

ENGELSK

Pensumhefte vår 2014

**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 2014 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.

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 English / Global engelsk

7.5 sp

Course leader and lecturer

Bente Henrikka Moxness (bente.moxness@gmail.com)

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 Spanish French, German, 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, 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 make its way around the globe, and what were the factors that caused its spread? 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? These are the kinds of question 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?
- Is it fair to accuse the English language of being a ‘linguistic tyrannosaurus rex’? Does English actually ‘take over’ linguistic territory within non-English speaking countries, and can it be said to be responsible for the continuing disappearance of smaller languages?
- Is it likely that the English language will continue to assert its global dominance, or are there other, alternative scenarios?

Pensum

- Svartvik, Jan and Geoffrey Leech. 2006. *English: One Tongue, many Voices*. Basingstoke, Hampshire: Palgrave Macmillan.
- *ENG1001 Global English*, a compendium of texts reproduced by Tapir Akademisk Forlag and available through the Tapir bookshop.

Recommended further reading:

David Crystal; latest edition of *English as a Global Language*. Cambridge: Cambridge University Press.

You are also advised to explore the bibliography in the Svartvik and Leech book.

Since this course addresses a phenomenon that is still changing, you are encouraged to look for stories in the contemporary media concerning the spread of English, the threatened status of small languages, the role of English in Norway, and international language policy in general.

ENG1101 English linguistics / Engelsk språkvitenskap

7.5 sp

Course coordinator

Helene Hauge

Course teachers

Terje Lohndal (terje.lohndal@ntnu.no)

Anja Angelsen (anja.angelsen@ntnu.no)

Helene Hauge (helene.hauge@ntnu.no)

Outline

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

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

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

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

Pensum:

- *ENG1101 Compendium Spring 2014* (available from *AKADEMIKA* bookshop)
- Material published on *itslearning* in the course of the semester

ENG1303 Literature: prose fiction / Litteratur: Prosa

7.5 sp

Course co-ordinator

Yuri Cowan (yuri.cowan@ntnu.no)

Lecturers

Paul Goring (paul.goring@ntnu.no)

Siv Gøril Brandtzæg (siv.brandtzæg@ntnu.no)

Domhnall Mitchell (domhnall.mitchell@ntnu.no)

Yuri Cowan

Group teachers

Johanne Kristansen (johanne.kristiansen@ntnu.no)

Siv Gøril Brandtzæg

Outline

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

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

The first lecture in this course will take place on 7 January, and the first group session (you will be required to sign up for one of six one-hour sessions) will take place in week 3. There will be twelve lectures and eight group sessions in all.

Obligatory Assignment

The obligatory assignment will be an essay from 800-1000 words long, on **one** of the given secondary articles on “The Yellow Wallpaper.” You will write an essay in which you outline the argument presented in the article and discuss whether you find it persuasive in relation to “The Yellow Wallpaper”, giving reasons for your point of view. The assignment will be due very early in the term, on **4 February**.

Pensum

- Jeremy Hawthorn, *Studying the Novel*, 6th edition (London: Bloomsbury Academic, 2010)
- Jonathan Swift, ‘A Modest Proposal’, pdf on *itslearning*
- Henry Mackenzie, *Julia de Roubigné*, ed. Susan Manning (Trowbridge: Tuckwell Press, 1999)
- Charlotte Perkins Gilman, ‘The Yellow Wallpaper’, pdf on *itslearning*
- Emily Brontë, *Wuthering Heights*, ed. Linda H. Peterson, 2nd ed. (Boston and New York: Bedford / St. Martin’s, 2003).

- James Joyce, 'The Dead', *Penguin Book of Short Stories* (London: Penguin Books, 2011)
- Katherine Mansfield, 'The Voyage', *Penguin Book of Short Stories* (London: Penguin Books, 2011)
- D. H. Lawrence, 'Fanny and Annie', *Penguin Book of Short Stories* (London: Penguin Books, 2011)
- Virginia Woolf, *Mrs Dalloway*, ed. Stella McNichol (London: Penguin Books, 1992)
- Chinua Achebe, *Things Fall Apart* (London: Penguin Classics, 2006)
- Jeanette Winterson, *Lighthousekeeping* (London: Harper Perennial, 2005)

Pensum for the Obligatory Assignment (pdfs on itslearning):

- Treichler, Paula A. "Escaping the Sentence: Diagnosis and Discourse in 'The Yellow Wallpaper.'" *Tulsa Studies in Women's Literature* 3.1/2 (Spring-Autumn, 1984): 61-77.
- Davison, Carol Margaret. "Haunted House/Haunted Heroine: Female Gothic Closets in 'The Yellow Wallpaper.'" *Women's Studies: An inter-disciplinary journal* 33.1 (2004): 47-75.

* For the purposes of teaching and the setting of the exam we will refer to the editions of 'The Voyage', 'Fanny and Annie', and 'The Dead' in the Penguin collection. You may use alternative editions for these three short stories but be aware that they may contain variants from the Penguin editions and that inconvenience may arise from pagination differences.

