



## Program Board Meeting - English

**Date: 20 February 2019, 12:15-14**

Room 301, HF-building

Agenda:

**01/19            Approval of agenda**

**02/19            Approval of minutes from last meeting - 24 October 2018 (Attachment 1)**

**03/19            Course reports, fall 2018 (Attachment 2)**

The following courses from the fall semester 2018 have been evaluated, both with a course report and student evaluation:

ENG339 + ENG339L

ENG341

ENG343

ENG107

ENG118

ENG119

ENG331

ENG332

ENG333

The course reports (written by the course instructor) should be discussed in the meeting. After the meeting, the student adviser will upload the reports (course reports, not student evaluations) to Studiekvalitetsbasen.

**04/19            Revising BAHF-ENG**

At a teacher meeting in December, we discussed the BA-program in English and agreed that a revision of the program is both needed and wanted.

To facilitate this, the English department has been asked to join a pilot project, supported by UiBs Læringslab, with the goal of re-designing our BA-program. Associate Professor Cecilie Boge (SA) and Associate Professor Robert Gray Jr (Department of Education) will join our meeting and present the project and its potential benefits for us and our work with the revision of the BA program. The second half of our meeting is set off for their presentation and our subsequent discussion of our potential participation in the project.

If you want to prepare and read up, please visit <http://cte.tamu.edu/Faculty-Teaching-Resource/Program-ReDesign>

**05/19            Other business**



**Attachment 1 – Minutes from the Program Board Meeting 24 October 2018 (only in Norwegian)**

**Møtereferat, programstyremøte i engelsk**

**Dato: 24. oktober 2018**

Tilstede på møtet: Kevin McCafferty (programkoordinator - lingvistikk, hovedkoordinator), Bente Hannisdal, Aud Solbjørg Skulstad, Hild Elisabeth Hoff, Zeljka Svrljuga, Jerzy Nykiel, Kari E. Haugland, Tormod Lilleårstein (studentrepresentant), Joakim A. Olsen (studentrepresentant), Anders O. Samland (studentrepresentant) og Hanne Svanholm Misje (referent)

Saksliste:

**27/18 Godkjenning av innkalling og saksliste**

Innkalling og saksliste ble godkjent.

**28/18 Godkjenning av møtereferat fra programstyremøte 12. september 2018**

Referatet fra programstyremøtet i engelsk 12. september ble godkjent uten merknader.

**29/18 Avklaringssaker**

Det blir sendt ut studentevaluering på alle emner som har undervisning denne høsten og dette blir gjort hvert semester fremover, også når det ikke skal skrives emnerapport.

Det er alltid vanskelig å få høy svarprosent på slike evalueringer, og det ble diskutert flere tiltak for å få opp svarprosenten. En mulighet er å ha midtveisevaluering for da å påpeke at studentene har innvirkningskraft i det aktuelle semesteret. Det vil «kollidere» litt med studentrepresentantordningen vår. Det vil heller ikke fungere på emner med intensiv undervisning over noen få uker.

Et annet nyttig tips er å sette av tid midt i en undervisningstime, og ikke knyttet til en pause slik som ofte blir gjort nå. Dersom emnet har seminarundervisning kan evalueringen nok med fordel bli gjennomført i seminarundervisningen og ikke i forelesningene.

En mulighet er å gå tilbake til de gamle håndskrevne evalueringene, men det vil kreve mye mer administrasjon i ettertid.

Det kan også være på tide å endre spørsmålene i evalueringen. Heller spørre spesifikt om hva som var bra/dårlig, og ikke om det var bra/dårlig. I tillegg kan vi reklamere bedre for evalueringen, og presisere at vi er interessert i tilbakemelding og at det vil bli tatt med videre. Slike ting veier tyngre om det kommer fra vitenskapelige enn om det kommer fra administrasjonen.

**30/18 Emneplanendring, ENGDI og DIDAENG-emner (vedtakssak)**

Det blir innført obligatorisk oppmøte på 80% av undervisningen i DIDAENG1, DIDAENG2, ENGDI101, ENGDI111, ENGDI201 og ENGDI301.

I tillegg blir det endret vurderingsform i følgende emner:

ENGDI111: Fra 7-dagers hjemmeeksamen til muntlig eksamen



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ENGDI201: Fra 7-dagers hjemmeksamen til ikke-veiledet oppgave på 2000 ord

*Vedtak*

*Programstyret i engelsk godkjenner endringene i emnene over. Studieplanen blir sendt til fakultetet innen 1. desember for endelig godkjenning.*

## **31/18 Emneplanendring, ENG223L**

Som avtalt i programstyremøte 12. september, blir det foreslått å endre vurderingsform i ENG223L for å gi lektorstudentene mer veiledet skrivetrening i engelskfaget.

Vurderingsform blir endret fra skoleeksamen til veiledet oppgave på 2000 ord, og det blir obligatorisk å møte til veiledning i emnet.

*Vedtak*

*Programstyret i engelsk godkjenner endringene i ENG223L. Studieplanen blir sendt til fakultetet innen 1. desember for endelig godkjenning.*

## **32/18 Eventuelt**

Det blir lagt inn overlapp på ENG221/261, ENG223/263: Kan ikke kombineres med ENG211/251.

I tillegg ble det foreslått å endre formulering om overlapp mellom ENG221 og ENG261 (og tilsvarende emner med annen emnekode) til: **På grunn av fagleg overlapp kan ein ikkje få uttelling får både ENG221 og ENG261.**

Begge disse forslagene blir tatt til følge, og emneplanene blir oppdatert før oversendelse til fakultet innen studieplanfrist 1. desember.

Hovedkoordinator minner om diverse e-poster som er sendt ut på vegne av arbeidsgruppene som jobber mot en søknad til SFU. Vennligst svar på disse.

06.11.18/HSM



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## Attachment 2 – Course reports

### *Course report*

**ENG107 English grammar II**

**Fall 2018**

**Head-teacher: Jerzy Nykiel**

**Grammar HelpDesk instructors: Haakon Simpson, Ingeborg Vansgnes (student assistants)**

**Video feedback: Jerzy Nykiel (teacher), Anders Samland, Haakon Simpson, Ingeborg Vansgnes (student assistants)**

ENG107 is a 5 credit course composed of 12 lectures and 12 seminar sessions. The lectures and seminars were taught by Jerzy Nykiel. There was one seminar group. There were also 12 grammar HelpDesk sessions led by two MA student assistants: *Haakon Simpson, and Ingeborg Vansgnes (six sessions each)*. The course aims to give the students insight into the more advanced structures of the English language, especially in terms of syntax and semantics. It also equips the students with precise linguistic vocabulary as a working tool.

The number of registered students was 135. The lectures were attended regularly by ca. 40-50 students and the seminars had similar attendance. Seminar tasks were posted to Mitt UiB ca. 5-6 days before each seminar session. Some of the seminar tasks were online tasks. PowerPoint materials were uploaded on Mitt UiB before class. A significant number of students attended the Grammar HelpDesk sessions where the students obtained instant feedback on their work on the seminar tasks and other grammar tasks. The schedule of the HelpDesk sessions was adjusted to the needs of the students with a greater concentration of the sessions toward the end of the semester. The last sessions were attended by an increased number of students.

There were six non-obligatory papers in the course of the semester. The following numbers of students submitted the non-obligatory assignments: paper 1: 36 students; paper 2: 31 students; paper 3: 29 students, paper 4: 34 students; paper 5: 43 students; paper 6: 41 students. All the students received detailed video feedback on their performance on the paper in that every student was sent a link to a personalized video file in which the teacher or one of the MA student assistants talks the student through the paper. The video feedback was a new aspect of ENG107 and, as can be seen in the student evaluation, many students appreciate this form of feedback and say that they were able to learn grammar more effectively through the video feedback on their submissions.

Student evaluation was carried out in the form of an online questionnaire. 51 students sent in their replies. They were very satisfied with the course (the results of the evaluation are attached in a different file). On the other hand quite a few students complained about the rather unfortunate schedule, which had the final exam take place in the week directly following the week with the last lecture.

### **Exam**

96 students took a 3-hour school exam. The results were as follows:

A - 10 = 10%

B - 20 = 21%

C - 16 = 17%



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D - 10 = 10%

E - 13 = 14%

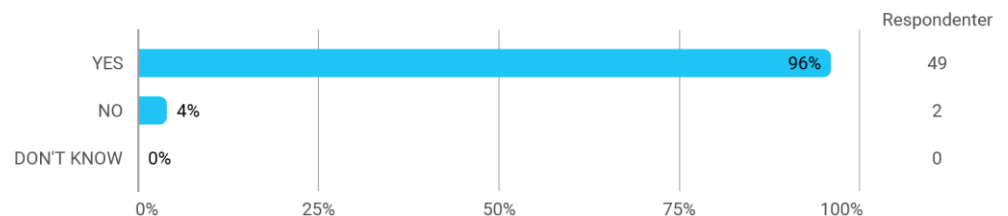
F - 27 = 28%

## Teacher's evaluation

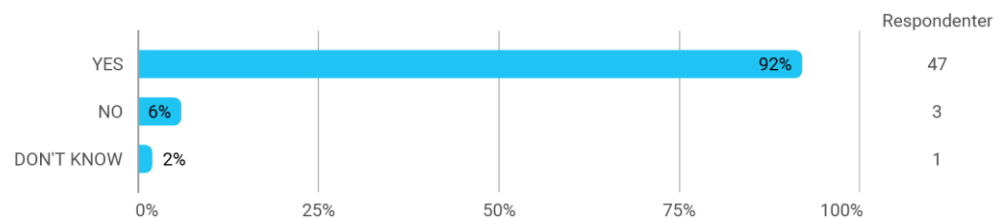
The course proceeded as planned. The students were offered various opportunities to put their grammar analysis skills to practice (seminars, HelpDesk sessions, non-obligatory papers) and a significant number of students availed themselves of these opportunities on a weekly basis. This is later reflected in the fact that 48 per cent of students obtained very good to good grades on the exam (A - B - C). There were a few students very interested in the content of the course throughout the semester. I am generally satisfied with the course.

## Studentevaluerer ENG107, høst 2018

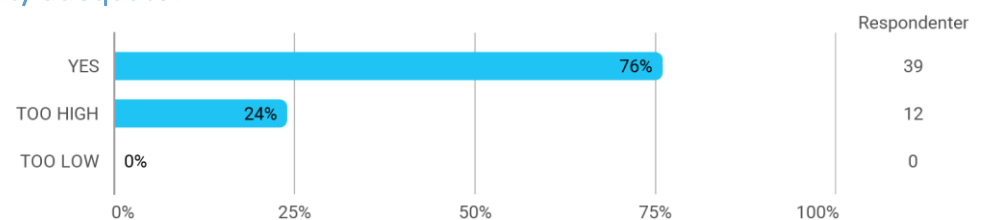
Was information about the course (contents, term plan, syllabus, assignments, etc.) easily available?



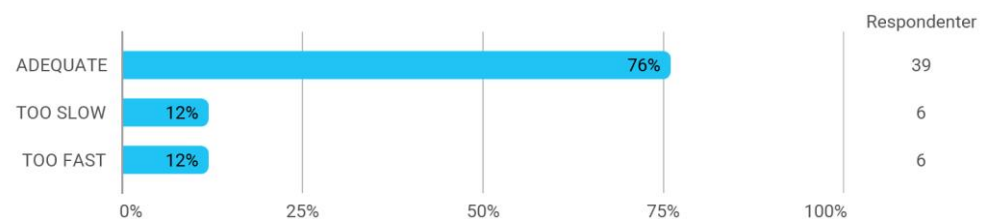
Was there sufficient information about the course?



Was the level of difficulty adequate?

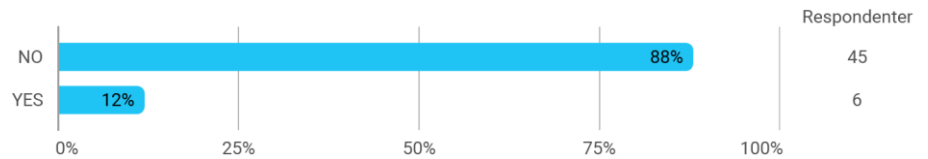


Progression was





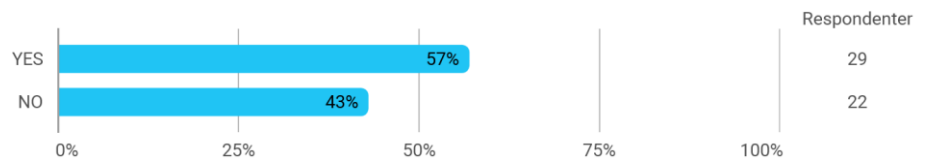
Did the course overlap with other courses? If YES, what courses, and do you consider this an advantage?



Did the course overlap with other courses? If YES, what courses, and do you consider this an advantage? - YES

- EXFA00CAS
- ENG114. Yes, this was very much an advantage, as it made ENG107 easier
- Grammar 1. It was manageable to take without having grammar 1, but I'm sure it would have helped. The annoying part is that the course structure is set up in a way where you have to follow a set progression which leads to difficulties when you come into the course after having done other stuff and want to start in the autumn but without having to do exphil and extract b/c you already did those.
- Som parts overlapped with ENG114
- ENG114. Very nice progression between the two classes that was very helpful.
- HIDID111, not really an advantage.

Was the syllabus adequate in relation to the number of credits assigned? If NO, please specify.



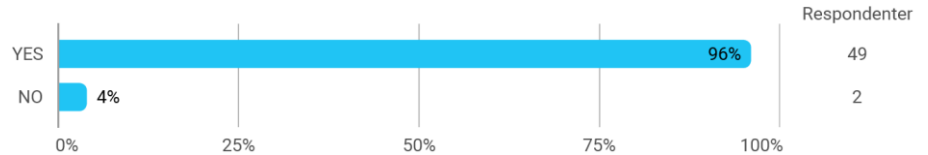
Was the syllabus adequate in relation to the number of credits assigned? If NO, please specify. - NO

- Lot of reading/stuff to be rehearsed
- Too big workload.
- Too much compared to the other 5 credit courses.
- This course has felt like a 15p course.
- Too much
- A lot more work
- Has pretty much the same amount of syllabus as ENG114 which is a 10 credit course
- Too big for the low credit
- Too much
- For a 5 point course this was wayyy too difficult, ive spent more time on ENG107 then any other course combined, and im still feeling underprepared.
- Due to the difficulty and scope it should atleast be 10 credits
- This course has just as much work as last semester's grammar, which was 10 credits. This semester's credits are only 5 points. The book is longer than last semester and the work load is the same.
- Too difficult for only 5 credits
- A bit too much for a 5 credit course.
- Its huge, its not a 5 credit course, compared to other 5 credit courses
- should be more credits, compared to how much information we need to learn
- Way too many work hours compared to the credits assigned.
- Should be 10 points
- Too much material
- Please research the time spent on 107 vs. 122. The number of credits is a joke.
- too much for 5 points!



- Should perhaps have been 10 credits. The syllabus deals with some information which for most of us just starting out at linguistics takes a lot of time to read and process, beyond what the number of pages per chapter would imply.

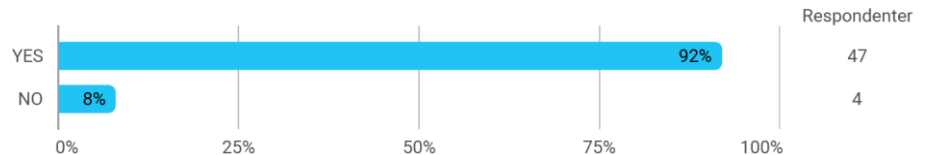
Was the syllabus relevant in relation to your overall studies? If NO, please specify.



Was the syllabus relevant in relation to your overall studies? If NO, please specify. - NO

- I did not like the book listed on the syllabus
- Jeg tar engelsk grunnfag fordi jeg har tenkt å undervise i grunnskolen og videregående. Det jeg lærer her er alt for avansert til at det er anvendbart i et norsk klasserom. Det har jeg nevnt før til dere.

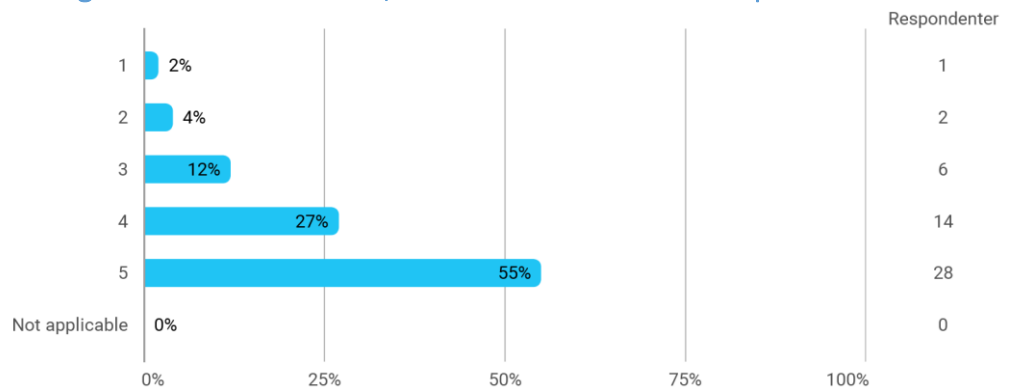
Have the learning outcomes defined for the course been achieved? If NO, please specify.



Have the learning outcomes defined for the course been achieved? If NO, please specify. - NO

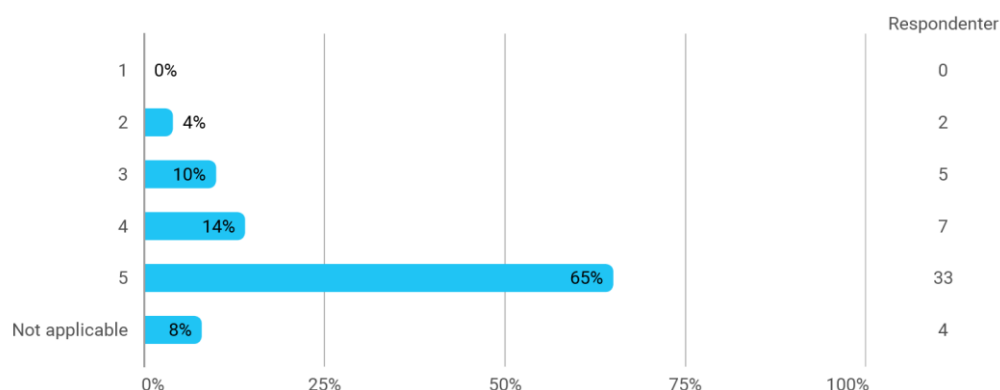
- Too much to be rehearsed
- It's a really difficult course
- Mostly my own fault for not working as thoroughly as in the spring semester
- The information does not stick. This is a type of course where the things learned will be lost right after the exam since I don't get to use it --> "use it or lose it".

