

## ELECTIVE COURSES – AUTUMN SEMESTER 2014

Exchange students and students doing second or third level English are invited to choose *one* of the courses described below, but please also provide a second and a third choice, since we cannot guarantee that everyone will get their first or second choice. Please note that exchange students may take two elective courses in exceptional cases.

**Number of credits:** 5

**Method of teaching:** Seminars

**Examination:** See each course description.

Please complete the elective course form, which you will either get at the 10 October information meeting or find in the pigeonhole marked “*Fabian Bejjer -- till studenter*” to the left of the departmental office. Put it in the pigeonhole marked “*Fabian Bejjer -- från studenter*” no later than **Friday 17 October at noon**.

ENGGK01 students who did not get their first choice last time normally get their first choice now.

### CLASSIC CHILDREN’S LITERATURE

Birgitta Berglund ([birgitta.berglund@englund.lu.se](mailto:birgitta.berglund@englund.lu.se))

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The aim of this course is to give an overview of some famous literature in English for children and young adults. By studying the literary works in their context students are able to see how this literature has become part of the English-speaking culture and how the classics have influenced and inspired today’s writers. We will discuss how / if children’s literature differs from literature for adults and what constitutes a successful book for young readers. If there is time, film and TV adaptations will be taken into consideration. The books will be read in chronological order as listed below. Please note that there are seven books and seven meetings, so you need to have read the first book for the first meeting!

#### READING LIST

- Alcott, Louisa May. *Little Women*. 1868  
Stevenson, Robert, Louis. *Treasure Island*. 1883  
Twain, Mark. *Huckleberry Finn*. 1884  
Nesbit, Edith. *The Railway Children*. 1905  
Montgomery, L.M. *Anne of Green Gables*. 1908  
Burnett, Frances Hodgson. *The Secret Garden*. 1911  
Webster, Jean. *Daddy Long-Legs*. 1912

N.B. Because these books are so well-known and well-loved they exist in a number of different editions, some of them abbreviated to accommodate smaller children; so be careful to get the full-length texts. (You don’t want a flimsy little booklet aimed for 5-year-olds with pictures to colour!)

## ASSESSMENT

The final grade will be based on the following: 1) class attendance and active participation in discussions; 2) a final written exam; and 3) an optional essay of 1200-1500 words for students aiming for the higher grade (VG)

## A PRACTICAL INTRODUCTION TO ENGLISH CORPUS LINGUISTICS

Matteo Fuoli ([matteo.fuoli@englund.lu.se](mailto:matteo.fuoli@englund.lu.se))

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Have you ever wondered “what is the most frequent word in English?” Or, “how recent is the word *global warming*?” Or again, “is the word *wanna* just an American English ‘thing’?” Do young people use it more often than older people? How frequent was this word, say, forty years ago? Has it become more or less common since then? During this course, you will learn the basic research techniques for carrying out empirical linguistic research and being able to answer questions such as these.

The course offers a hands-on introduction to the use of *corpora* – large-scale collections of naturally occurring written and spoken language data – in linguistic research. During the course, you will learn the basic concepts and techniques of corpus linguistics and explore various applications of this approach, including the study of the use and meaning of words, how the frequency of words varies across different text types, through time and in different contexts.

The course will be predominantly practical. Throughout the course, you will learn how to access and use already existing corpora, e.g. the British National Corpus (BNC) or the Corpus of Contemporary American English (COCA), as well as to compile and analyse your own corpora with the aid of easy-to-use and intuitive software programs.

## REQUIREMENTS

Students are expected to attend class meetings and participate actively in the practical sessions and discussions. Course examination consists of one 2000 word essay and one oral presentation.

## READING LIST

Lindquist, H. (2009). *Corpus linguistics and the description of English*. Edinburgh University Press. [course book]

Additional readings will be assigned as the course progresses.

# LINGUISTIC ANALYSIS – FROM DATA TO THEORY

Eva Klingvall ([eva.klingvall@englund.lu.se](mailto:eva.klingvall@englund.lu.se))

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In everyday life, we often provide hasty explanations for things we observe around us. I might for instance say that sugar makes me over-active because I have observed that I always become over-active when I eat chocolate. If you are a scientist, you can of course make the same observation. Before scientists reach the conclusion that sugar is the culprit, however, they will make sure that it is not some other substance that is the cause, or some general excitement about eating chocolate that is the reason. So scientists will test their hypotheses and perhaps modify them if that is necessary. They will also make sure that this particular explanation does not contradict other explanations for related things - because they want all their explanations to form a coherent system. They are developing a theory.

Many branches of linguistics use this scientific methodology too. We make observations about language, formulate preliminary explanations as to why the data look the way they do, and then we find a way to test if the explanations hold. Like the scientist, we want our explanations for various language phenomena to fit together into a theory. In this course, we are going to explore language by using this methodology. We are going to learn how to collect our data, what questions to pose once we have collected it, how to set up and test hypotheses, and how to evaluate our findings. We are going to learn how to reason scientifically.

## REQUIREMENTS

Students are expected to attend the class meetings and participate actively in the discussions. Course examination consists of two hand-in assignments and one oral presentation.

## READING LIST

Haegeman, L. 2006. *Thinking syntactically. A guide to argumentation and analysis*. Blackwell Publishing.

Additional text material provided by the course teacher.

## ***TWELFTH NIGHT:***

### **DRAMA IN PRACTICE – SHAKESPEARE ON STAGE**

Kiki Lindell ([kiki.lindell@englund.lu.se](mailto:kiki.lindell@englund.lu.se))

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When a play by Shakespeare is made the subject matter of a university course, it is usually analysed primarily as a *literary* work – a written text to be read on the page. Here, we will study *Twelfth Night* in a slightly different way: we will look at the play *as a play* (a thing originally meant to be *seen and heard*, not read), by performing it, or part of it (as well as analysing it in the more conventional literary manner). Hence, the hours will be divided between lectures on matters relating to the Renaissance theatre in general and Shakespeare's plays in particular (historical background, what we know about the theatre, acting and actors' conditions in Shakespeare's day, the function of music, props and costumes, etc.) and actual rehearsals of the play. There will be opportunities for watching a couple of productions on film –different interpretations of the play which I hope will provide food for thought.

Anyone choosing this course should be prepared to spend a great amount of extra time on it, outside the fourteen hours pre-scheduled for the elective courses; this is because staging and rehearsing a play tends to be very time-consuming. However, these rehearsals will be scheduled collectively by the group, week by week, so as to find times that suit everyone.

#### **ASSESSMENT**

The examination of the course will be twofold. You will be

- 1) writing seven 'diary entries', dealing with our work during lectures/rehearsals, to be continuously handed in to me. Sometimes you will be given a topic or asked to write on a specific subject related to a lecture or a current issue; at other times, you will be free to write whatever you like, as long as it has relevance for the work we are doing.
  
- 2) performing the play (an abridged version of about 1,5 hours) in front of an audience. This is the 'oral exam', giving you your credits (which, however, will not be registered in LADOK until all the written work is in).

#### **READING LIST**

Since the course itself will require some very hard work, the reading-list is short:

William Shakespeare, *Twelfth Night*, ed. M.M. Mahood, intro. Michael Dobson (Penguin Shakespeare, 2005), ISBN 0-141-01470-8 (available for £1-2 on Amazon.co.uk).