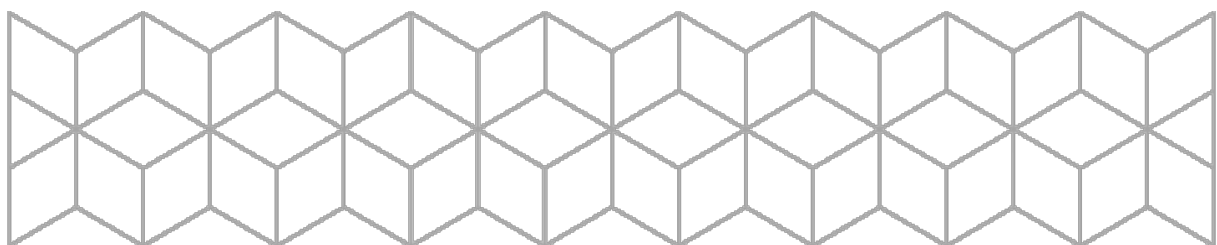


# SENSORVEILEDNING

|  |  |
|--|--|
| Emnekode:  | SFE11418                               |
| Emnenavn:  | English Grammar and Phonetics 2        |
| Eksamensform:  | Skriftlig (5 timer), karakterskala A-F |
| Dato:  | 15. mai 2019 (09.00–14.00)             |
| Faglærer(e):   | Daniel Lees Fryer, Viktoria Börjesson  |
| Eventuelt:<br>Det er arbeidskrav i emnet. Fagansvarlige godkjenner det i fagpersonweb. |  |

This document has been produced in accordance with Universitets- og høyskolelovens § 3-9 (2) og § 5-3 (3) (see <https://lovdata.no/dokument/NL/lov/2005-04-01-15>). It is intended to provide examiners with an overview of course content and aims, students' expected learning outcomes, and the requirements for grading students' oral exams.

This document is divided into two parts: course overview, and assessment and grading.



# Course Overview

A full course description is available at

<https://www.hiof.no/english/studies/courses/oss/2019/spring/sfe11418.html>

The student's learning outcomes after completing the course

## Knowledge

The student has:

- more in-depth knowledge of English grammar and phonetics
- knowledge of the relationship between grammar and phonetics
- knowledge of the communicative aspects of the language
- knowledge of English as a world language

## Skills

The student is capable of:

- using a wider terminology to describe and analyse written and oral English
- using phonemic transcription and intonation transcription
- pronouncing English in a way that does not show a very discernible first language accent and intonation

## General competence

The student:

- is more aware of his or her own language use
- is capable of working analytically, both alone and in groups

## Content

Students will continue their learning of phonetics and intonation, with an emphasis on practical skills, and of the grammatical structure of the language. In phonetics, the students continue their work on transcription and learn to recognise, describe and apply intonation. This includes practical exercises. Two variants of English are taught: Received Pronunciation (British English) and General American (US English). Examples of key grammar topics are the analysis of whole sentences and subordinate clauses, verb forms and the relationship between the grammar and text. A main purpose of this is to show the connection between grammatical form and meaning. Norwegian and English are compared to increase awareness of the differences and similarities between the two languages in terms of grammar and phonetics.

[...]

## Examination

Individual written exam (5 hours)

The written exam contains two parts, one dealing with grammar and the other with phonetics.

Students must pass both parts of the exam to be awarded a grade in the course.

No aids are permitted.

Grade scale A-F.

[...]

## Literature

The reading list may be subject to change until the start of the semester.

Dypedahl, M., H. Hasselgård og B. Løken. (2012). *Introducing English Grammar*. 2nd ed. Fagbokforlaget. [Note to examiner: students used the third edition of this textbook, 2018]

Jones, D. (2006). *English Pronouncing Dictionary*. 17th ed. Cambridge University Press.

Nilsen, T.S. (2010). *English Pronunciation and Intonation*. 3rd ed. Universitetsforlaget.

Material handed out in connection with lectures and/or posted on the learning platform.

Grammar:

| Week no.  | Topic(s)   | Reading ( <i>IEG</i> ) |
|-----------|--|------------------------|
| 3         | Grammar, Grammar, Grammar: Different Approaches to the Study of Language                 | --                     |
| 4         | Words, Phrases, Clauses, Sentences: A Review   | Chs. 2, 6–8            |
| 5         | <i>It and There</i>  | Ch. 9                  |
| 6         | Subject-Verbal Concord   | Ch. 10                 |
| 7         | Modality (+ Tense and Aspect) and Future-Referring Expressions<br><i>Progress Test 1</i> | Ch. 12 (ch. 11)        |
| <b>8</b>  | <b>STUDY WEEK</b>  |                        |
| 9         | Grammatical Voice: Active and Passive (and Something In-between?)                        | Ch. 13                 |
| 10        | Summary, Workshop/Quiz I   | Chs. 9–13              |
| 11        | Word Order, Syntax   | Ch. 14                 |
| 12        | Dependent Clauses  | Ch. 15                 |
| 13        | Dependent Clauses (cont.)<br><i>Progress Test 2</i>                                      | Ch. 15                 |
| 14        | Sentence to Text: Cohesion and Coherence   | Ch. 16                 |
| 15        | Genre, Style   | Ch. 17                 |
| <b>16</b> | <b>EASTER BREAK</b>  |                        |
| 17        | Summary, Workshop/Quiz II  | (Everything!)          |
|           |  |                        |
|           |  |                        |
| <b>20</b> | <b>Exam (15 May)</b>   |                        |

Phonetics:

| Week | Topic  | Reading   |
|------|--|---|
| 3    | Assimilation and elision   | <i>EPI</i> Chapter 8: pp.180-191  |
| 4    | Comparison between AmE and BrE   | <i>EPI</i> Chapter 9<br>View also:<br><a href="https://pronunciationstudio.com/american-vs-british-pronunciation/">https://pronunciationstudio.com/american-vs-british-pronunciation/</a> |
| 5    | Intonation, part I   | <i>EPI</i> , Chapter 11: pp.244-266   |
| 6    | Intonation, part II  | <i>EPI</i> , Chapter 11: pp.266-287   |
| 7    | NO TEACHING<br><i>Progress test 1 deadline</i>                         |   |
| 8    | NO TEACHING  |   |
| 9    | Pronunciation coaching (individually)<br>Preparation for presentations |   |
| 10   | Viewing back:<br>Historical phonetics                                  |   |
| 11   | Oral presentations on World Englishes (12.15-15.00)                    | Chapter 10 + extra material   |

|    |  |  |
|----|--|--|
| 12 | Typical pitfalls for English learners with other L1s than Norwegian  | Hand-out (Sylvén)  |
| 13 | Sociolinguistic factors revised: Preparation for seminar on stereotyping speech in film<br><b><i>Progress test 2 deadline</i></b>  | Wardhaugh & Fuller (2015) <i>An Introduction to Sociolinguistics</i> (page specification in separate document on Canvas) |
| 14 | Workshop: stereotypes in film (see separate instructions on Canvas)  | Optional reading: student essays (on Canvas)   |
| 15 | <b>Seminar:</b> How are characters in film portrayed with regard to their pronunciation? Looking into stereotypes and our prejudices in relation to speech in the fictional world. (12.15-15.00) |  |
| 16 | NO TEACHING (Easter break)   |  |
| 17 | Summing-up session   |  |
| 18 |  |  |
| 19 |  |  |
| 20 | <b>EXAM 15 MAY</b>   |  |

# Assessment and Grading

Candidates are to be assessed on their knowledge, understanding, and application of grammar and phonetics. Examiners are asked to evaluate candidates' responses to grammar and phonetics questions with this in mind, using Universitets- og høskolerådets (UHR) *Karaktersystem – generelle, kvalitative beskrivelser* (see [https://www.uhr.no/f/p1/i4bfb251a-5e7c-4e34-916b-85478c61a800/karaktersystemet\\_generelle\\_kvalitative\\_beskrivelser.pdf](https://www.uhr.no/f/p1/i4bfb251a-5e7c-4e34-916b-85478c61a800/karaktersystemet_generelle_kvalitative_beskrivelser.pdf)).

| Grade | Description   |
|-------|---|
| A     | An excellent performance, clearly outstanding. The candidate demonstrates excellent judgement and a very high degree of independent thinking.       |
| B     | A very good performance. The candidate demonstrates sound judgement and a high degree of independent thinking.                                      |
| C     | A good performance in most areas. The candidate demonstrates a reasonable degree of judgement and independent thinking in the most important areas. |
| D     | A satisfactory performance, but with significant shortcomings. The candidate demonstrates a limited degree of judgement and independent thinking.   |
| E     | A performance that meets the minimum criteria, but no more. The candidate demonstrates a very limited degree of judgement and independent thinking. |
| F     | A performance that does not meet the minimum academic criteria. The candidate demonstrates an absence of both judgement and independent thinking.   |

An A grade should be awarded to a candidate whose responses to exam questions demonstrate excellent understanding and application of the concepts and themes covered in the grammar and phonetics module.

A C grade should be awarded to a candidate whose responses to exam questions demonstrate a good understanding and application of the concepts and themes covered in the grammar and phonetics module.

An F grade should be assigned to a candidate whose responses to exam questions demonstrate an absence or lack of understanding and application of the concepts and themes covered in the grammar and phonetics module.