Rate the quality of teaching on a scale from 1 – 5, where 5=excellent and 1=poor.

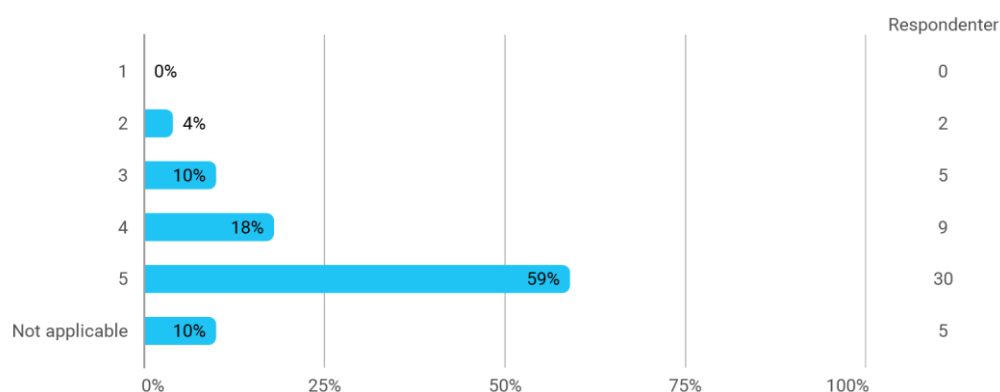




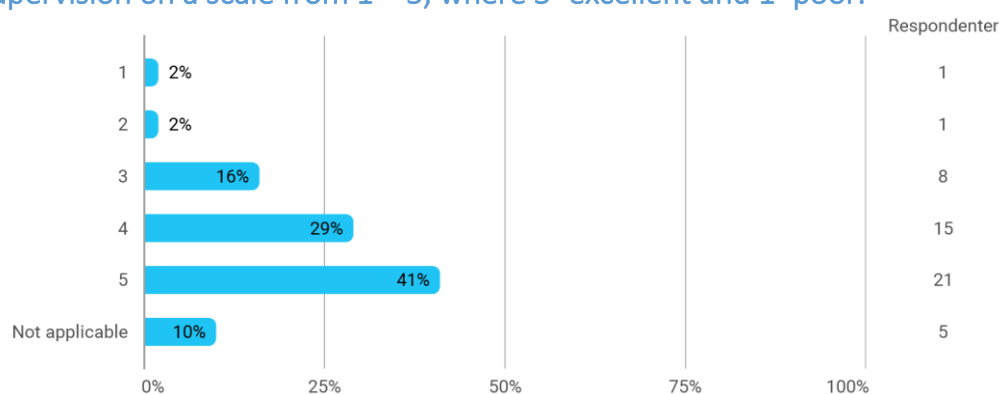
Rate the quality of in-course feedback on a scale from 1 – 5, where 5=excellent and 1=poor.



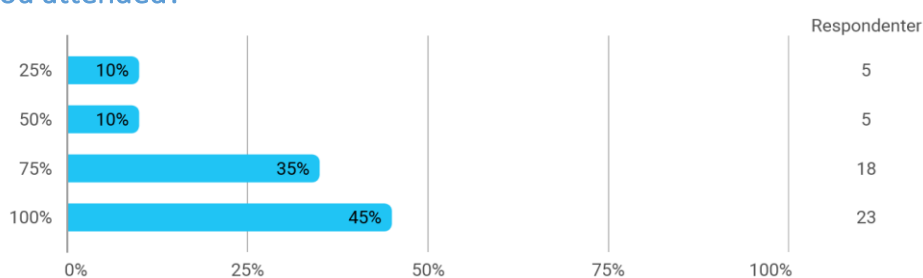
Rate the quality of feedback on assignments on a scale from 1 – 5, where 5=excellent and 1=poor.



Rate the quality of supervision on a scale from 1 – 5, where 5=excellent and 1=poor.



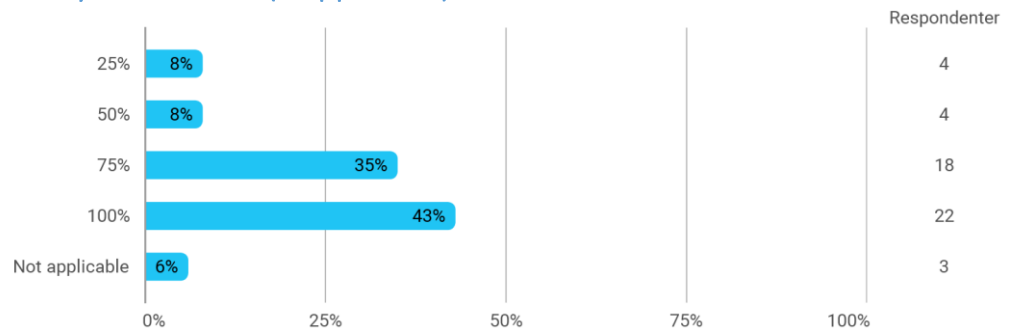
How many lectures have you attended?



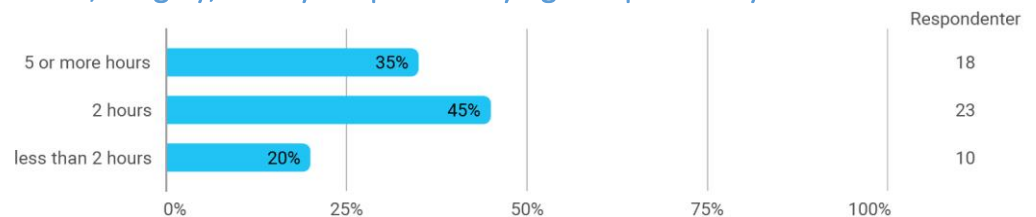




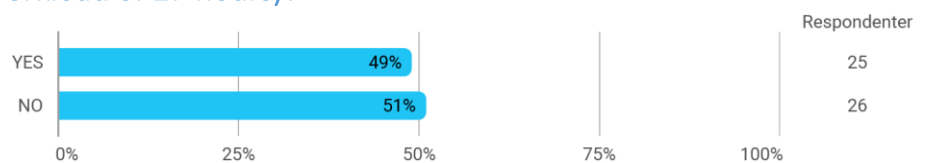
### How many seminars have you attended (if applicable)?



### How much time per week, roughly, have you spent studying independently?



### Was the total workload adequate in relation to the number of credits assigned (1 ECTs corresponds to a student workload of 27 hours)?



### What helped you learn?

- assignments and reading
- Seminars
- Doing exercises
- Great lecturer, well prepared tasks and good feedback.
- Seminars and assignment, printouts
- Doing non-obligatory assignments and receiving feedback
- My own initiative and determination to get the job done and understand the concepts.
- The lecturer and tasks
- Assignments and video-Feedback.
- Seminar tasks and non-obligatory assignments were helpful.
- The grammar help desk and the lectures
- Doing tasks and going through them with the lecturer
- The slides are very good and easy to follow in the lecture, and the fact that they are posted before the lecture makes it easier to prepare. The lecturer takes his time explaining things.
- The lecturer's enthusiasm and good teaching ability. As well as the level of explanation of the topics in the lectures and seminars.
- Helpdesk, seminars and non obligatory assignments
- My prior experience with grammar and trying things out.
- The hand ins. It also helped that the book and lectures/seminars were set up logically and built on what we had learned previously while only introducing a few new concepts at a time. But the hand ins and seminars definitely helped me feel like I understood the concepts and how to use them practically. It also helped me feel more prepared for what sort of tasks the exam will have.
- Tasks
- The non-obligatory assignments, those are great.



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- Youtube videos covering the subjects.
- Seminars and assignments+ assignments
- Grammar Help desk, Hand'ins, seminars
- Non-obligatory hand-ins + seminar + good lecturer
- Helpdesk, seminar, revising, lectures. The book was confusing
- I learn a lot from doing the hand-ins.  
Attend lectures and seminars.
- Reading along the lectures
- The seminar tasks as well as the non-obligatory assignments are really helpful
- Excellent textbook, good lectures and seminars, the non-obligatory assignments were all very good.
- Good lecturer, tasks that are straightforward yet challenging. Going through tasks during seminars with answers/help from lecturer.
- PowerPoints, non-obligatory hand-in and seminar tasks
- The task-focused seminars.
- ENG114
- Assignments.  
Studying at home.  
Seminars.
- Seminars and good lectures
- The lectures, seminars and tasks.
- Nykiel! great lecturer who explain and inform in an excellent manner. much more helpful than studying the book.
- The non-obligatory assignments were very valuable for my progression in ENG107.
- The lecturer. Very happy with both the lectures and the seminars.
- Jerzy, the slideshows and seminar tasks.
- Seminar assignments and non-obligatory assignments
- non-obligatory assignments and feedback on them. The seminar tasks and seminars.
- Har samarbeidet godt med en medstudent på ettermiddagen siden jeg er på jobb på dagtid
- Attending lectures and seminar.
- Patient and approachable teacher. Weekly non-obligatory assignments.

### What could be changed to help you learn more?

- More helpsdesks and more help. Grammar is pretty difficult on it's own. >We need better helpdesk and more.
- Different textbook
- A different book. It is confusingly written and has a lot of content redundant to the point.
- Faster progression in seminars, less focus on each task gives more time to cover more subjects/tasks
- Nothing needed to be changed. Mistakes I made on delivered assignments were explained well and thoroughly.
- More focus on fewer subjects
- The so called "seminar", which is really just a short lecture, could be spaced further apart from the grammar lecture itself, to allow students to absorb the information.

The seminar itself was far too quick for the level of complexity in regards to the subject matter. A more systematic approach to the seminar itself, combined with a slower and more deliberate pace might help students feel less overwhelmed.

- The seminars being in smaller groups and the overall time spent on the seminar tasks longer.
- Posting answers to tasks on MittUiB, and also not just skipping over the answers to the tasks in the seminar.
- It would be useful if the solution to the seminar tasks could be posted after the seminars. Sometimes we go through them too fast, and then you don't get to write down all the correct answers.
- Heavy book, easier to learn through the powerpoints
- Mostly my own approach to studying in the autumn semester.
- That the prof goes off on less tangents. An overview of the actual individual concepts we're supposed to know.
- The teacher is skilled in the subject, but has an accent that is hard to understand.
- More detailed summaries of the book in lectures as the book overcomplicates things



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- Less lecture and more seminars. Grammar, in my opinion, is learned by doing, not by listening to theory.
- More time before exam. Could have the exam even later.
- Nothing really.
- Would have liked to have a key for the seminar tasks, and perhaps some additional (non-obligatory) exercises that we could work on before the exam
- Would like seminars to not be right after a lecture as it would give us better time to digest what we learned in a lecture.
- More focus on what is actually relevant from the book.
- An obligatory assignment
- Not much
- Longer seminars.
- Lectures later in the day may increase attendance.
- Don't have two lectures less than a week before the exam. That would help a lot. Would rather have multiple lectures early on in the course.
- change the book. It is quite confusing and complicates or discuss topics in a long and inefficient way.
- My only real critique is: The book "understanding English" is written in a very difficult way. I realize that the people that choose the curriculum have studied this stuff for ages, and may find this book really easy, and useful. But honestly, this subject is hard, and I found this book very difficult to read, it almost seem to delight in writing out the most complex, and "difficult-word-packed" sentences. I found myself spending a lot of time trying to decode sentences.
- Sometimes we've spent too much time going through answers to the seminar tasks. Therefore, we haven't gotten through all the questions.
- Smaller syllabus or more points.
- A more in-depth explanation
- more/longer seminars
- Tilbakemeldingene på video har vært litt vanskelig å forstå grunnet at den som som regel har gitt tilbakemeldingene snakker veldig fort. En viktig ting å huske som lærer (selv i høyere utdanning) er at en ikke må forutsette at de en skal lære opp deler de forutsetningene en som lærer besitter. Det kommer gjerne i sammenheng med engasjementet en har for grammatikk. Ber derfor den som spiller inn videoen å være bevisst på egen talehastighet som naturligvis øker når man er engasjert innenfor et felt.
- Not much. Could have done more independent reading.
- To provide answers to the assignment tasks after deadline, and to provide answers to exercises in the book. This would be very helpful when studying for exams to ensure that I am doing the exercises correctly.

### Do have any other comments?

- Brilliant feedback through video.
- Some of the students occupies too much time in lecture and seminars to ask question and comment. Much of the content of the questions have just been explained or could easily be checked in the book. Maybe the lecturer could tell them to ask questions in the Help Desk or come prepared to class, since it takes a lot of our time.
- Amazing lecturer/seminar leader
- The fact that we have lectures and seminars so close to the exam is absolutely ridiculous. There's no time to go through the syllabus after the lectures, and it's difficult to study on our own without having covered all relevant subjects in lecture.
- As someone who only took the course to fill requirements for PPU and did so with a bit of irritation, I was both pleasantly surprised that Jerzy was able to make the class quite interesting.... was also kinda humbled about how much I needed to learn. Only have good things to say.
- Great lecturer
- The lecturer is very good. However, he sometimes spends too much time explaining simple stuff covered in previous lectures because one person in the auditorium asks questions.
- The "Help desk" was a nice addition for students who struggle with the subject. Some kind of book with assignments connected to the curriculum might also provide students with something concrete to work with. Preferably spanning the entire curriculum.
- It would be nice if the answers for the seminar tasks were posted on MittUiB, especially a week or two before the exam. It's difficult to practice with the tasks if you're not sure you ever have the correct answer, and might be doing everything wrong, without knowing it.



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- 8.15 is way too early to work with grammar.  
Like that the seminar is right after the lecture though.
- Still going through new things when so close to the exam. Need extra time to revise for exam!
- Not really. I liked the course, but because of my lacking commitment I expect to just survive the exams.
- Overall pretty good and engaging. I liked that we got to use tech to include the class more. That helped a lot considering we're all pretty tired at 8am
- We had lectures and seminar for too long. We should have at least been through everything two weeks before the exam and not three days before. This applies to both ENG107 and ENG122!
- Im happy if i pass=)
- There should be a wider gap between the end of lectures/seminars and exams
- The lecturer is amazing and so is the book. The rules of auxiliary verbs, however, are different from last semester's rules on auxiliary verbs. This is quite aggravating and even though the lecturer makes good arguments for this, it's still nonetheless frustrating. If you will only have 1 hour of seminar then have them a couple of hours after the lecture. I think the class would be much better if we gave the majority of time to seminars instead of lectures. What is the point of reading the book if you just show up to class and have everything repeated. The theory behind grammar we work with at home, when we go to school I expect to put the knowledge I have learned about in the book to practice.
- In most classes and seminars there is one particular person that asks A LOT of questions, and the lecturer spends a lot of time answering these questions. I think it is great that the lecturer takes time to answer questions in general, and it seems like he genuinely cares that we understand the subject, which is great. And of course I am not opposed to people asking questions in general. However, the questions usually come from the same person, and usually concern something that have been explained just moments before. The lecturer always takes a lot of time to explain the thing that is asked one more time, which is very kind of him, but it happens so often that it happens at the expense of the rest of the lecture or seminar. For example, because of this we usually do not get through all the seminar tasks.

So my suggestion is: Always answer questions, but maybe it is enough to answer with one simple sentence and not necessarily put up a word document on screen and walk the person through what I assume most people in class have understood from the very thoroughly explanation given to us all just moments before. Especially when the time is running out and we have a lot to get through. Because it is usually the same person that asks the questions, an alternative solution could be to answer the question less thoroughly and then offer to give a more thoroughly explanation in the break or after class?

Other than this I am very happy with the lecturer. He has great pedagogical skills and is very good at explaining difficult concepts in a simple way.

- Have 2 lectures per week from the start of the year, so that we don't have 2 lectures on 2 chapters in the week before the exam. What i propose is having more weeks with 2 lectures earlier, so that we have more time for individual study for the exam.
- None.
- Overall, I am very satisfied with the ENG107-course:)
- The last lecture was less than one business day before the exam. (lecture on friday, exam on monday). Difficult to practice for an exam while still learning new subjects in the course. Should be changed. ie have several lectures a week earlier when you know there is not enough weeks in the term to only have one lecture a week
- I would like to give credit where it is due, Nykiel has been such a great lecturer, he seems very knowledgeable.  
PS! Really appreciated all Harry Potter references in lecture, made lectures more fun! :-)
- Two lectures the week before the exam is not ok.
- Jerzy Nykiel is a very good lecturer. Makes Grammar fun and understandable
- Disse tilbakemeldingene er vanskelig å få et helhetlig inntrykk av når du kan lese fire ord av gangen. Lag disse vinduene større. Vær så snill! :)
- As an exchange student, a lot of the course material overlapped with what I had already learned in my home country, making it a bit repetitive for me. However this issue is only a detail, and I overall found the course engaging and quite interesting.
- no



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*Department of Foreign Languages*

**Emnerapport**

**ENG118**

**Young people's English – the linguistics of adolescence**

**2018 høst**

**Kevin McCafferty**



# UNIVERSITY OF BERGEN

Department of Foreign Languages

## Innledning

The following description was made available at the end of the spring semester 2018.

## Emnebeskrivelse – Young people's English: the linguistics of adolescence

The way young people speak is often regarded pejoratively as 'bad language' or 'slang'. But in linguistic terms, this is where the language is renewed, where innovations happen and take root – some of today's despised 'teen slang' may well be tomorrow's standard English. In this course, we explore grammatical and discourse-pragmatic features of young people's language, looking at how the young help reorganise the language and how their usage varies from that of older generations as well as how it varies geographically, socially and between genders.

## Pensum

Sali A. Tagliamonte, *Teen talk. The language of adolescents*. Cambridge University Press. ISBN 978-1-107-67617-6 (pb).