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

7.5 sp

Course leader, lecturer, and seminar teacher

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 *It's Learning* 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

ENG2153 First and second language acquisition / Tilegnelse av første- og andrespråk

7.5 sp

Course coordinator

Anja Angelsen (anja.angelsen@ntnu.no)

Course instructors

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

Mila Vulchanova (mila.vulchanova@ntnu.no)

Outline

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

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

Pensum

- Karmiloff, Kyra & Anette Karmiloff-Smith 2001. *Pathways to Language. From Fetus to Adolescent*. Cambridge, MA/London, England: Harvard University Press.
- A selection of texts which will be made available during the course of the semester.

ENG2303 Literature and Nation

This semester's variant: **"Privacy in Peril? Perspectives from a Surveillance State"**

7.5 sp

Course leader

Katrine Antonsen (katrine.antonsen@ntnu.no)

Outline

Political conflict, economic competition and terrorism have, with the aid of ever-increasing technological advances, led to the rise of massive state surveillance worldwide. While this surveillance has become a global phenomenon, Britain is regularly named the most surveilled country in the world. Thus, whereas "the surveillance state" used to be a phrase associated with the former Soviet Union or East Germany, there are few nations other than the UK that fit the term better today. While the tensions between the state's demand for more surveillance and monitoring, and the need to protect civil liberties and the right to privacy have marked political debate in Britain for a long time, these tensions have intensified after the Second World War.

Many novelists and playwrights have engaged with the issues raised by spying, espionage, and surveillance. This course focuses on a selection of novels and plays by important British post-war writers whose works explore a range of pertinent questions related to privacy and surveillance in past, present and future scenarios. The texts will be analysed and discussed individually, but comparisons will be made as the course progresses in order to gain insight into issues such as generic similarities and differences, different narrative strategies, uses of symbolism and imagery, and manifestations of historical, political, and ideological contexts. In addition, particular attention will be given to the ways in which different writers exploit the image of the spy figure differently.

Through lectures, seminars and essay assignments, this course will address questions such as: What can literary fiction and literary criticism offer political debates about privacy, espionage, and surveillance? How is "the surveillance state" portrayed in different settings in these particular texts? To what extent do these portrayals match reality? What attitudes to surveillance and privacy are depicted? What are the ethical implications of writing, selling, buying, and reading literature that is devoted to detailing spying and surveillance, as well as the private lives and intimate secrets of its characters?

Pensum

Frayn, Michael. *Democracy* (New York: Faber and Faber, 2003). ISBN: 978-0-571-21109-8
----- . *A Landing on the Sun* (London: Faber and Faber Limited, 2000). ISBN: 0-571-20434-1

Orwell, George. *Nineteen Eighty-Four* (London: Penguin Books, 2013). ISBN: 978-0-141-39304-9

Le Carré, John. *The Spy Who Came in From the Cold* (London: Penguin Books, 2010). ISBN: 978-0-141-19452-3

Lott, Tim. *The Seymore Tapes* (London: Penguin Books, 2006). ISBN: 978-0-141-00913-1

Stoppard, Tom. *Hapgood* (London: Faber and Faber, 1994) ISBN: 0-571-15159-0

In addition, a small body of secondary reading will be made available via *itslearning*.

ENG2502 Text, Culture, Context

This semester's variant: **Science Fiction and Society**

7.5 sp

Instructors

Camilla Hoel (camilla.hoel@ntnu.no)

Yuri Cowan (yuri.cowan@ntnu.no)

Outline

While science fiction is often presented as being about the distant future or advanced science, it is as much about the society that surrounds it and the literature that precedes it. This course looks at how the imagined futures and alternate societies of English-language science fiction draws on and engages with their own historical technological, political and cultural contexts, as well as the history of the genre itself. The texts studied demonstrate the variety of the genre, ranging from hard science fiction to political thought experiments and the satirical, and the chronological progression from the late Victorian period to our own highlights how the genre changes to accommodate the particular concerns of the period in which it is created. Through this range of texts, the course will explore questions such as: What aspects of the texts in this genre mark them as products of their particular contexts? To what extents are there constants in the genre? How does the meaning of recurring patterns change in new cultural and technological contexts?

Meeting room and Time: Fridays, 10.15-12.00, room D11.

Note: the first class will take place on Friday, 24 January. Yuri Cowan will teach the first five classes, and Camilla Ulleland Hoel the last seven.

Novels and novellas:

Adams, Douglas. *The Hitchhiker's Guide to the Galaxy*. [1979]. Pan, 2009.

Asimov, Isaac. *Foundation*. [1951]. London: Harper Collins, 1995. pp 9-138.

Dick, Philip K. *Do Androids Dream of Electric Sheep?* [1968]. London: Gollancz, 2007.

Harkaway, Nick. *The Gone-Away World*. [2008]. London: Windmill Books, 2009.

