % and the oral examination counts as 40 % of the final grade.

ENG3450 Historie, samfunn og kultur / History, Society, and Culture

This semester's variant: 'New Times'? Britain in the 1980s.

7.5 sp

Course leader

Gary Love (gary.love@ntnu.no)

The teaching on this course consists of short introductions to weekly themes by the course lecturer, followed by seminar discussions of primary sources and secondary literature, and a number of film screenings.

Course outline:

This course offers students the opportunity to study the cultural, social, and political history of Britain in the 1980s. By exploring a wide variety of themes including Thatcherism, race in Britain, the Campaign for Nuclear Disarmament, the Miner's Strike, the impact of unemployment on everyday life, sexuality and family values, the Anti-Apartheid Movement, cultures of resistance, 'the troubles' in Northern Ireland, and Britain's place in the world, it asks students to think about what was distinctive about the decade and whether it still works as a significant and meaningful historical periodisation. The decade was dominated politically by Margaret Thatcher and the course will pay serious attention to the economic, social, and political reforms of her governments (1979-90), but its primary focus is on the impact of Thatcherite ideas on those who lived through and experienced Britain in the 1980s.

Mandatory attendance

This is a campus-based Master's course with a mandatory attendance policy. Students must attend 80% of the main Discussion Seminars to qualify for final exam registration. This requirement does not apply to the Film Screenings. Students are expected to participate in group discussions of the weekly topics and readings with the course teacher.

Course assessment

- An obligatory assignment of approximately 3,000 words/ 6-8 pages relating to film screenings and associated academic literature.
- A written home examination of approximately 3,000 words/ 6-8 pages (7 days).

Pensum

A selection of articles, book chapters, primary sources, which will be made available as PDFs on Blackboard throughout the course.

Introductory readings will be made available on Blackboard approximately one month before the course starts and students should read these articles so that they have a good overview of the basic history of Britain in the 1980s and ongoing scholarly debates about the decade's potential significance for the making of modern Britain.

SPRÅK3210 Lingvistisk teori og komparativ grammatikk / Linguistic Theory and Comparative Grammar

7.5 sp

Course leader

Dave Kush

Instructors

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

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

Outline

The course covers topics in the syntax of Norwegian and English from a comparative perspective.

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 (required readings)

Articles will be made available on Blackboard at the beginning of the semester. *Readings potentially subject to change.*

Åfarli, Tor A. (2007). Do Verbs have Argument Structure? In E. Reuland, T. Bhattacharya, & G. Spathas (Eds.), *Argument Structure* (pp. 1–16). Amsterdam: John Benjamins.

Bianchi, V. (2002). Headed relative clauses in generative syntax. Part I. *Glott International*, 6(7), 197-204.

Eide, Kristin Melum. (2016) Introduction. *Finiteness Matters. On finiteness-related phenomena in natural languages.*

Eide, Kristin Melum. (2016) Finiteness, inflection, and the syntax your morphology can afford. *Finiteness Matters. On finiteness-related phenomena in natural languages.*

Eide, Kristin Melum; Hjelde, Arnstein. (2015) Verb Second and Finiteness Morphology in Norwegian Heritage Language of the American Midwest. *Moribund Germanic Heritage Languages in North America: Theoretical Perspectives and Empirical Findings.*

Grimstad, Maren B. (2018). *Cover Article: 1-8; 19-21; 34-48; 52-61; 104-109.* In *English-origin verbs in American Norwegian: A morphosyntactic analysis of mixed verbs.* Doctoral dissertation, the Norwegian University of Science and Technology (NTNU).

Grimstad, Maren B. (2017). The code-switching/borrowing debate: Evidence from English-origin verbs in American Norwegian. *Lingue e linguaggio* XVI (1): 3-34.

Grimstad, Maren B., Brita R. Riksem, Terje Lohndal & Tor A. Åfarli (2018). Lexicalist vs. exoskeletal approaches to language mixing. *The Linguistic Review* 35 (2): 187-218.

Harley, Heidi & Noyer, Rolf (1999). Distributed Morphology. *Glott International*, 4, 3–9.

Kush, D., Lohndal, T. and Sprouse, J. 2018. Investigating variation in island effects. *Natural Language and Linguistic Theory.*

Kush, D., Lohndal, T. and Sprouse, J. To appear. On the island sensitivity of topicalization in Norwegian. *Language*.

Maling, J., & Zaenen, A. (1982). A phrase structure account of Scandinavian extraction phenomena. In *The nature of syntactic representation* (pp. 229-282). Springer Netherlands.

Moro Quintanilla, Mónica (2014). The Semantic Interpretation and Syntactic Distribution of Determiner Phrases in Spanish-English Codeswitching. In J. MacSwan (Ed.), *Grammatical Theory and Bilingual Codeswitching* (pp. 213–226). Cambridge, MA: MIT Press.

Zaenen, A., & Maling, J. (1982). The status of resumptive pronouns in Swedish. *Readings on unbounded dependencies in Scandinavian languages*, 43, 223.

Wilder, C. (2014). *Wh*-clauses and *wh*-movement. Manuscript. NTNU.

Recommended additional readings

MacSwan, Jeff (2009). Generative approaches to code-switching. In B. E. Bullock & A. J. Toribio (Eds.) *The Cambridge Handbook of Linguistic Code-switching* (pp. 309–335). Cambridge: Cambridge University Press.

Áfarli, Tor A. (2015). A Syntactic Model for the Analysis of Language Mixing Phenomena: American Norwegian and Beyond. In B. R. Page & M. T. Putnam (Eds.), *Moribund Germanic Heritage Languages in North America* (pp. 12–33). Leiden: Brill. doi: 10.1163/9789004290211_003

SPRÅK3300 Språk og kognisjon / Language and Cognition

7.5 sp

Course leaders

Giosuè Baggio (giosue.baggio@ntnu.no)

Isabella Fritz (isabella.fritz@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.