This is the main textbook for the course. A list of additional reading (articles available electronically via the library) will be available at the beginning of the semester.

## Undervisnings- og vurderingsformer

Teaching: 12 x 2-hr lectures; a total of 24 hours teaching.

Exam: Four-hour school exam.

At the beginning of the semester, I decided that the textbook was probably sufficient for the course, given the amount of detail contained there. No further reading was added. The further reading originally planned would have contained phonological studies, which is why a digital exam was ruled out.

In the lectures, I stuck fairly close to the book, in an attempt to ensure that students would know the basic concepts and become familiar with the tools and methods of the variationist approach, as well as learning about a number of ongoing changes that affect more than one variety of English and the role of young people in driving language change. A good number of the students who have responded to the questionnaire are critical of the lectures sticking close to the book, but in my experience, they will also criticise teachers for moving away from the weekly reading and bringing in material they feel is not relevant; I took the path of least resistance. A majority of students regarded the level of difficulty, progression and syllabus as adequate and relevant to their studies, with a few comments disputing this.

There's the usual fixation on the exam. Previous exams could not be provided since this was the first time the course was taught. An overview of important points was provided in the first lecture and a presentation of exam-type questions, with a sketch of how to approach these, was given in the final lecture. If the course is repeated, exam questions can be provided early. The failure rate was low and the grade distribution not obviously out of line with other courses at the 100 level.



The lack of assignments is commented on by some students. This was felt to be unnecessary since the textbook contains a number of exercises at the end of every chapter; students were referred to these as pointers towards the exam and as exam preparation. In any future repeat of the course, a small number of essay topics can be provided.

### Studentstatistikk (studieveileder)



UiB-Studieadministrativ avdeling (HASMI)

FSUIB

(12.02.2019 Kl. 11:29)

Side 1 av 1

#### FS580.001 Resultatfordeling

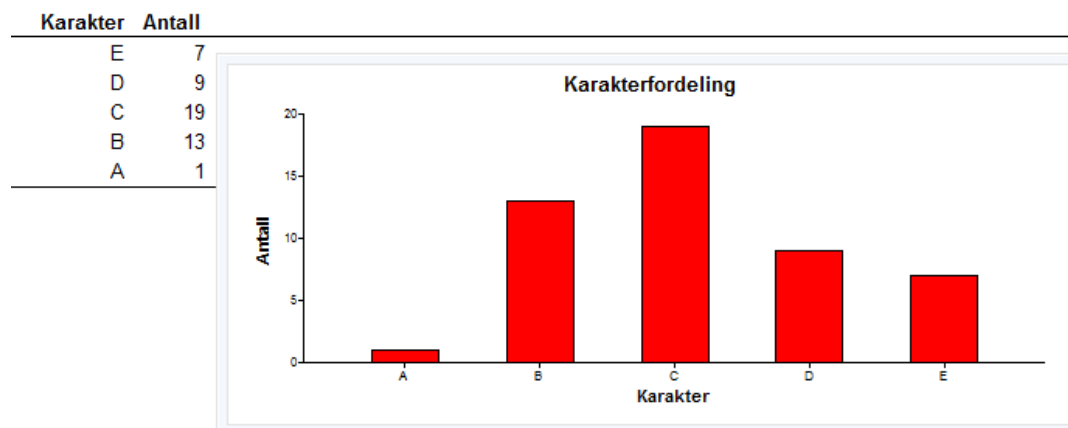
Eksamen: ENG118 0 S 2018 HØST

Utvalgt emne i engelsk språkstruktur og/eller bruk - Skriftlig skoleeksamen

5,0sp

Karakterregel: A-F

	Totalt
Antall kandidater (oppmeldt):	87
Antall møtt til eksamen:	64
Antall bestått (B):	49
Antall stryk (S):	14
Antall avbrutt (A):	1
Gjennomsnittskarakter:	C
Antall med legeattest (L):	1
Antall trekk før eksamen (T):	0



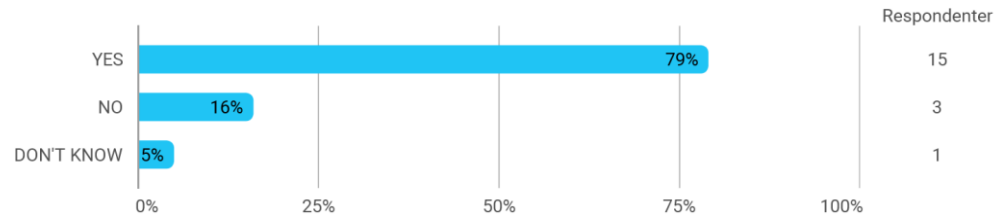
### Rammevilkår

### Studentevalueringer

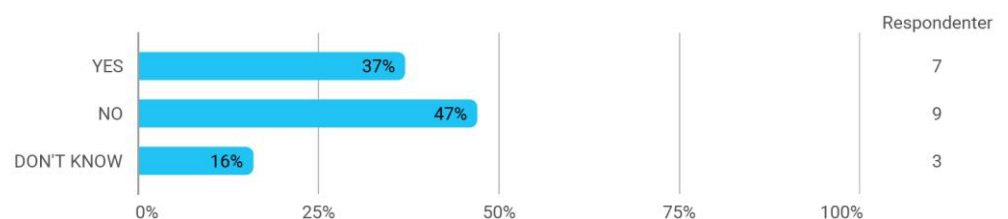


Studentevaluering ENG118, høst 2018

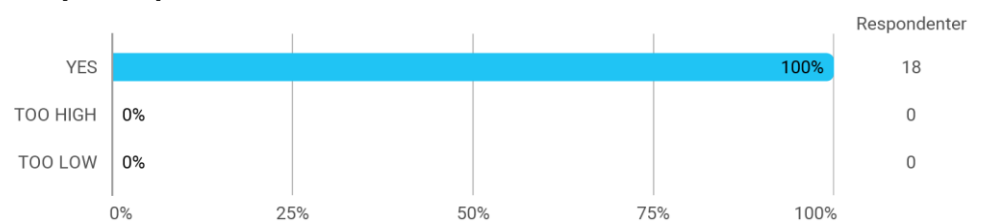
**Was information about the course (contents, term plan, syllabus, assignments, etc.) easily available?**



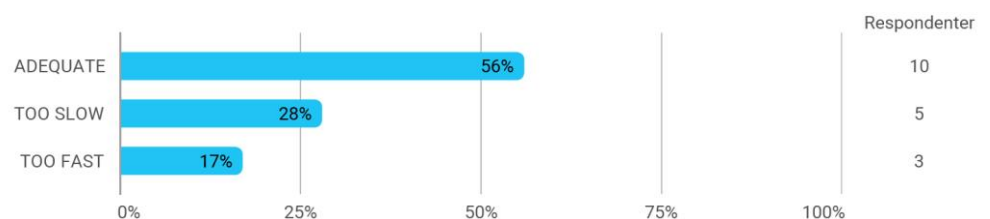
**Was there sufficient information about the course?**



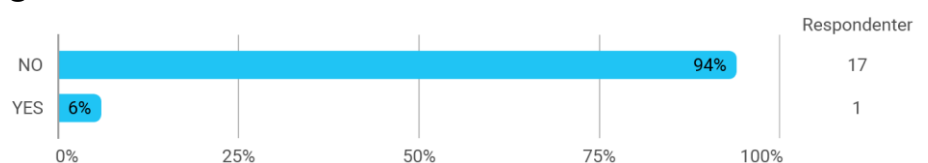
**Was the level of difficulty adequate?**



**Progression was**



**Did the course overlap with other courses? If YES, what courses, and do you consider this an advantage?**



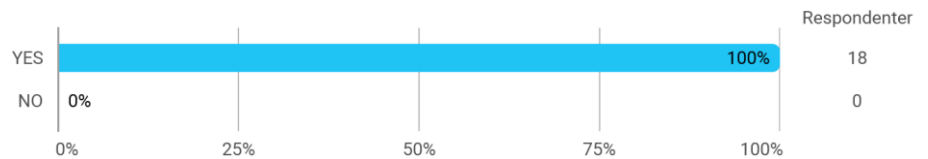
**Did the course overlap with other courses? If YES, what courses, and do you consider this an advantage? - YES**

- I can't refer directly to a subject, but the syllabus made me connect some interesting dots to some courses in Nordic Languages, and I'll definitely refer to this book in my Master



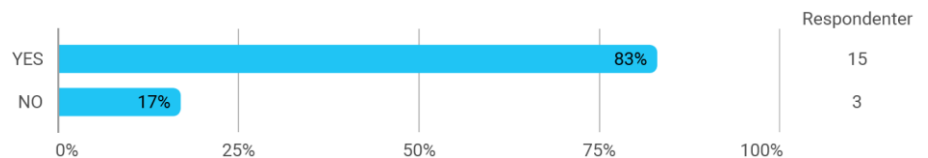


**Was the syllabus adequate in relation to the number of credits assigned? If NO, please specify.**



**Was the syllabus adequate in relation to the number of credits assigned? If NO, please specify. - NO**

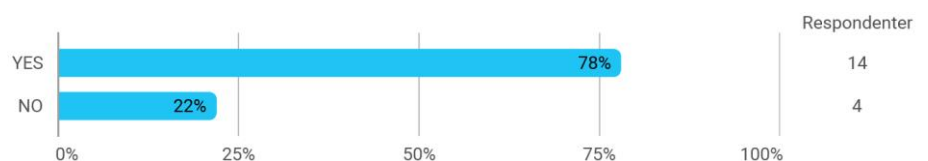
**Was the syllabus relevant in relation to your overall studies? If NO, please specify.**



**Was the syllabus relevant in relation to your overall studies? If NO, please specify. - NO**

- It isn't so important to learn english slang, and this course is focusing on evolution of slang. It's not a very usefull course, and distracts me from the other courses.
- I don't understand why we had to do this course
- I want to be an English teacher and I fail to see how this course will help me or the students I will teach. In order for me to become a teacher I need to take this course. I think it is a waste of time and there should instead be other courses offered.

**Have the learning outcomes defined for the course been achieved? If NO, please specify.**

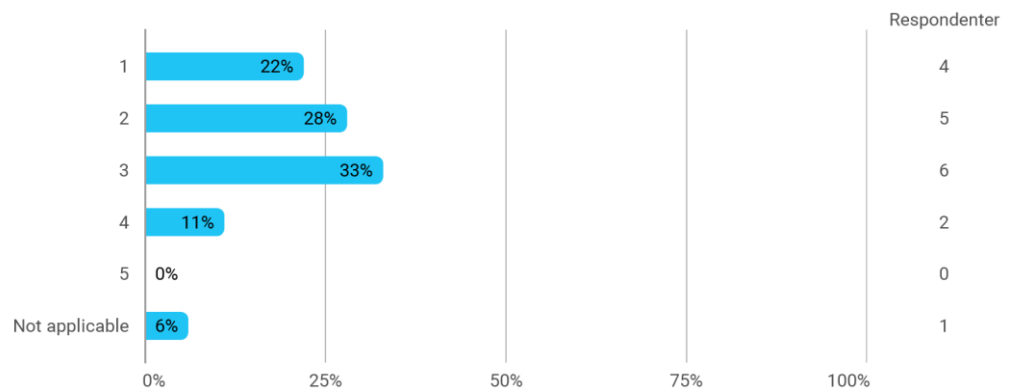


**Have the learning outcomes defined for the course been achieved? If NO, please specify. - NO**

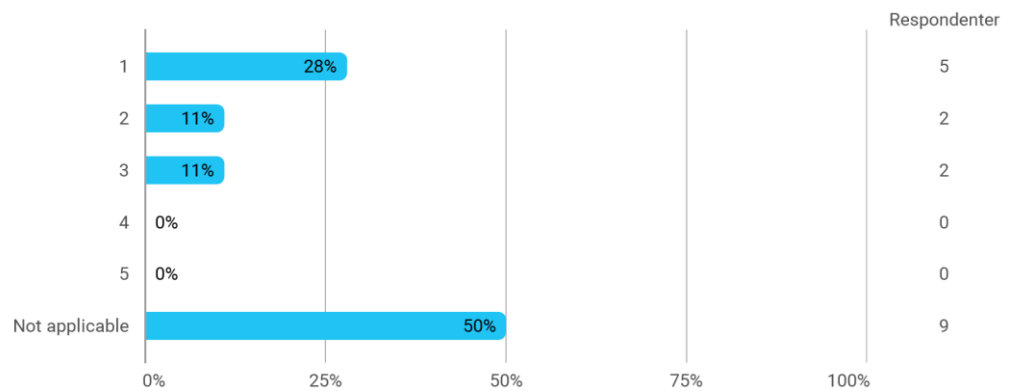
- the powerpoints are going too fast
- Don't know because there were no tasks in the course during the semester
- There weren't any defined outcomes
- I do not know (missing an option in these answers --> Only yes/no)



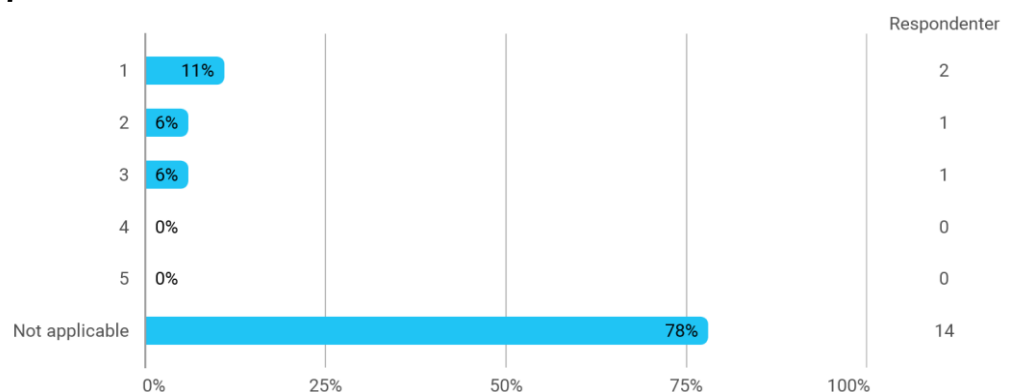
**Rate the quality of teaching on a scale from 1 - 5, where 5=excellent and 1=poor.**



**Rate the quality of in-course feedback on a scale from 1 - 5, where 5=excellent and 1=poor.**

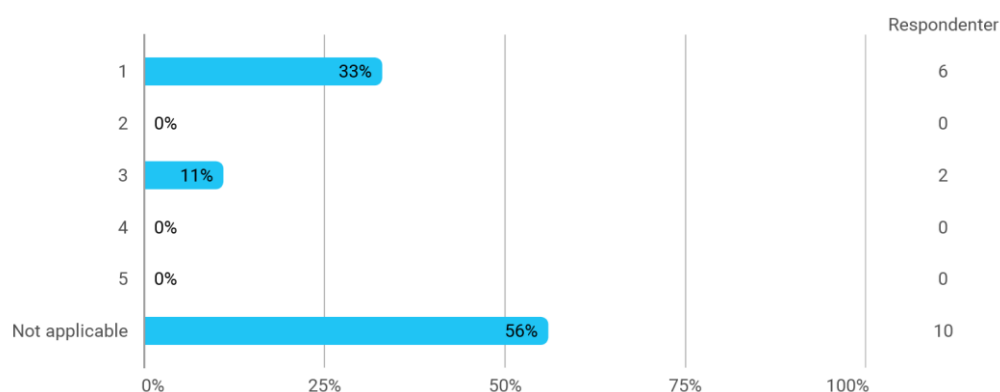


**Rate the quality of feedback on assignments on a scale from 1 - 5, where 5=excellent and 1=poor.**

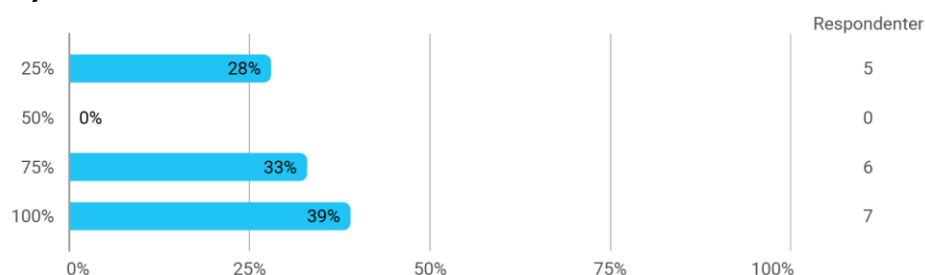




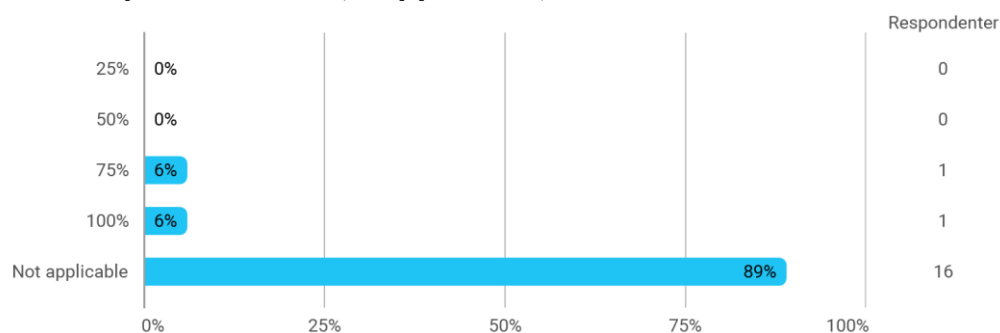
**Rate the quality of supervision on a scale from 1 - 5, where 5=excellent and 1=poor.**



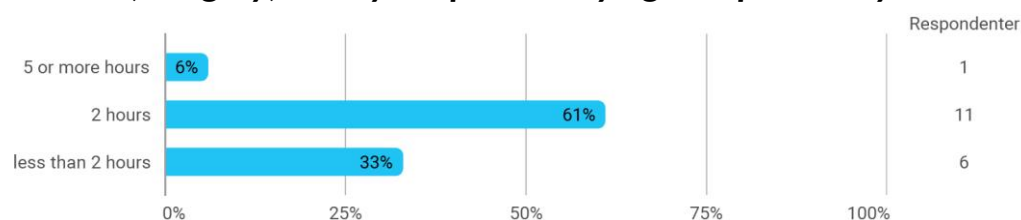
**How many lectures have you attended?**