Huxley, Aldous. *Brave New World*. [1931]. London: Vintage, 2007.

Le Guin, Ursula. *The Left Hand of Darkness*. [1968]. London: Orbit, 1981.

Rajaniemi, Hannu. *Quantum Thief*. London: Gollancz, 2010.

Wells, H. G.. *The Time Machine*. [1895]. London: Penguin Classics, 2005.

Short stories:

Bisson, Terry. "They're Made out of Meat" [1991] (handout)

Bradbury, Ray. "The Veldt" [1950] (handout)

Bradbury, Ray. "There Will Come Soft Rains" [1950] (handout)

Secondary text:

James, Edward and Farah Mendlesohn (eds.) *The Cambridge Companion to Science Fiction*
Cambridge: Cambridge University Press, 2003. pp. 1-78, 219-263.

Students should make every effort to attend lectures as the exam may test knowledge of concepts that are not discussed in the textbook.

Masternivå

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

15 sp

Title: Grammar and Lexicon

Course leaders

Chris Wilder (christopher.wilder@ntnu.no)

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

Outline

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

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

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

Pensum

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

ENG3123 Translation / Oversettelse

7,5 sp

Course leader

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

Outline

This course is an introduction to the field of Translation Studies and to central paradigms, theories and concepts within this field (e.g. literal vs free translation; equivalence; translation shifts; loss and gain; *skopos* (purpose); foreignization/domestication; re-translation; audiovisual translation (i.e. dubbing, subtitling), etc.). The aim is to provide an in-depth understanding of these concepts, enabling you to use them in analysing linguistic and cultural aspects of translation(s). 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 through a combination of lectures and seminars. You will be expected to contribute by taking an active part in theoretical discussions, by analysing source texts and their respective translations, and by doing translations of your own.

Assessment

One short group presentation in class (15-20 min.) (approved/not approved). A take-home exam (approx. 2500 words (5-6 pages)).

Required reading:

- Munday, Jeremy. 2012. *Introducing Translation Studies: Theories and Applications*. 3rd edition. London: Routledge.
- Pym, Anthony. 2010. *Exploring translation theories*. London: Routledge.
- An electronic compendium which will be made available on It's Learning at the beginning of the semester.

ENG3423 Special Subject / Spesialiseringsemne

This semester's variant: 'Nineteenth-Century American Literature'

15 stp

Course leader

Domhnall Mitchell

Outline

In *Civilization in the United States* (1888), the English critic Matthew Arnold ridiculed an advertisement for Charles Richardson's *The Primer of American Literature*, arguing that all literature written in English was by definition English literature, and that distinctions based on national differences were "absurd" and "retarding": what next, he wondered, "A Primer of Canadian Literature too...and Australian?" And yet, anthologies and courses all over the world are organised along exactly such national lines today, while Arnold himself acknowledged many differences between British and American culture. By attending to a variety of novel excerpts, short stories, and poems included in *The Norton Anthology of American Literature* (Shorter Eighth Edition), this course aims to find out when, how and why the idea of a separate tradition of creative writing began to emerge in American culture – and how relevant or useful such a concept might be today. The course will be taught through a mixture of formal lecture and seminar, and will take into account recurrent themes, issues of genre, and some historical and biographical contexts (when appropriate). Individual texts will be analysed in order to explore patterns of symbol and image, formal characteristics and broader social concerns.

Pensum

- Washington Irving, "Rip Van Winkle" (1819) *
- Ralph Waldo Emerson, "Self-Reliance" (1841) *
- Frederick Douglass, excerpts from *Narrative of the Life* (1845) *
- Nathaniel Hawthorne, *The Scarlet Letter* (1850)
- Harriet Beecher Stowe, excerpts from *Uncle Tom's Cabin* (1852) *
- Herman Melville, "Bartleby the Scrivener" (1853) *
- Emily Dickinson, "I heard A Fly Buzz"; "Wild Nights"; "I started early - took my dog"; "Because I could not Stop for Death"; "Safe in their Alabaster Chambers"; "My Life had stood a Loaded Gun" (1860-) *
- Rebecca Harding Davis, "Life in the Iron Mills" (1861) *
- Walt Whitman, "There was a Child Went Forth" & "Song of Myself" (1881) *
- Sarah Orne Jewett, "A White Heron" (1886) *
- Charles W. Chesnutt, "The Goophered Grapevine" (1887) *
- Mary E. Wilkins Freeman, "A New England Nun" (1887) *
- Henry James, *Daisy Miller* (1878) *
- Kate Chopin, *The Awakening* (1899)

Students who want to begin reading and preparing during the winter break should start with one or more of the longer texts: *The Scarlet Letter*, *The Awakening*, *Narrative of the Life*, and/or *Uncle Tom's Cabin*. Texts marked with an asterisk are in the *Norton*.

Domhnall Mitchell, Telephone: 73 59 67 89. E-mail: domhnall.mitchell@ntnu.no