**How many seminars have you attended (if applicable)?**

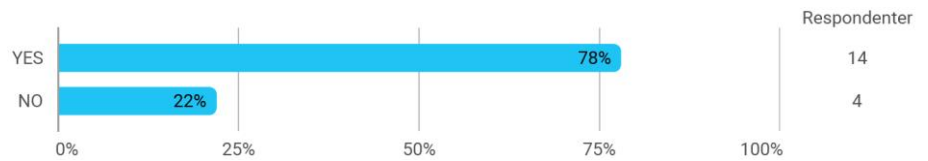


**How much time per week, roughly, have you spent studying independently?**





**Was the total workload adequate in relation to the number of credits assigned (1 ECTS corresponds to a student workload of 27 hours)?**



**What helped you learn?**

- Reading by myself, and doing the tasks in the book
- reading the book
- Barely anything from the lectures
- Nothing provided within this course helped me learn.
- Only by reading syllabus
- To be honest, only by reading the syllabus.
- Logical progression in both the book and the lectures and that the two corresponded to each other. Graphs helped too, but there were a lot of them in the book and apparently a lot of them were incorrect which made it confusing.
- The book was very good
- Reading before class.
- Writing notes based on the book
- The textbook is good.
- Reading at home.
- Lectures.
- I read Tagliamonte's book on my own over the course of 48 hours. I'd say the book helped me the most, but I plan to have a chat with the McCafferty before my exam

**What could be changed to help you learn more?**

- Not happy with the teacher, he winds too fast so you can't write everything down in time, then speaks with a low voice using a mic that makes his voice go echo.
- that the professor would do more than just read from the book
- Go more slowly through the PowerPoint, add some seminars and assignments
- There are no exam examples on mitt uib. Nobody I have talked to knows how the exam will be and what we're supposed to know. There should be an exam format example.
- Having assignments and more focused lectures.
- A clearer message in what exactly drives linguistic studies and research. Possibly assignments connected to learning terminology.
- The lecturer could have included the class more in the lecture and given more information about the exam itself in the course, not only in the last lecture. The powerpoint contains too much information per slide and is heavy and not easy to follow, given the amount and speed it is presented.
- The lecturer must engage the students in a way higher degree. Be engaged and lively, not just read through the slides on the PowerPoint. Also the tempo is too fast, one cannot write down all the slides during the time the lecturer speaks before he moves on to the next slide. The slides contain too much information anyways so they are heavy and tiresome to follow through. It would be better if the lecturer gave us evenly information about the exam, showing us exam-like tasks throughout the semester and not just in the last lecture.
- There should have been some voluntary assignments during the course with exam related questions. This would have helped a great deal.
- Non obligatory hand ins so I could get a feel of how the exam tasks will be and what they'll require or expect as a proper answer.
- The teacher needs to have a clear plan. I think having a goal-map, list of reasons why we learn this information, what we can use the information for, etc. The lecturer just started talking about certain words instead of saying the "why" and the "how". The lecturer also mostly just repeated what was in the book; I feel I could just read the book and not attend the lectures and still be fine for the exam.
- I think it should be specified earlier in the course how the exam is going to look like/what the purpose of the course is. Because, to be honest, I did not really understand the purpose of



the course for a long time... To have this information early on would help me understand how I should have approached the course from the beginning.

- IA clearly defined focus. There is a lot of information in the textbook, which is fine. Are we supposed to do something with that information except being able to repeat it? Are we supposed to learn how to do research in similar fields of study? I don't think anyone, including the professor, knows.
- More interactive lectures.
- I am taking 60 credits this semester, so unfortunately my classes in ENG118 collided with RELV102. Had I taken some credits less, then I would've been able to attend

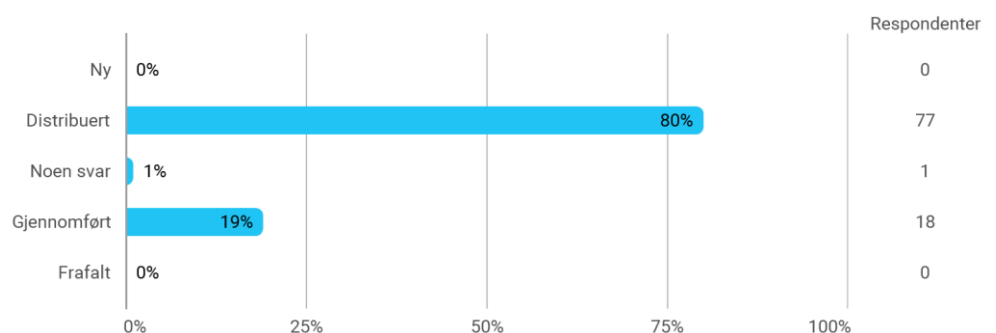
### Do have any other comments?

- The lecturer basically mostly read from the power point and used too much time explaining things that was of less importance.
- ENG118 is an exciting topic, but I wish the lectures would reach the potential it can be in the
- Be more exam-focused. Bring exam questions to lecture and give optional hand-ins. I have no idea how to study for the exam, I have no idea how the exam will be. This is the first course I've taken that has had no assignments, which is bad.
- The exam should definitely be digital! I don't understand how the fact that there are no phonologic alphabet on the software used for the digital exams should affect the exam form in this course.
- I would have liked for the exam to be digital, since there really is no reason for it to be by hand (we are not using any phonetic fonts in this course and can therefore use a regular keyboard).
- From the course description: "There are no compulsory assignments, but students may write a practice exam. It is highly recommended that students do so."

No practice exam has been given. No information about the actual exam has been given. No information about who the student representatives are has been given, so complaining about this through that channel has not been possible. In every lecture I've attended students have asked about what the exam will focus on, what we are supposed to be able to do and what we are going to be tested on on the exam. The professor has completely failed to relieve my and my fellow student's confusion. This has been a very unexpected experience compared to the other courses I've attended so far at UiB.

- No.
- This is a very interesting course, and I enjoyed, like, every moment of it!

### Samlet status





UNIVERSITY OF BERGEN

*Department of Foreign Languages*

## **ENG331: Selected Topic in English Literature and/or Culture I**

### **Course Report, Fall 2018**

#### **Course content and schedule**

The course topic and content for this course are selected and designed by the instructor teaching the course in a given semester. The theme for this edition of the course was “The Literature of Ordinary Life”. The reading list consisted of a blend of poems, novellas, novels and non-fiction ranging from the late 18<sup>th</sup> to the mid-20<sup>th</sup> centuries (a 21<sup>st</sup>-century collection of poetry was scrapped from the curriculum because of time constraints), coupled with theoretical texts related to the overarching theme of the course, as well critical texts dealing with the authors or literary works assigned.

The “teaching” component of the course consisted of 8 seminar sessions of 90 minutes each, held on a quasi-weekly basis between mid-September and mid-November 2018. For each session the assigned reading consisted as a rule of one “primary” text and one accompanying piece of “secondary” material. Students received a set of preparatory questions or tasks one week in advance of each session.

The generality, inclusiveness—even “bagginess”—of the course topic actually corresponds to the specific theoretical problem that it takes up (the “ordinary” and the “everyday”). But I also wanted to make this 1<sup>st</sup>-semester master’s course an introduction to a variety of literary works, and critical themes and approaches, that might help students as they start thinking about topics for their master’s theses (some of the themes or approaches introduced include: Marxist criticism, feminism, Jacques Rancière, everyday life studies, temporality, plus the variety of literary genres, periods and styles).

#### **Students**

Of 17 registered students, 14 took the written exam (a 7-day home exam, counting for 2/3 of the course grade). All 14 passed the exam, but 13 came to the oral exam (remaining 1/3 of the grade), and the 13 passed. The distribution of final grades was as follows:

A: 4, B: 5, C: 3, D: 1, E: 0. The average grade was thus: B.

Most of the students who took the exam had attended the seminars regularly. I would also note that this has been indeed—in my limited experience at least—a distinguished group of students. The high level of performance in the written and oral exams is but one token of this.

#### **Teaching and learning approach**

A somewhat experimental approach was developed for running this course and its seminars (the desire to document this explains the length of this report). The main idea was simply to hand over as much responsibility as possible to the students themselves.

A decision that seemed like a rather modest gesture, but turned out to shape the students’ experience and attitude to the course, was handing over the coordination of each seminar session to students themselves. During each 45-minute half of a seminar, a student was assigned as discussion leader. S/he would coordinate the discussion, ask follow-up questions, contribute her own reflections, make time management decisions, etc – I would raise my hand and wait my turn to speak like anyone else (my position as “teacher” gave me of course the



power to interrupt, but I used it seldom). Discussion leaders were assigned randomly. At first I did this only at the start of each half-session. After some sessions, I started, following a student's suggestion, to notify discussion leaders a few days ahead of the seminar, so that they get a chance to do extra preparation.

There was of course a strong expectation of preparation ahead of seminar sessions, and students fulfilled this expectation (even when partial preparation was openly acknowledged, as when students had a paper due for another course, there was still enough to go on for class discussions). Question sets were assigned a week ahead of each seminar to provide stimulus to students' reflections. The question sets were often detailed and layered, but students were told it is okay to focus on those questions that seemed most compelling to them. Sometimes the questions were meant to make a certain point or provide guidance through material that might seem somewhat obscure. As one student commented (I paraphrase): sometimes it is okay for questions to be "leading", if they lead you by steps to see a point clearly.

There was a process of growth and development in our seminar practice over the course of the semester. Discussions would sometimes become too "meandering", as some students put it, and would not yield clear takeaways. Based on mid-semester feedback (a feedback survey and two informal after-class group discussions) and my own in-class experience, I had to adapt my own approach and contribution. My role eventually crystallized around summarizing at opportune intervals key points raised thus far, or calling attention to comments that I found on-point or meriting further discussion—in addition to providing my own input into the conversation or answering questions put to me. This was appreciated by the students, some noting that it gave them useful validation of or feedback on their own contributions.

I daresay the students also needed to grow into this kind of practice, in terms of their individual skills as well as the group dynamic. Feedback in the end-of-course survey and informal comments indicated that the seminars improved over the semester, and students were appreciative of their role in shaping the course through their feedback as well as their in-class roles.

I was struck that during our mid-semester chats about how the course is going, many of the comments and suggestions for improvement were about what the students themselves could do differently, inside and outside of the classroom. I had started the semester by encouraging them to form study groups (facilitating this by setting up shell groups on the MittUiB online platform), and reminded them of this a few times. Students now suggested activating these groups to a greater extent and debated how best to use them, and the groups seemed really to take off from that point, as well student collaborations across the study groups. By the end of the semester, a strong sense of camaraderie had developed among this group of students, and perhaps the seminar style as well as the study groups played a role in encouraging this. In any case, this ought to reflect quite positively on the students' experience going forward, perhaps especially when working on their theses.

### **Student feedback**

As mentioned above, student feedback was solicited mid-semester in the form of an anonymous survey, followed by two informal group discussions on the way the course is going. An end-of-semester survey was sent out by the administration. I have already gone over some of the feedback in the previous section. Here are additional points that are worth noting:



- Secondary texts: students seem particularly interested in secondary/critical texts. Some students referred to this element of the course when asked what was most conducive to their learning. Others said they wished more time could be devoted to discussing these secondary/critical texts directly in class.
- In-class discussion in smaller groups and in plenum, based on assigned, specific (sub)topics, was also mentioned by a number of students as most conducive to learning, provided that the discussion does not become too aimless or fall into a long back-and-forth between a couple of students. (The group as a whole had to grow into this kind of practice over the course of the semester. The end-of-semester survey, as well as informal oral feedback after the end of the course, indicate that students were significantly more satisfied with the seminar style by the end of the semester, citing how it was adapted underway based on their feedback, dialogue between teacher and students, as well as their own individual and group practices inside and outside of the classroom)
- A couple of responses to the end-of-semester survey mention that it was not clear what the course goals and learning outcomes were. With a course topic of this generality, this is understandable, and more could perhaps be done to express clearly the potential takeaways from such a course. Other responses indicated that the course: • offered a “wide selection of literary works to engage with and consider for my thesis”; • inspired an idea to “write a master[’s] thesis with a similar approach”; • offered “a good introduction to literary theory that I can use for my master’s thesis”; • “gave great insights into a genre and field of study that I have never considered before”, and “helped me with close reading and oral discussions”. These answers correspond well to the goals I had in mind for the course.
- Forms of teaching and assessment: students felt that more seminar sessions were needed to cover the material adequately. 4 out of 6 respondents to the end-of-semester survey also said they would have liked the course to include an optional written essay. 2 out of 6 chose lectures as a form of teaching that they missed (though it is unclear whether they mean full lectures in addition to seminars, or short lectures within each seminar).
- The highest satisfaction ratings in the end-of-course survey (4 “excellent”s and 2 “very good”s) were in response to “productive collaboration with your peers inside and outside of class”). This likewise fits with the rationale behind the approach taken.

### **Conclusions and overall assessment**

- Course topic and readings: I feel that the course topic, despite its daunting generality, made for a successful course of its kind. Students became engaged in the overarching topic as well as the variety of ideas, approaches and literary texts that it allowed us to include. Critical texts were in general particularly appreciated, but some worked less than others and I would want to make changes to the readings in another iteration of this course.
- Approach to teaching and learning: I am overall quite satisfied with the results. Although the seminar sessions in the first half of the course varied somewhat in quality, the overall progress over the course of the semester is in itself a valuable learning process. Developments over the course of the semester tell me that students were not used to feeling so directly responsible, but were quite able to take on this mantle when given the space and impetus to do so. The gesture of handing over discussion leadership to students is truly a modest one, but it seemed





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to take on a symbolic meaning and shape the students' perception of the entire course. The responsibility, independence and cooperation that the students actuated over the course of the semester will be an asset for them going forward in their graduate studies.

- Eight 90-minute sessions is far too little for a course at this level. The students and I felt we needed more time to deal with the material adequately, and additional sessions would have made it possible to devote the necessary time to address the critical texts directly, as many students felt was needed. More time would also have allowed the students and myself to better develop the group dynamics and practices (inside the classroom and without) needed for this style of seminar. The response cannot be reduced to the amount of reading, which should correspond to the number of credits the course awards (10 ECTS). The students themselves did not find the readings excessive, and reducing the amount of material would impoverish the scope of course. It is rather the teaching that needs to be extended. 3 or 4 added sessions would help a good deal.

- Assessment: exam performance was indeed impressive, and the external examiner had considerable praise for this group of students. This should be attributed to this potentially exceptional group of students' abilities and efforts, rather than to any quality of the teaching or the resources available. Notwithstanding the high marks awarded, I believe a supervised term paper would have been a more suitable exam form for a course of this nature than the 7-day home exam. This would better serve the function of exploring topics and approaches of potential interest for a thesis. While the essays produced constituted a good examination performance for its kind, a longer essay is both a better indication of the students' acquisitions in a course at this level, and a better learning opportunity. Students do not otherwise have opportunity and impetus to reflect on the course-topic in long-form writing over the course of the semester. Unsurprisingly they would have liked the option of getting feedback on a written essay during the course of the semester.



## ENG332: Selected Topic in English Literature and/or Culture II

### Course Report, Fall 2018

#### Course content and schedule

The course topic for this semester was “Medieval Arthurian Literature.” The pensum centered around three long Middle English texts from the fourteenth and fifteenth century: the anonymous poems *Sir Gawain and the Green Knight* and the *Alliterative Morte d’Arthur*, both of which were read in editions with facing-page Middle English and translation, and Malory’s prose *Le Morte Darthur*, read in a slightly modernized version of the original Middle English. For historical and literary context, selected chapters of the *Cambridge Companion to Arthurian Legend* were assigned throughout the semester. With each primary text we read matching secondary critical texts: Catherine Batt on Malory, Carolyn Dinshaw and Rick Godden on *SGGK*, and Jeff Westover on *AMA*. These presented a range of methodological and theoretical approaches: historicist, queer/feminist, disability studies and masculinity studies, respectively. In order to give the students an understanding of these approaches, the critical articles were assigned with selections from Parker’s *How to Interpret Literature: Critical Theory for Literary and Cultural Studies*, specifically on New Criticism, Historicism, Queer Studies, and Disability Studies. Finally, three independent theoretical readings were included in order to give the students an opportunity to practice applying other types of literary thinking to the primary texts: Michel Foucault, “What is an Author?”; Roland Barthes, “The Death of the Author”; and Judith Butler, “Imitation and Gender Insubordination.” The Parker selections and these independent theory readings (from the Rivkin & Ryan theory anthology) are intended to be applicable to other work the students are doing in other classes or with their MA thesis. The other two MA courses also assigned these types of readings from Parker and Rivkin & Ryan, coordinated to not overlap, as part of a newly developed coherent ‘theory program’ at the MA level, where theory is integrated appropriately into subject courses.

The schedule was condensed in order to accommodate the lektor-students praksis schedule. Eight 90-minute seminars were held on Tuesday and Thursday for four weeks in a row (21 August – 13 Sept). These did not overlap with the other 2 literature courses, so it was the only course being taken by almost all of the students, making the condensed work load feasible. The supervised term paper was due 19 Nov. This gave the students a chance to work on their paper after completing the pensum.

#### Students

Attendance was high in the seminars (though not required). Of the 22 registered students, 21 submitted term papers on 19 Nov (1 is registered for the mid-semester submission date in March 2019). The grade distribution was as follows:

A – 6                  B – 6                  C – 3                  D – 5                  E – 1

The average grade was thus B. The overall quality of the papers was high, as remarked by both the external sensor and myself.

#### Teaching and learning approach

##### *Class meetings*

Classes were a combination of short lectures, discussions with the whole class, small group work, and work in pairs. I often invited general responses to the primary text to open class



(“what surprised you most about this text?” etc), in order encourage an open, collaborative atmosphere, and to gather on the board what different things they were interested in order to give some options for aspects of the text we could discuss. Then I would lead a series of different activities covering topics I had prepared and aspects of the text they expressed interest in. Examples include: comparing the development of certain themes or characters at different points in the text; close reading short passages; searching for new evidence concerning an issue we had identified in one instance; etc. I dealt up the work and put the students into groups of 2-3, afterwards gathering their results and challenging them to synthesize their findings into a new understanding of the text. The initial emphasis in the group work was on discussing and then *writing down* their analysis, in order to get practice writing; then the sharing was done either orally or by each group writing their results on the board themselves. Interspersed with these activities and discussions, I gave short lectures on relevant historical context, manuscript context, poetic form, etc., often handing out excerpts from additional sources.

Before each class I sent out an announcement on MittUiB with directions for how they could prepare for the next class meeting. For primary text readings, it was often open-ended questions to guide their reading. For secondary texts, it was often very specific directions about how to mark up the structure of the essay, identifying argument statements, different kinds of evidence, analysis, and overall structure. I sometimes assigned different groups of students to outline and summarize parts of the secondary essays. Then the students brought together these notes in class to build up a clear overall understanding of the otherwise somewhat long and overwhelming article.

In-class discussion of the secondary and theory sources was in part based on these preparatory exercises. I focused the students’ attention on their understanding of the critics’ arguments and how they related to the primary texts, but also on the rhetorical strategies the authors used to deploy their arguments, pointing out very specifically what kind of strategies they could adopt for their own writing. Covering large to small scale, we discussed the overall outline of the article, paragraph structure, use of evidence with analysis, engagement with critics and other sources, words that signal argument, and the authorial voice. Thus students learned from both the content and the form of the secondary sources, and I saw a direct correlation in the growing maturity of their own writing. For theory texts, we practiced identifying important points, summarizing them in our own words, and brainstorming how these points could apply to the primary texts.

### *Supervised term paper*

Early on in the semester the students received a detailed ‘MA term paper guidelines’ sheet with supervision schedule and information on what should be submitted. First was due a short proposal and annotated bibliography; then was due a 3000 word draft (out of a 4000 word final assignment). Lektor students handed in a second draft. Students received feedback on all submissions, with meetings for the drafts and meetings for proposals as needed. In particular, the annotated bibliography proved to be a very valuable exercise, as their final papers showed rigorous engagement with secondary sources and were well cited and documented. The students demonstrated that they had a strong understanding of how best to summarize a critic in their own words, and when to cite directly, and how to distinguish their own argument.

Guiding students to develop their own paper topics needs to be an important part of MA courses with supervised term papers. I emphasized throughout the class meetings that part of



the point of our discussions was to uncover interesting potential topics for their papers. To this end, I sometimes had them identify topics within the different things we had discussed that day, or I myself highlighted what kinds of appropriately sized paper topics could be pursued based on what we discussed. We practiced articulating questions that could narrow down broad topics. In general the students developed creative, insightful paper topics, showing both a solid understanding of the historical issues as well as the more literary concerns of the primary texts.

As part of this course it is also vital to give thorough training in how to go about researching, preparing, and composing a research paper, as it provides one of only two chances they will get to write their own MA paper (not home exam) before embarking on the MA thesis. Mid-way through the semester I handed out an 8-page document called 'Some recipes for a strong MA-level essay' including sections with tips on brainstorming, gathering textual evidence, gathering critical evidence, weaving it all together, thesis tips, revising a draft, final steps. In addition it had a detailed sample paper outline describing the introduction, argument development, and conclusion sections of a typical paper, to supplement the article examples we discussed in class. To conclude, the handout had a style guide and much of the Chicago style quick guide for citation.

### **Student feedback**

The end-of-semester official student evaluation received 15 responses. In addition, I distributed a short unofficial feedback form in seminar 5, with 16 responses. Overall the feedback was very positive. In the official evaluation, a large majority responded that the progression and level of difficulty was adequate, and that the syllabus was relevant in relation to their overall studies. A majority rated the quality of supervision and feedback as excellent.

Many students commented positively on the variation in teaching methods employed in the seminars, as well as the open-ended nature of the group discussions. For example:

- "I like when we work in pairs or small groups because other students might have found elements I did not understand, or paid attention to."
- "I like the balance between group discussions and class discussion we have."
- "I like it when we discuss, and although it is a bit scary, I like it when we have to work in pairs and then present what we found."
- "I really like the structure we had had in class where we change between talking in groups, pairs, and everyone together."
- "LOVE the fact you present us with no correct answers and let us shoot in the dark."

Several students mentioned that the tasks posted on MittUiB to direct their reading and preparation for the next class was effective for them. For example:

- "I like the prep tasks you have posted for the last few sessions. It is a lot of work, but it helps me focus and read the texts and articles more closely when I have more specific guidelines."

Many students emphasized the worth of the secondary readings that were directly related to the primary texts. They mentioned that although sometimes the articles were hard, they learned a lot from them both in relation to the medieval sources and to writing criticism themselves:



- “The articles helped me learn more in the course, and made me understand the primary texts better.”
- “The diversity of secondary literature and exploring how these might aid in writing a paper has been very useful.”
- “The secondary literature is really helpful for contextualizing and understanding the source material.”
- “It has been very useful to work with the secondary texts, although I found some of them challenging to read, it got a lot easier when using the questions you handed out. It was a new work method for me, but I can see that it will be very useful.”
- “I liked how we worked together on the Dinshaw article, where the groups tackle smaller pieces of the text. It made the task less daunting.”
- “The secondary texts were very helpful when it came to further understand the primary texts. They provided a deeper analysis. Exchanging with other students was also beneficial.”

Some students did express a desire for more class time:

- “Perhaps more classes would help us cover more areas and ideas? I sometimes feel we are a bit short on time.”
- “A little more time would help both students and teacher, I believe.”

### **Conclusions and overall assessment**

The MA course with semester term paper – currently only one offered per semester – is one of the most important courses the students take, because of the opportunity for them to develop their own topic, pursue their own research agenda over time, and revise their writing with feedback from the instructor. To this end the students should receive heightened guidance on the different skills involved in that process, from the very beginning of the course. ENG332 provided this guidance both through the written documents mentioned above as well as through class discussion focused on developing paper topics, close reading, and thesis composition, as well as analyzing published criticism as models for argumentation, structure, and rhetoric. The process of the supervised term paper taking place *after* the condensed schedule of class meetings worked well, as it gave the students the option to write on anything from the pensum and to have the time and space to work out a good topic.

However, both the students and the instructor feel that the total 16 hours of 8 two-hour meetings is too short for a serious MA course. It severely limits the number of primary, secondary, and independent theoretical texts that can be adequately discussed in class, not to mention assigned. It also limits the time available for learning research and writing skills together as a group. In comparison, UiO graduate courses (also 10 credits) meet two hours a week for 14 weeks, almost twice as many as our 8 weeks – a total of 28 hours. In our program at UiB an increase of 2-4 sessions, from 16 hours to 20, for instance, would increase the quality of the course and likely increase the students’ overall success in the 2-year program. Conforming that to the nearly impossible demands of the lektorprogram schedule, however, would be a major hurdle.



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## **ENG333: Selected Topic in English Literature and/or Culture III**

### **Course Report, Fall 2018**

#### **Course content and schedule**

The course topic and content for this course are selected and designed by the instructor teaching the course in a given semester. The theme for this edition of the course was “African American Literature and the American South.” The reading list consisted 8 novels and 1 short story set in the American South by 20<sup>th</sup> and 21<sup>st</sup> century African American authors. Along with the primary texts, the course included theoretical texts related to the overarching theme of the course, as well critical texts dealing with the assigned primary texts.

The class portion (“teaching”) contained 8 weekly-seminar sessions of 90 minutes each between mid-September and mid-November 2018. For each session, students were responsible for reading one primary text and at least one secondary text. Some days they were responsible for two secondary texts. Typically, a few days before each class, students received a document containing ten preparatory questions to consider while reading that week’s assignment.

This 1<sup>st</sup>-semester master’s course’s focus served to introduce students to a variety of literary texts spanning the 20<sup>th</sup> and 21<sup>st</sup> centuries from about 1920-2015. As well, it sought to introduce students to various genres from realism and local color to modernism to postmodernism to sequential art. Along with these texts, I wanted to introduce students to a variety of critical topics and approaches that will help students as they begin to think about their master’s theses. For this, I included readings on postcolonial, reader response, and critical race theory in conjunction with text-specific readings that employed a variety of theories of introduced students to broader historical contexts surrounding the works being studied.

#### **Students**

Of 16 registered students, 14 took the school exam. All 14 passed the exam. The distribution of final grades was as follows:

A: 4, B: 4, C: 6, D: 0, E: 0. The average grade was thus: B.

#### **Teaching and learning approach**

I entered the course wanting to bring my previous experiences in the classroom into the current course. During the first-class session, I realized that this would not work. For that course, I lectured a little then broke students up into groups to discuss various topics of the texts before returning and engaging in a discussion involving the entire class. What I discovered was that students needed background information for some of the topics and themes that the texts engaged with. As such, I chose to alter my approach for the rest of the semester.

In subsequent class sessions, I would prepare a list of about ten questions that addressed pertinent issues from the primary and secondary readings. Students would receive these questions either before class or sometimes at the start of class. I would provide them with a



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moment to look over the questions then we would discuss them. I approached the discussion as an exchange of ideas where I, while the expert, did not serve as the center of the course. That, at times, was untenable due to the information that students needed in order to understand some aspects of the works.

Class discussions went well; however, I noticed, as is true in most courses, that the same students always engaged in the discussion while others chose to listen. Every student, at some point in the semester, spoke up, but there were those who spoke up more than others. One way to counter this would be to reinstitute some form of group discussion, preferably during the first 45-minute part of the seminar. In this manner, students would have the opportunity to express their thoughts about the reading in a more comfortable, small-group setting before returning to a larger-group discussion.

Along with this format, I had two sessions with colleagues who Skyped in to talk with the students. Julian Chambliss at Michigan State University Skyped in to talk with students about sites of memory and the construction of the Southern myth when we read T. Geronimo Johnson's *Welcome to Braggsville*, and John Jennings and Damian Duffy Skyped in to discuss their graphic novel adaptation of Octavia Butler's *Kindred*. These sessions allowed students to gain insight into the historical aspects of the works we read and insight into the creative process of adopting a novel into a graphic format.

In conjunction with these in-class approaches, I worked to engage students on Mitt UiB and other platforms. This process did not pan out as much as I had hoped it would, partly, I think, because participation in discussions did not carry any weight in terms of grades. I also took a cue from a colleague back in the United States and worked to get students engaged with a broader community via Twitter by setting up the hashtag #uib333. Here, I shared articles that may be interesting to students and other random items about the course in hopes that they would engage with the discussion and that a broader audience would engage as well. To a certain extent, this went well; however, we did not get much broader engagement from outside of our own course.

One problem that I found was that students had a hard time keeping up with the readings. I had students tell me that they had not had the chance to finish a text before class, but they told me how far they had gotten. This did not hinder their interactions in class, and I found out that after the class sessions ended they were able to complete the texts. As well, I organized a film screening of the adaptation of Frank Yerby's *The Foxes of Harrow*. Students enjoyed this, especially the discussion of how the film differs from the novel.

### Student feedback

Only 6 of the 16 students provided student feedback in the end-of-semester survey sent out by the administration. Students expressed that the discussion, study questions, and Skype discussions helped them learn. Others, though, commented that they would prefer to have discussions in smaller groups. I agree that this would be beneficial, but the problem I encountered was students needed more background information to thoroughly engage with the topics and themes, and given such a limited time, 90 minutes per session, small groups would not facilitate this. Another recommendation came from L students. One suggested having summaries posted after each session. I have done this before in other classes, and I think it works well. Typically, I type up about a page or two of notes, chronicling three important things we discussed, and post it on MittUiB.



### **Conclusions and overall assessment**

- **Course topic and readings:** The amount of material for an 8-week seminar was daunting. Students struggled to complete the readings on time, but they did complete them. The mixture of primary texts along with secondary and theoretical sources allowed students to engage with the novels in a variety of ways.
- **Approach to teaching and learning:** As discussed earlier, the teaching and learning were good. However, I do think that I could alter my pedagogic approach in some ways to better benefit the students. This would come about through more small-group work and through summaries of class discussions.
- **One of my initial concerns for the course** was about the number of sessions and amount of time students had to get face-to-face instruction. Eight 90-minute sessions only provide students with 12 hours' worth of class time. In the United States, we have 15-week courses that meet for 3 hours a week which equals 45 hours of course time per semester. This amount, while considerably longer, does not allow for a completely thorough discussion of the course topic. For the course, deciding the most important aspects of the text(s), while also considering the pertinent historical information that students needed, proved somewhat difficult. Perhaps adding a few more sessions, 3 or 4, would help students get a firmer grasp on the material and historical background.
- **Assessment:** Students performed extremely well on the exam, and the external examiner expressed her praise for their insights. In thinking about assessment, I would prefer to have students work on a supervised term paper. When dealing with a timed school exam, some students expressed frustration at having to recall information under a stressful timed environment. Speaking from personal experience, this is difficult to do. A supervised term paper would provide students with more face-to-face time with me, on an individual or small-group basis, and allow students to flesh out ideas in a broader manner than they would be able to in a school exam.





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## Course report

### ENG341 Selected topics in English linguistics II: Grammaticalization, lexicalization, degrammaticalization

Fall 2018

Teacher: Jerzy Nykiel

ENG341 is a 10 credit course composed of 8 sessions. The course introduces students to the research on three interrelated linguistic phenomena, i.e. grammaticalization, lexicalization, and degrammaticalization. The course also gives the students an opportunity to gain hands-on experience with research on language data relevant to the three phenomena. The textbooks used in the course were:

- Brinton, Laurel J. and Elizabeth Closs Traugott 2005. *Lexicalization and Language Change*. Cambridge: Cambridge University Press
- Hopper, Paul J. and Elizabeth Closs Traugott (2nd edition, 2003) *Grammaticalization*. Cambridge: Cambridge University Press

The number of registered students was 15. The sessions were attended regularly by 3-4 students as most students were L students and a period of their teaching practice overlapped with the classes. During the sessions the students were introduced the theory of grammaticalization, lexicalization, and degrammaticalization, were involved in discussions of the previous research, and they were also familiarized with the ways of retrieving relevant data from digital corpora of English and from the Oxford English Dictionary online.

In the course of the semester every student was required to submit two drafts of the final paper. Having submitted a draft, the student received written feedback and was required to attend a supervision meeting with the teacher. Altogether 13 students submitted both drafts and attended the supervision meetings. The idea behind the semester paper was that every student was to do their own research through first obtaining language data from digital corpora of English and then performing an analysis of these data.

Student evaluation was carried out in the form of an online questionnaire. 7 students sent in their replies. They were very satisfied with the course (the results of the evaluation are attached in the other file).

## Exam

13 students took the exam in the form of a semester paper. The results were as follows:

- A - 3 = 23%
- B - 4 = 31%
- C - 3 = 23%
- D - 2 = 15%



E - 1 = 8%

F - 0 = 0%

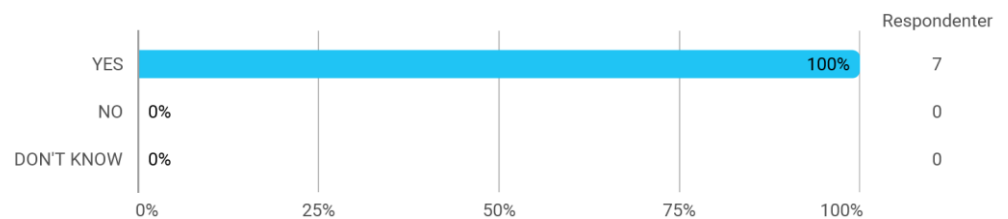
### Teacher's evaluation

Generally the course has produced more than satisfactory results. In spite of the students' poor attendance, the final papers show that the students were able for the most part to do solid grammaticalization-related research.

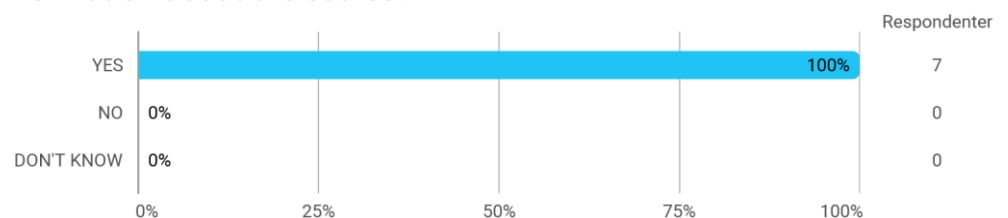
There were a few students very interested in the content of the course throughout the semester. The evaluation method is exceptionally well adjusted to the organization and scope of the course.

### Studentevaluating ENG341, haust 2018

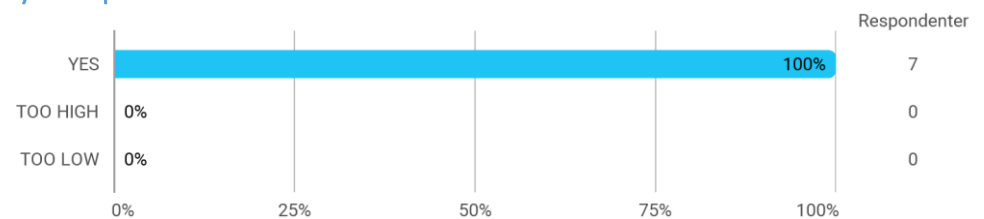
Was information about the course (contents, term plan, syllabus, assignments, etc.) easily available?



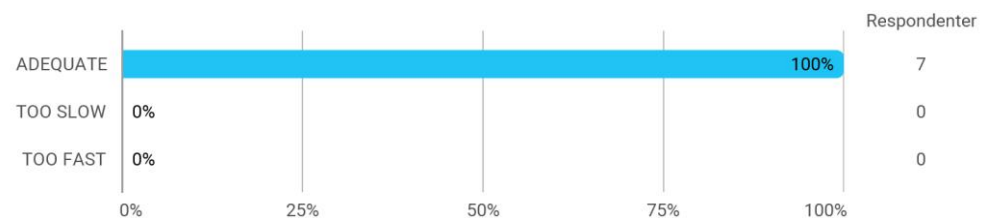
Was there sufficient information about the course?



Was the level of difficulty adequate?

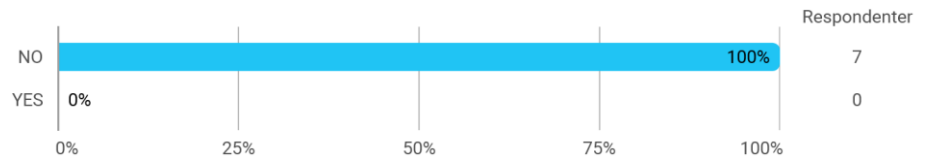


Progression was



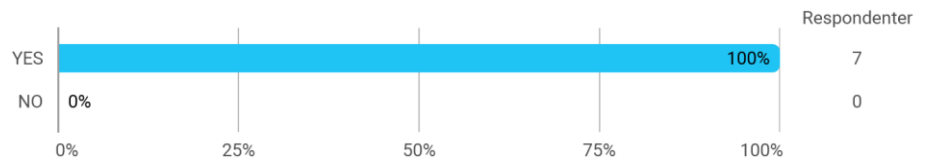


Did the course overlap with other courses? If YES, what courses, and do you consider this an advantage?



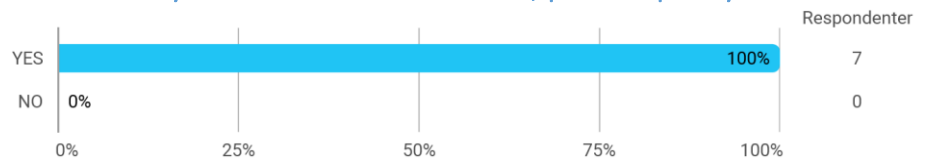
Did the course overlap with other courses? If YES, what courses, and do you consider this an advantage? - YES

Was the syllabus adequate in relation to the number of credits assigned? If NO, please specify.



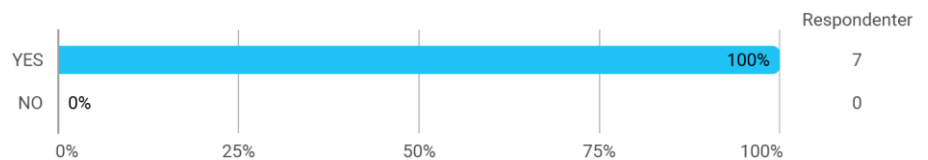
Was the syllabus adequate in relation to the number of credits assigned? If NO, please specify. - NO

Was the syllabus relevant in relation to your overall studies? If NO, please specify.



Was the syllabus relevant in relation to your overall studies? If NO, please specify. - NO

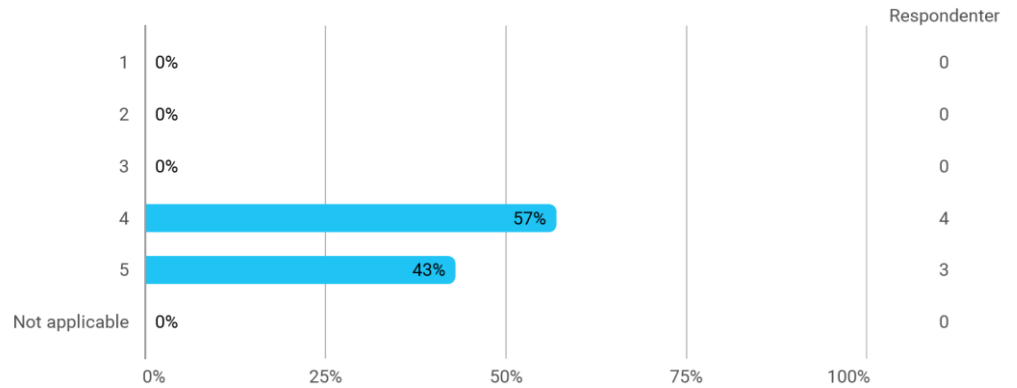
Have the learning outcomes defined for the course been achieved? If NO, please specify.



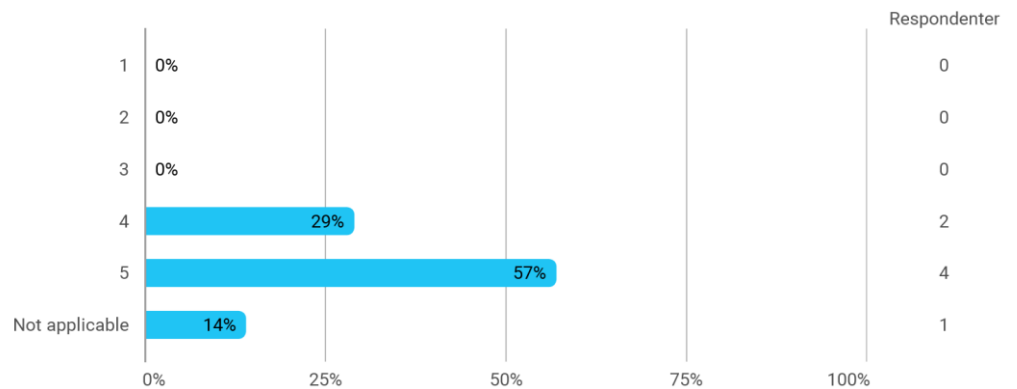
Have the learning outcomes defined for the course been achieved? If NO, please specify. - NO



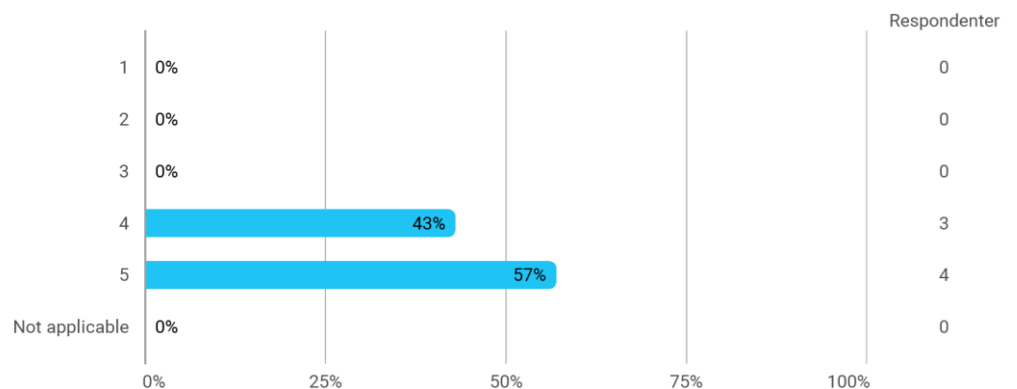
Rate the quality of teaching on a scale from 1 – 5, where 5=excellent and 1=poor.



Rate the quality of in-course feedback on a scale from 1 – 5, where 5=excellent and 1=poor.

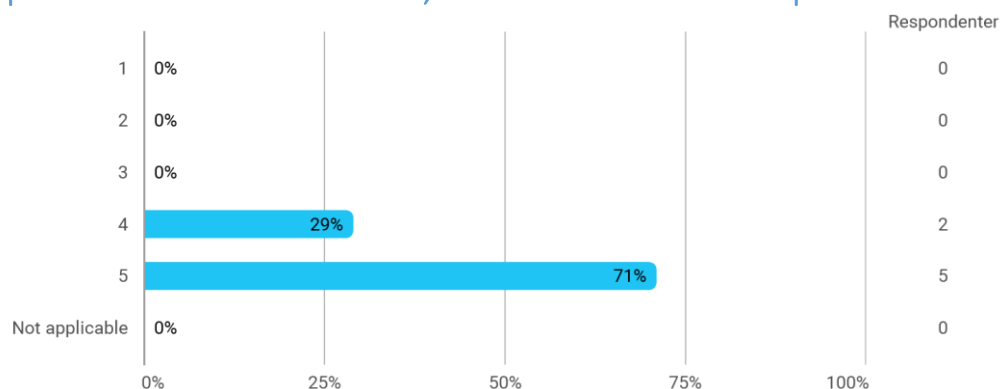


Rate the quality of feedback on assignments on a scale from 1 – 5, where 5=excellent and 1=poor.

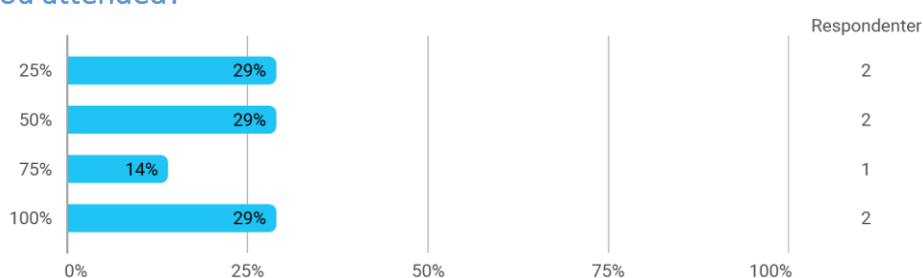




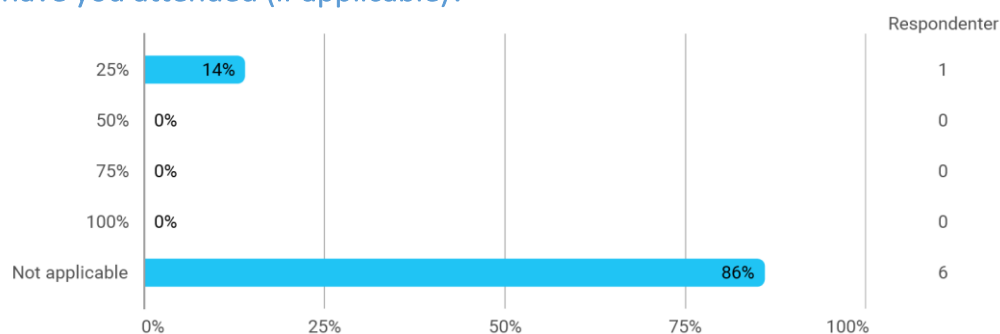
Rate the quality of supervision on a scale from 1 – 5, where 5=excellent and 1=poor.



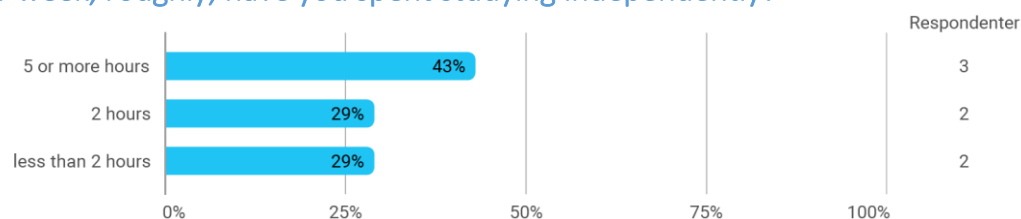
How many lectures have you attended?



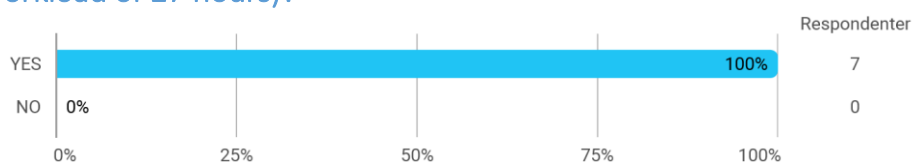
How many seminars have you attended (if applicable)?



How much time per week, roughly, have you spent studying independently?



Was the total workload adequate in relation to the number of credits assigned (1 ECTS corresponds to a student workload of 27 hours)?





## What helped you learn?

- Reading the course literature and explanations in lectures
- Feedback on term paper, written and through meetings.
- Going to the first introduction lecture to understand the topic, then it helped to read a lot about the topic I chose for my term paper.
- Showing examples on power point

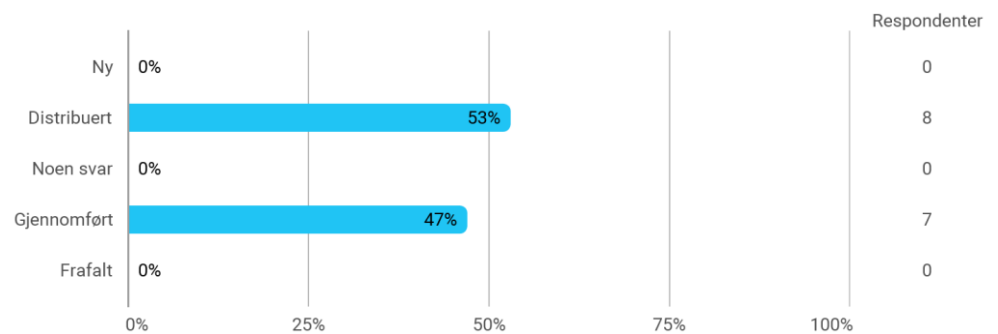
## What could be changed to help you learn more?

- I don't know
- It felt a bit like waste of time to go to the lectures that didn't have anything to do with my term paper topic, so I would have learned more if I knew how to use the other lecture topics in my term paper, or how it could still be relevant.
- Don't know

## Do have any other comments?

- Very clear and constructive feedback on assignment:)
- No

## Samlet status



## **Emnerapport**

### **ENG119 / Varieties of English**

#### **Høst 2018**

ENG119 er et 5stp emne som har som mål å gi studentene kunnskap om og innsikt i utvalgte emner i engelsk språkvariasjon. Høsten 2018 tok emnet for seg globale varianter av engelsk, med hovedfokus på fonologi.

Pensum besto av en lærebok på 220 sider, og et bokkapittel på 40 sider. Læreboken omhandler fonologi, grammatikk og vokabular, og kun fonologidelen har vært relevant for kurset. Pensum har dermed vært nokså begrenset i omfang.

Undervisningen besto av 24 timer plenumsforelesninger. Vi gikk gjennom de viktigste uttaltetrekkene i utvalgte varianter av engelsk, diskuterte hvordan disse kan beskrives, og lyttet til lydfiler. Vi gjorde også øvelser hver uke for å repetere stoffet og bli bedre kjent med terminologien og lydsymbolene. Etter hver forelesning ble det lagt ut en oppsummering, og studentene ble fortalt at det var dette de skulle fokusere på til eksamen. Studentene hadde mulighet til å levere inn én skriftlig oppgave.

86 studenter var oppmeldt i emnet. Av disse møtte ca. 25-30 på forelesningene, og 18 leverte inn den skriftlige oppgaven.

Eksamen var en 3-timers skriftlig skoleeksamen. 55 studenter tok eksamenen. Av disse besto 36. Karaktersnittet på de beståtte besvarelsene var C. 47 % fikk A eller B.

Studentevalueringer ble gjennomført i form av en muntlig underveisevaluering, og en elektronisk spørreundersøkelse etter avsluttet kurs. Studentene var i all hovedsak svært fornøyde med kurset, men noen ønsker enda flere øvelser og innleveringer.

Den største utfordringen i gjennomføringen av kurset, var at flere studenter ikke hadde tatt ENG115 (innføring i engelsk fonetikk og fonologi), som ENG119 bygger på. De var dermed ikke kjent med grunnleggende termer og konsepter. En del tid måtte derfor settes av til repetisjon og forklaring av disse. Det er også frustrerende at eksamenen ikke kan være digital (pga. lydsymbolene).

## **Emnerapport**

### **ENG339/339L – Language attitudes**

**Høst 2018**

Kurset hadde som mål å gi studentene en oversikt over feltet holdningsstudier, med særlig fokus på metodologiske aspekter, kjennskap til sentrale studier, og refleksjon rundt viktige empiriske og teoretiske problemstillinger. Studentene ble trent i kritisk lesning av litteraturen og i å identifisere svakheter og styrker ved ulike studier og metoder, alt med tanke på at de senere skal gjennomføre egne forskningsprosjekt.

Kurset kom i en 10-studiepoengs variant for ordinære studenter, og en 5-poengs variant for lektorstudenter. Det var et intensivkurs hvor undervisningen besto av 12 timer fordelt over tre uker for L-studentene, og 16 timer over fire uker for de andre.

Kurset var lagt opp som en blanding av presentasjon og diskusjon. Det var totalt 23 studenter på kurset, og det var derfor vanskelig å ha individuelle student-presentasjoner. Studentene fikk tilbud om å ha gruppe- eller parpresentasjoner, men ingen benyttet seg av tilbudet.

Eksamen var en 4-timers skriftlig skoleeksamen for ENG339, og en 3-timers eksamen for 339L. 22 studenter tok eksamenen, og 21 besto. Gjennomsnittskarakter var B for de ordinære studentene og C for L-studentene.

Studentevaluering ble gjennomført i form av en elektronisk spørreundersøkelse etter avsluttet kurs. Studentene var i hovedsak svært fornøyde med kurset, men noen syntes det var slitsomt med så kort og intensiv kursperiode.



31. januar 2019

### **ENG343 Masteremne i engelsk lingvistik III – rapport fra faglærer**

ENG343 er et 10-poengs emne som tilbys i høstsemesteret. Innholdet i emnet kan variere fra år til år. Kurset som ble gitt høstsemesteret 2018 hadde tittelen “*Hærrig Pottere and þæs uðwitan stan: Harry Potter as a portal to Old English*”.

Kurset gir altså en innføring i gammelengelsk med bruk av Peter Bakers oversettelse til gammelengelsk av de ni første kapitlene av *Harry Potter og de vises sten* (heretter HP) som primærtekst (jf. kursbeskrivelsen i Vedlegg 2). I hovedsak gjennomgås kun kapittel 1, men for noen oppgaver hentes data også fra seinere kapitler, og eksamensoppgavene er også basert på deler av teksten som ikke er gjennomgått i timene.

Dette var tredje og siste gang kurset ble gitt, med samme innhold som tidligere, med unntak av noen få justeringer i teori-pensum.

### **Pensum og undervisning**

Pensum framgår av vedlagte oversikt over kursinnhold og pensum (Vedlegg 2). Grunnboka for kurset, Baker (2012) *Introduction to Old English*, gjennomgås ikke systematisk og i sin helhet, men brukes også den hovedsakelig som referanselitteratur. Det aller meste av som gjennomgås, presenteres også i form av støtteark med oversikt over det som betraktes som viktigst i pensumlitteraturen.

Undervisningen var en blanding av forelesning og studentenes presentasjoner av oppgaver de fikk i oppdrag å forberede hjemme og diskusjon av disse.

Oppgavene omfattet (1) syntaktisk og morfologisk analyse av en side av HP i form av leksikalske og grammatiske glosser og kommentarer til former av spesiell interesse, samt idiomatisk oversettelse til nåtidsengelsk (som ikke nødvendigvis svarer til originalversjonen); (2) fonetisk transkripsjon med kommentarer; (3) å finne eksempler i primærteksten på ulike typer ordstilling i ulike setningstyper; (4) å finne og klassifisere eksempler på ulike typer termer/orddannelser introdusert i HP-oversettelsen, bl.a. for å dekke fenomener som ikke eksisterte i angelsaksisk tid.

Av oppgavene var den første avgjort mest tidkrevende og omfattende, og denne ble derfor delt ut i begynnelsen av semesteret (og den av studenten som skulle først i ilden fikk kun en halv side å forberede, mens kurslæreren la fram resten). Studentene fikk anledning til å sende inn et utkast på forhånd, som så ble gjennomgått i detalj i form av en-til-en tutorials. Det viste seg at ikke alle klarte å få med seg de endringene som ble foreslått, og oppgavene ble derfor gjennomgått og kommentert for andre gang (kun skriftlig) og så returnert for oppretting. (Dette siste var forøvrig aldri tilfelle på de to tidligere kursene.) De endelig versjonen ble gjort tilgjengelig på MittUiB, slik at alle hadde tilgang til analyser av nesten hele første kapittel av HP. Forøvrig betyr denne prosedyren at samtlige studenter har fått veiledning og tilbakemeldinger langt ut over det som stipuleres i timeomfanget for kurset, der dette ikke er medregnet.

Progresjonen i kurset var stort sett i samsvar med den oppsatte undervisningsplanen (Vedlegg 3), bortsett fra at enkelte av de oppsatte temaene ikke ble gjennomgått pga tidsnød (og dermed også strøket fra pensum). Dette gjaldt også en av pensumtekstene, Fischer et al. (2000), og det siste seminaret ble i stedet viet til gjennomgang av kapittelet fra Los (2015). Dette var heller ikke tilfelle de to tidligere gangene kurset ble gitt.

Tidsnøden skyldtes til dels at litt for mye av tiden, spesielt i de første ukene, ble viet spørsmål om relativt elementære og grunnleggende grammatiske/lingvistiske begreper som det egentlig burde kunne forventes at man behersker på dette nivået. Dette må nødvendigvis ha gjort kurset mindre interessant for dem som allerede hadde tilstrekkelig bakgrunn, og det kan ha vært en pedagogisk feilvurdering å tillate at dette fikk såpass stor plass at det medførte avvik fra planen. På den andre siden er det vanskelig å avfeie spørsmål fra interesserte og aktive studenter, og uten denne typen oppklaringer er det langt fra sikkert at alle hadde vært med til siste slutt. Når det er sagt, må det også framheves at enkelte av dem som i utgangspunktet strevde mest, også viste stor progresjon, og entusiasme, lærevilje og positiv holdning til studiene skortet det i hvert fall ikke på. Til sist må det påpekes at studenter i lærerprogrammet er under stort arbeids- og tidspress i løpet av praksisperioden i høstsemesteret, noe som nok gjenspeiles i den tiden de reelt sett har til disposisjon for den vanlige kursdelen av studiet.

Undervisningen gikk over 8 uker med to timer pr uke, dvs. totalt **16** timer. Med en stipulert arbeidsmengde på 250–300 timer for 10 studiepoeng (iht. European Credit Transfer and Accumulation System), vil det si at det legges opp til 234–284 timer selvstudium. Til sammenligning har et tilsvarende kurs ved UiO et undervisningsopplegg på til sammen **39** timer (13 timer forelesning og 26 timer seminarundervisning, hvorav obligatorisk frammøte i minst 30 timer), altså mer en det dobbelte antallet undervisningstimer. Det sier seg selv at dette gir anledning til en mye mer pedagogisk tilfredsstillende tilnærming.

Siden eksamen var flere uker etter at undervisningen var slutt (se under “Eksamensoppgaven” nedenfor), ble det opprettet en diskusjonsside på MittUiB, der studentene kunne stille spørsmål i etterkant av kurset og fram til eksamen, men ingen benyttet seg av denne; enkelte benyttet seg dog av kurslærerens treffetid.

## **Frammøte**

Det var kun seks studenter oppmeldt i kurset; tre av disse møtte til alle de åtte seminarene, to hadde ett fravær og én student var fraværende to ganger.

## **Eksamensoppgaven**

Eksamen i emnet er en en-ukes hjemmeeksamen. Den ble i høstsemesteret 2018 lagt til tre uker etter kursets avslutning for at den ikke skulle overlappe med lærerprogramstudentenes praksisperiode.

Eksamen er digital, dvs. besvarelsen leveres som pdf via Inspira. Oppgaveteksten var også gitt som pdf. Siden formatet blir sterk redusert i Inspira, ble oppgaven også lagt ut på MittUiB, men kun etter at den offisielle versjonen var tilgjengelig på Inspira.

Oppgavene var laget over samme mal som for tidligere kurs i samme emne, hvilket var gjort klart for studentene gjennom semesteret. Oppgavene var også av samme type som dem som ble gitt og gjennomgått i løpet av kurset, men basert på at studentene måtte analysere andre deler av primærteksten enn den som var gjennomgått.

### **Karaktersetting/resultater**

Eksamenskommisjonen bestod av faglærer og en ekstern sensor fra UiO, som også var sensor for emnet de to første gangene kurset ble gitt. Det var svært stor grad av sammenfall i karakterene satt av de to sensorene. I de to tilfellene der karakteren ikke var sammenfallende, var det kun én karakters avvik. Her ble den beste karakteren gitt som endelig karakter.

Som det framgår av karakteroversikten på neste side, viser de endelige resultatene et spenn, A–C–D, der D utgjør den vanligste karakteren. Dette er klart svakere resultater enn ved de to gangene kurset har vært gitt tidligere. Noen mulige grunner til dette er skissert ovenfor. Dessuten, én kandidat hadde dessverre unnlatt å besvare alle oppgavene, og én kandidat hadde vansker med språkføringen, som jo også tillegges stor vekt i evalueringen på dette nivået (jf. sensorveiledning for emnet).

### **Kommentarer til studentevalueringen**

Prosentverdiene som framgår av statistikkene i den vedlagte studentevalueringen (Vedlegg 4, s. 11–14) er basert på svar fra 3–4 respondenter er det vanskelig å tillegge den særlig vekt. Det er heller ikke aktuelt å gjøre endringer på grunnlag av disse resultatene, siden kurset ikke vil bli gitt i fremtiden.

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## Vedlegg 1: Eksamensresultater (utskrift fra FS)



UiB-Studieadministrativ avdeling (HASMI)

FSUIB

(24.01.2019 Kl. 08:03)

Side 1 av 1

**FS580.001 Resultatfordeling**

Eksamen: ENG343 0 H1 2018 HØST

Masteremne i engelsk lingvistikk III - Hjemmeeksamen

10,0sp

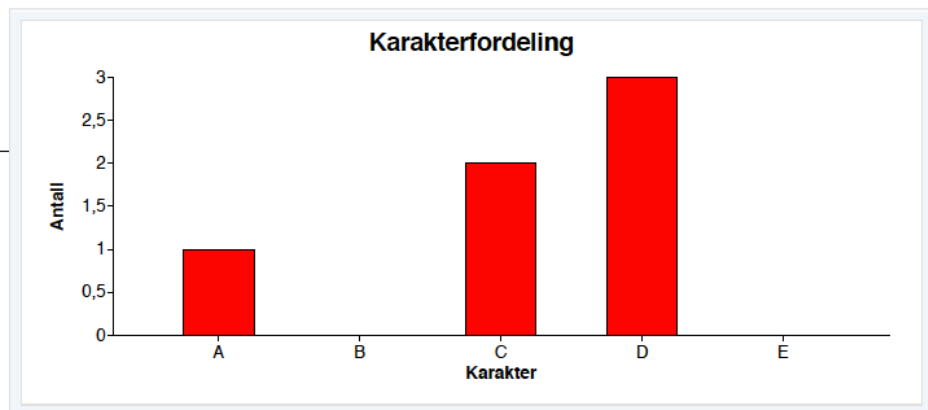
Karakterregel: A-F

-

	Totalt
Antall kandidater (oppmeldt):	6
Antall møtt til eksamen:	6
Antall bestått (B):	6
Antall stryk (S):	0
Antall avbrutt (A):	0
Gjennomsnittskarakter:	C
Antall med legeattest (L):	0
Antall trekk før eksamen (T):	0

**Karakter Antall**

E	0
D	3
C	2
B	0
A	1



**ENG343 Masteremne i Engelsk lingvistikk III/English linguistics III****Autumn/fall 2018*****Hærrig Pottere and þæs uðwitan stan:*  
Harry Potter as a portal to Old English***Course instructor:* Kari E. Haugland <kari.haugland@uib.no>.*Course description*

In this course we will use Peter S. Baker's (unpublished) translation into Old English of the first chapters of *Harry Potter and the Philosopher's Stone* as a fun way to access the fundamentals of Old English, i.e. English language in the Anglo-Saxon period, before it was drastically altered by Romance influence from c. 1100 onwards.

Apart from more profound knowledge about the roots of the English language than that provided by the survey course at 200-level, the study of Old English will also offer increased awareness about general linguistics principles and mechanisms of linguistic change.

Parts of the *Hærrig Pottere* text will be studied more closely; others you will have to examine on your own or they will merely serve as sources for additional examples of specific grammatical or lexical phenomena.

An apparent drawback of using a translation of a modern text is that potentially, it may not always represent 'genuine', idiomatic Old English. However, from a pedagogical point of view, there may also be considerable advantages – also apart from the fact that with a Present-Day English version available, understanding the content should generally present few problems. For one thing, the sentence structure of the source text is far less complex than that found in many of the preserved Old English records. Also, it can be expected that the language of the translation is more standardised and consistent than what is typically the case for texts produced in Anglo-Saxon times, which typically exhibit a fair amount of variation in spelling, morphology and syntax.

The original Harry Potter books are well-known for their linguistic creativity, which poses a challenge for any translation. However, a translation into Old English faces the additional trial of rendering also familiar modern concepts that were not part of the Anglo-Saxon universe (*cars? traffic jam? telephone? chocolate frogs? or even tea?*). Baker's proposed translations here will serve to highlight the word formation processes of Old English – a stage when the language was more prone to exploit the resources of existing vocabulary than to adopt loans from other languages.

Though current translation theory will not be specifically addressed, the text should also provide abundant food for thought for those interested in translation and translation studies.

Students are expected to participate actively, both in class – including individual or group presentations – and by self-study of the primary text, using secondary sources as reference works.

Some prior knowledge of Old English, e.g. from the History of English component of ENG221/261 is a definite advantage, but not an absolutely necessary prerequisite. However, in the latter case you must be prepared to make an extra effort.

The assessment at the end of term will be in the form of a one-week paper (“take-home exam”) of 3,000 ord ( $\pm 10\%$ ) words.

## Reading list

For those who want to prepare in advance (and who wouldn’t?), I suggest starting with the basic text book for the course, Baker 2012. You will probably find that it is rather too simple for you in terms of basic grammatical analysis (you can safely skip the sections with examples from Present-Day English, including the whole of chapter 3), but it is a very good basic introduction to Old English.

Most sources are available at the HF library. Sources prefixed by <sup>L</sup> will also be available electronically in the Literature Kiosk at *MittUiB*, and those prefixed by <sup>O</sup> can be downloaded via *oria.no*; sources marked with an asterisk will be made available under Files at *MittUiB*.

### 1. Obligatory reading

#### *Primary text*

\**Hærrig Pottere and þæs uðwitan stan*, chs 1–9 (2nd, amended version), tr. by Peter S. Baker from J. K. Rowling (1997) *Harry Potter and the Philosopher’s Stone*, London: Bloomsbury. (U.S. edition published under the title *Harry Potter and the Sorcerer’s Stone*.)

**Please note: This is an unpublished work, made available for the use of the ENG343 course by the kind permission of the translator, who has the copyright. Thus no part of this text should be diffused outside the context of this course, electronically or otherwise, without the author’s permission.**

Electronic versions of the Present-Day English source text can be found online, e.g. at <http://www2.sdfi.edu.cn/netclass/jiaoan/englit/download/Harry%20Potter%20and%20the%20Sorcerer's%20Stone.pdf>

#### *Basic text book*

<sup>O</sup>Baker, Peter S. 2012. *Introduction to Old English* (3rd ed.), chs 1–2, 4–12. Oxford: Blackwell. (Paperback ISBN 978-0-470-65984-7) [The book is also available online via *Oria.no*.]

We will only be using the phonology and grammar chapters of this book, but you may find other sections useful too, e.g. the glossary at the end of the Anthology. If you can only get hold of the second edition., that is OK – the main difference between that and the third edition is that the anthology is considerably expanded in the latter. This will not affect our course.

You may also want to acquire a password for access to the *Old English Aerobics* website, with texts and exercises: <http://www.oldenglishaerobics.net/anthology.html>.

#### *Brief overview*

<sup>L</sup>Crystal, David. 1995. *The Cambridge encyclopedia of the English language*, pp. 6–29. Cambridge: CUP.

#### *Grammar (for reference)*

Quirk, Randolph & [Christopher] L. Wrenn. 1957. *An Old English grammar*, 2nd ed. London: Methuen. (Or later reprint.)

### **Phonology**

In addition to chapter 2 in Baker 2012 (see *Basic text book* above):

- \*Haugland, Kari E. 2014. The pronunciation of Old English: a summary. Hand-out. Department of foreign languages, University of Bergen.
- \*Rydland, Kurt. 1994. English historical phonology, pp. 1–8. Compendium, Engelsk institutt, Universitetet i Bergen.

### **Vocabulary and word formation**

- <sup>L</sup>Kastovsky, Dieter. 2006. Vocabulary; section 4.2 Old English. In Richard Hogg & David Denison (eds), *A history of the English language*, pp. 216–46. Cambridge: Cambridge University Press.

### **Syntax/word order**

- <sup>O</sup>Bech, Kristin. 2000. *Word order patterns in Old and Middle English: a syntactic and pragmatic study*, pp. 1–7, 26–29, 39–42, 47–50, 71–72, 79–100, 199–203. Dr.art. dissertation, Department of English, University of Bergen. [Available via Oria.no: [https://bora.uib.no/bitstream/handle/1956/3850/Dr.thesis\\_Kristin\\_Bech.pdf?sequence=1&isAllowed=y](https://bora.uib.no/bitstream/handle/1956/3850/Dr.thesis_Kristin_Bech.pdf?sequence=1&isAllowed=y)]
- <sup>L</sup>Fischer, Olga; Ans van Kemenade, Willem Koopman & Wim van der Wurff. 2000. *The syntax of early English*. Cambridge syntax guides, pp. 26–35, ch. 2 (in particular pp. 49–64), pp. 110–29. Cambridge: Cambridge University Press.
- <sup>O</sup>Heggelund, Øystein. 2015. On the use of data in historical linguistics: word order in early English subordinate clauses. *English Language and Linguistics* 19(1), 83–106. doi:10.1017/S1360674314000343 [Available via Oria.no.]
- <sup>L</sup>Los, Bettelou. 2015. *A historical syntax of English*, pp. 184–203. Edinburgh: Edinburgh University Press.

## **2. Suggested reference works**

### **Dictionaries**

- Bosworth, Joseph & T. Northcote Toller. 1898. *An Anglo-Saxon dictionary*. London: OUP. (Repr. 1954.) Searchable version available at: <http://bosworth.ff.cuni.cz>.
- Cameron, Angus; Ashley Crandell Amos, Antonette diPaolo Healey et al. (eds). 2016. *The dictionary of Old English: A to H* online. Toronto: Dictionary of Old English Project. <http://tapor.library.utoronto.ca/doe/>. [Use UiB library subscription]
- Clark Hall, John R. & Herbert D. Meritt. 1960. *A concise Anglo-Saxon dictionary*. Cambridge: The University Press. [Briefer version, without examples.] Also available at: [http://www.ling.upenn.edu/~kurisuto/germanic/oe\\_clarkhall\\_about.html](http://www.ling.upenn.edu/~kurisuto/germanic/oe_clarkhall_about.html)

### **General**

- Hogg, Richard M. (ed.). 1992. *The Cambridge history of the English language*. Vol. 1. Cambridge: CUP. [advanced]
- Hogg, Richard M. & Rhona Alcorn. 2012. *An introduction to Old English*. Oxford: OUP. [introductory work]
- Mitchell, Bruce & Fred C. Robinson 2011. *A guide to Old English*. 8th ed. Oxford: Wiley-Blackwell. [introductory work]
- Smith, Jeremy J. 2009. *Old English: a linguistic introduction*. Cambridge: CUP.

**Grammar/syntax**

Campbell, A[listair]. 1959. *Old English grammar*. London: OUP. (Repr. 1964, Oxford: Clarendon Press.) [intermediate]

<sup>o</sup>Heggelund, Øystein. 2010. *Word order in Old English and Middle English subordinate clauses*. PhD diss., University of Bergen. [Available via Oria.no:  
[https://bora.uib.no/bitstream/handle/1956/4002/Dr.thesis\\_Oystein%20Imerslund%20Heggelund.pdf?sequence=1&isAllowed=y](https://bora.uib.no/bitstream/handle/1956/4002/Dr.thesis_Oystein%20Imerslund%20Heggelund.pdf?sequence=1&isAllowed=y)]

Mitchell, Bruce. 1985. *Old English syntax*. Vols 1–2. Oxford: Clarendon. [advanced]

Wright, Joseph & Elizabeth Mary Wright. 1925. *Old English grammar*. 3rd ed. London: OUP. (3rd ed. repr. 1950; 1st ed. 1908.) [intermediate; very useful]

**Morphology**

Hogg, Richard M. & R. D. Fulk. 2011. *A grammar of Old English*. Vol. 2: Morphology. Oxford: Wiley-Blackwell. [advanced]

**Phonology**

Hogg, Richard M. 1992. *A grammar of Old English*. Vol. 1: Phonology. Oxford: Wiley-Blackwell. [advanced]



**ENG343 Masteremne i Engelsk lingvistikk III/English linguistics III****Autumn/fall 2018*****Hærrig Pottere and þæs uðwitan stan:*  
Harry Potter as a portal to Old English**

Time: Fridays 12:15-14:00 (except 7 Sept: 14:15–16:00)

Venue: HF-217

Instructor: Kari E. Haugland (kari.haugland@uib.no), office: HF-312B

**Course schedule** (rev. 29 Aug 2018)**Week 1 (17 Aug)**

- Topics: The essentials of Old English: origin, period, dialect areas, main linguistic characteristics (revision of 200-level basics). Some general characteristics of *Hærrig Pottere* (HP) as a translation Morphological and syntactic analysis of the first paragraphs of HP.
- Read: Baker<sup>1</sup> chapters 1 (introduction), 4 (case), and preferably also have a look at ch. 5 (5.1.1–5.2.2), ch. 6 (nouns) and the first pages of ch. 7 (introduction to verbs)
- Prepare: The first page of HP.

**Week 2 (24 Aug)**

- Topics: More on OE morphology: nouns and adjectives. Old English digital resources (Toronto corpus; online dictionaries). Morphological and syntactic analysis of HP.
- Read: Baker, chapters 6 and 8.
- Prepare: Examine the second half of p. 1 from HP (written version prepared by NN, who will present her analysis in class).

**Week 3 (31 Aug)**

- Topics: Pronunciation. Relative and reflexive pronouns. Morphological and syntactic analysis of HP.
- Read: Baker chapter 2 (see also Appendix B, pp. 172–74); Baker §§ 5.5 and 5.6 (pp. 47–48), Crystal 1995:18–19, Haugland 2014, Rydland 1994.
- Prepare: Examine glosses & comments for p. 2 from HP (prepared by NN for supervision on Wednesday at 12:00; revised version to be sent to Kari for posting at MittUiB by 14:00).

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<sup>1</sup> *Baker* refers to the main text book, Baker 2012. See the course reading list for full bibliographical details for this and other texts.

**Week 4 (7 Sept)**

Topics: More on pronunciation. Old English morphology: verbs.  
 Morphological and syntactic analysis of HP.  
 Read: Baker, chapter 7  
 Prepare: Phonetic transcription of passage from HP.  
 Examine glosses & comments for p. 3 from HP (prepared by NN).

**Week 5 (14 Sept)**

Topics: Some important sound changes. English vocabulary (lexicon) and word formation (lexical morphology). Structural case and lexical case. Impersonal passives.  
 Read: Handouts; Kastovsky 2006.  
 Prepare: Examine glosses & comments for pp. 4–5 from HP (prepared by NN & NN).

**Week 6 (21 Sept)**

Topics: More on word formation. More on OE verbs  
 Prepare: Find examples of word formation in HP (not ch. 1). Hand-out on OE verbs.  
 Examine glosses & comments for p. 6 from HP (prepared by NN).

**Week 7 (28 Sept)**

Topics: Word order/syntax.  
 Read: Bech 2000, Heggelund 2015  
 Prepare: Examples of word formation in HP.  
 Examine glosses & comments for p. 7 from HP (prepared by ??).

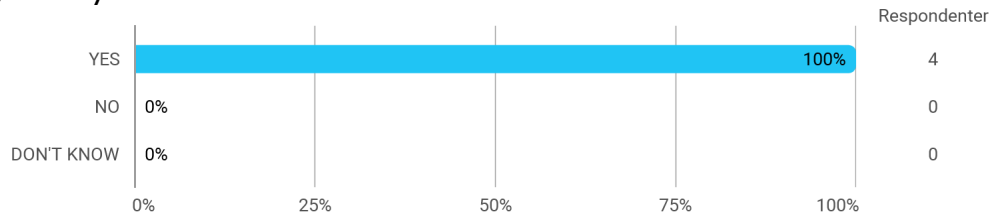
**Week 8 (5 Oct)**

Topics: More on word order/syntax. Whatever has not been covered/needs revision.  
 Read: ~~Fischer et al. 2000~~, Los 2015.

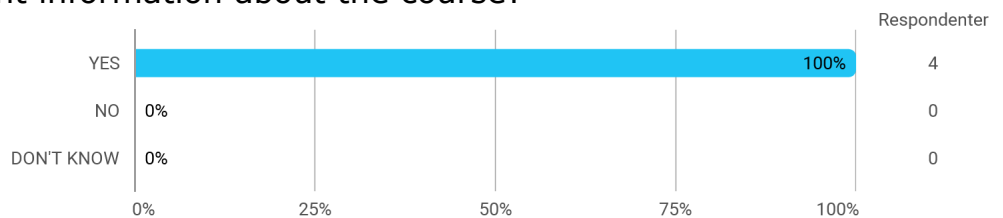
## Vedlegg 4: Emneevaluering

### Studentevaluering ENG343, høsten 2018

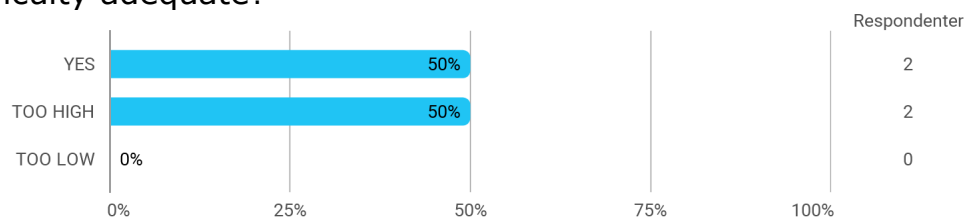
Was information about the course (contents, term plan, syllabus, assignments, etc.) easily available?



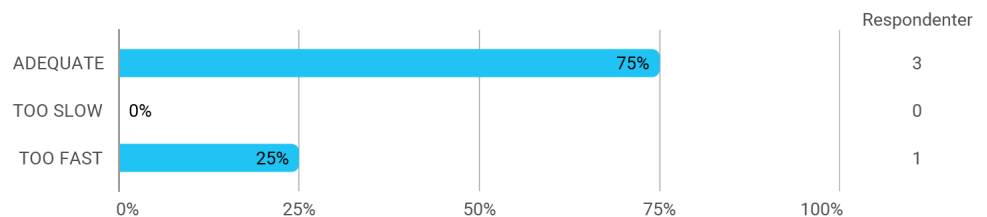
Was there sufficient information about the course?



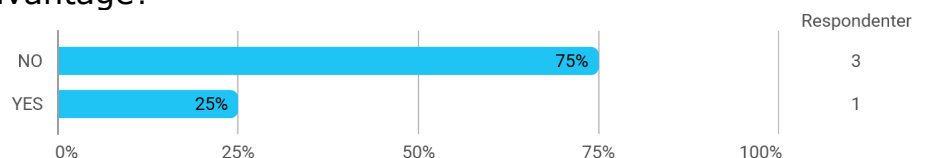
Was the level of difficulty adequate?



Progression was



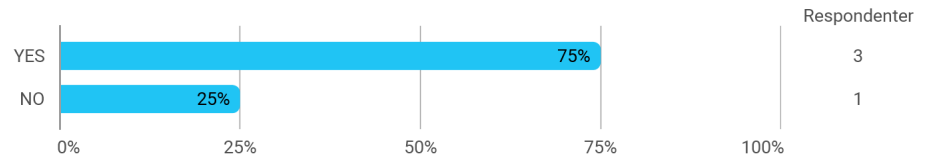
Did the course overlap with other courses? If YES, what courses, and do you consider this an advantage?



Did the course overlap with other courses? If YES, what courses, and do you consider this an advantage? - YES

- Teaching practise

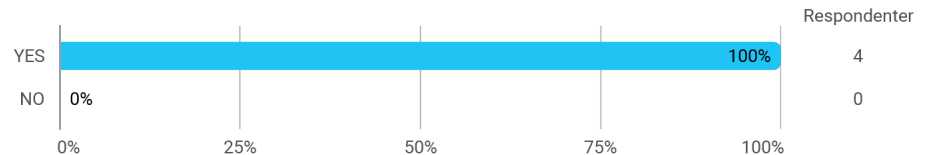
Was the syllabus adequate in relation to the number of credits assigned?  
If NO, please specify.



Was the syllabus adequate in relation to the number of credits assigned?  
If NO, please specify. - NO

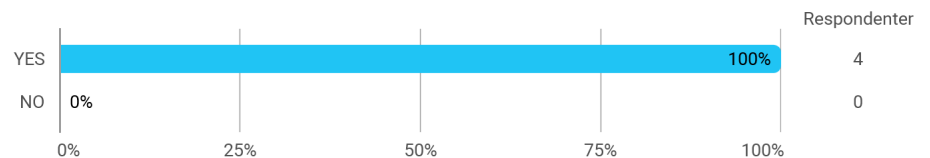
- Expected too much

Was the syllabus relevant in relation to your overall studies? If NO, please specify.



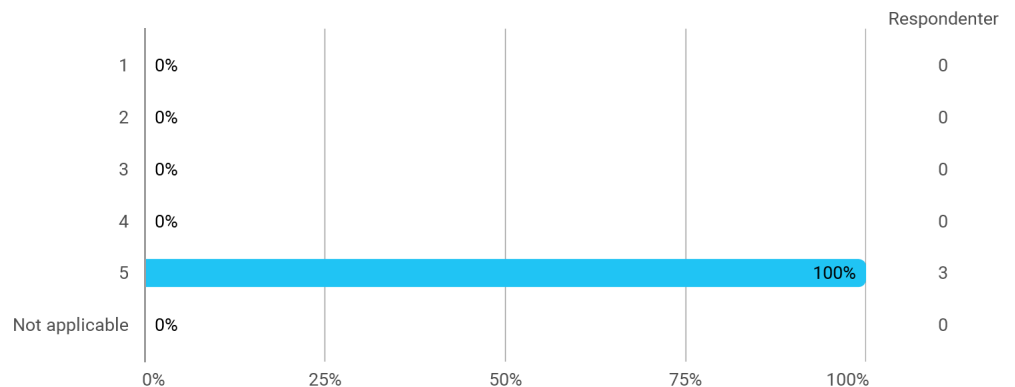
Was the syllabus relevant in relation to your overall studies? If NO, please specify. - NO

Have the learning outcomes defined for the course been achieved? If NO, please specify.

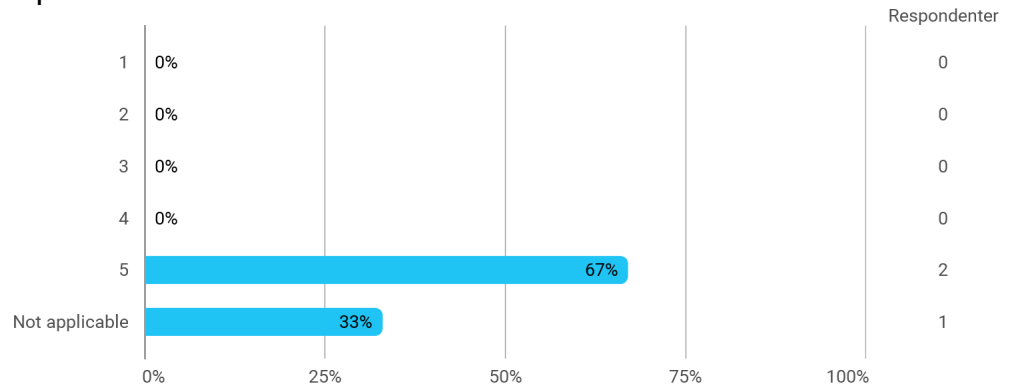


Have the learning outcomes defined for the course been achieved? If NO, please specify. - NO

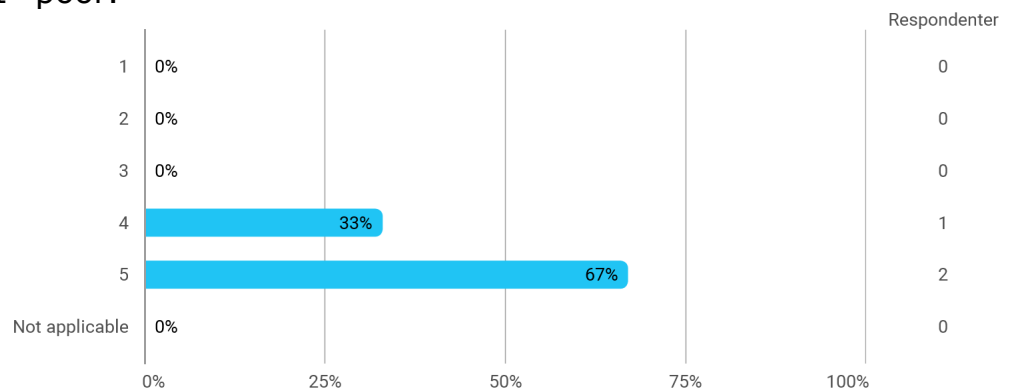
Rate the quality of teaching on a scale from 1 – 5, where 5=excellent and 1=poor.



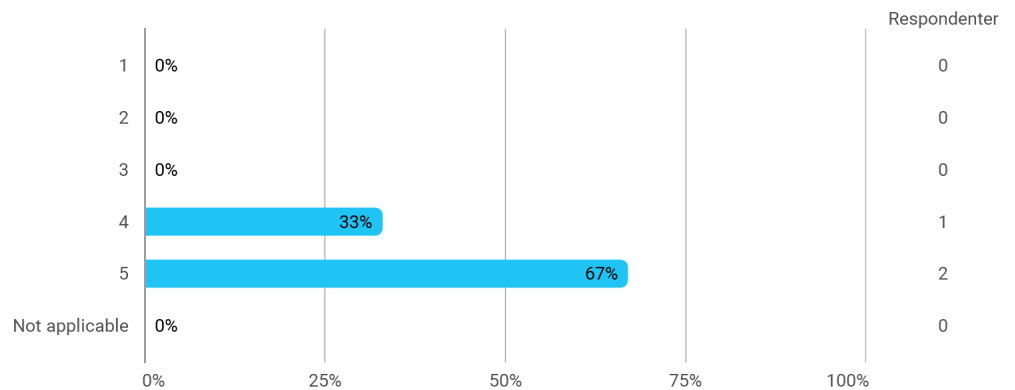
Rate the quality of in-course feedback on a scale from 1 – 5, where 5=excellent and 1=poor.



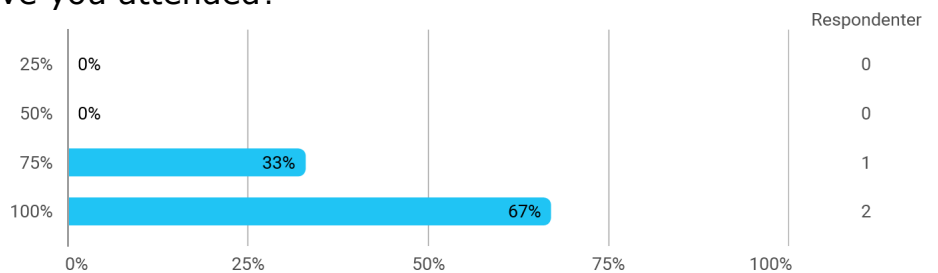
Rate the quality of feedback on assignments on a scale from 1 – 5, where 5=excellent and 1=poor.



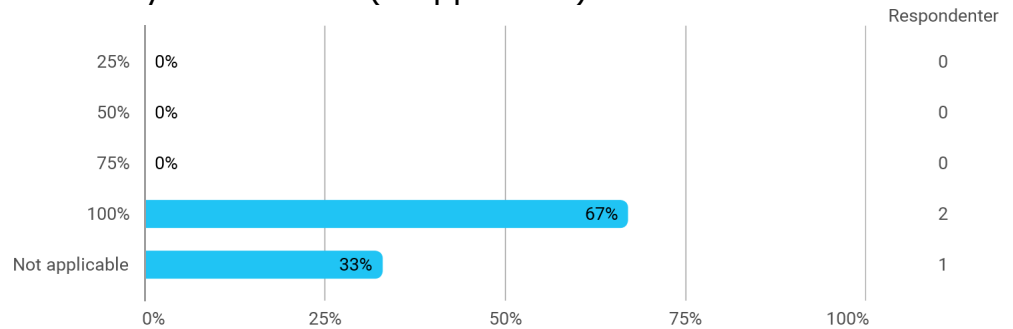
Rate the quality of supervision on a scale from 1 – 5, where 5=excellent and 1=poor.



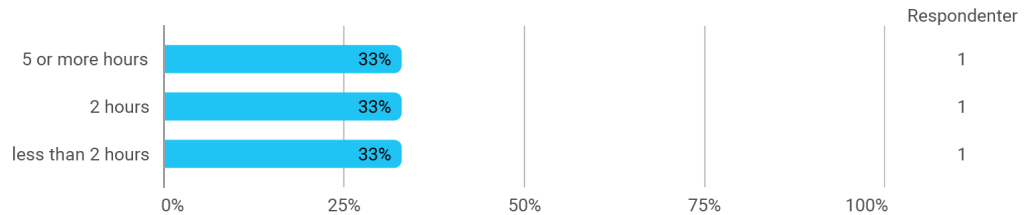
How many lectures have you attended?



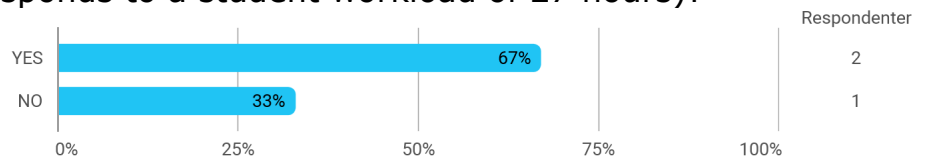
How many seminars have you attended (if applicable)?



How much time per week, roughly, have you spent studying independently?



Was the total workload adequate in relation to the number of credits assigned (1 ECTs corresponds to a student workload of 27 hours)?



What helped you learn?

- The lectures, the homework and the summaries
- The professor being understanding when things got confusing
- Kari and the non-obligatory assignments we were given, they really helped alot. Especially the one who were posted as a kind of team work, so everybody did their part, and we could look at each others work and learn from it. But also the small tasks for the seminars, like the pronunciation task and the word formation task.

What could be changed to help you learn more?

- Use more time on different things, it went to fast and there was too much to go through.

Do have any other comments?

- More lessons so that there is more time for explaining of things.
- Kari is a very devoted and knowledgeable teacher. The time and effort she has put in to this course to make it what it is are significant. This again inspires her students and has awoken an interest in linguistics in me. Although the course is challenging, the teaching has made up for the workload and the experience has been a very positive one.  
(In the future, I would recommend that the course evaluation is not handed out in the same time frame as the home exam)

Samlet status

