

General assessment guidelines for ENG2163/4163 Global English

Books

- Melchers, Gunnel & Philip Shaw (2011) [2nd edition] *World Englishes*. Abingdon: Hodder Education.
- Trudgill, Peter & Jean Hannah (2017) [6th edition] *International English: A guide to varieties of English around the world*. London & New York: Routledge.

Articles (available in Canvas)

- Algeo, John (1988) 'British and American grammatical differences', *International Journal of Lexicography* 1/1: 1-31
- Algeo, John (1992) 'British and American mandative constructions', in Claudia Blank (ed.) *Language and civilization: A concerted profusion of essays and studies in honour of Otto Hietsch*. Frankfurt, Berne & New York: Peter Lang. Vol. 2, pp. 599-617 (only ENG4163)
- Collins, Peter & Pam Peters (2004) 'Australian English: morphology and syntax', in Bernd Kortmann, Kate Burridge, Rajend Mesthrie, Edgar Schneider & Clive Upton (eds.) *A handbook of varieties of English*. Berlin & New York: Mouton de Gruyter. Vol. 2, pp. 593-610 (only ENG4163)
- Gonçalves, Bruno, Lucía Loureiro-Porto, José J. Ramasco & David Sánchez (2017) 'The fall of the empire: The Americanization of English'. MS.
- Hundt, Marianne, Jennifer Hay & Elizabeth Gordon (2004) 'New Zealand English: morphosyntax', in Bernd Kortmann, Kate Burridge, Rajend Mesthrie, Edgar Schneider & Clive Upton (eds.) *A handbook of varieties of English*. Berlin & New York: Mouton de Gruyter. Vol. 2, pp. 560-592 (only ENG4163)
- Johansson, Stig & Anne-Line Graedler (2005), 'Anglicisms in Norwegian: When and where?', in Gunilla Anderman & Margaret Rogers (eds.) *In and out of English: for better, for worse?* Clevedon, Buffalo & Toronto: Multilingual Matters. Pp. 185-200
- Nelson, Gerald (2006) 'World Englishes and corpora studies', in Braj B. Kachru, Yamuna Kachru & Cecil L. Nelson (eds.) *The handbook of World Englishes*. Malden, MA; Oxford: Wiley-Blackwell. Pp. 733-750
- Peters, Pam (2009) 'The mandative subjunctive in spoken English', in Peter Collins, Pam Peters & Adam Smith (eds.) *Comparative studies in Australian and New Zealand English: Grammar and beyond*. Amsterdam & Philadelphia: John Benjamins. Pp. 125-137 (only ENG4163)

The exam (term paper) tests the following learning outcomes as specified in the course descriptions:

ENG2163 (<https://www.uio.no/studier/emner/hf/ilos/ENG2163/>)

After completing this course you will:

- know the differences and similarities between varieties of English around the world;
- be able to extract the relevant linguistic data from the International Corpus of English;
- be able to describe and analyse those data from a contrastive perspective.

ENG4163 (https://www.uio.no/studier/emner/hf/ilos/ENG4163)

After completing this course you will:

- know the differences and similarities between varieties of English around the world;
- be able to extract the relevant linguistic data from the International Corpus of English;
- be able to describe and analyse those data from a contrastive perspective;
- be able to reflect on the phenomena connected with the status of English as a global language.

Assessment guidelines:

A term paper tests the candidate's knowledge of the chosen topic and of the syllabus, as well as the degree to which the candidate is able to apply relevant theory to concrete linguistic data. (The candidate is expected to collect their own data, but may also use data from other sources when properly acknowledged.) It is important that the paper addresses a well-formulated research question and investigates this question using appropriate empirical methods. The best papers are not merely descriptive, but engage in academic discussion of the topic treated. In the evaluation, both content and language are taken into account. The required length is 8-10 standard pages for ENG2163 and 10-12 standard pages for ENG4163.

Grades are awarded according to the national qualitative descriptions of letter grades (<https://www.uio.no/english/studies/examinations/grading-system/index.html>):

Symbol	Description	General, qualitative description of evaluation criteria
A	Excellent	An excellent performance, clearly outstanding. The candidate demonstrates excellent judgement and a high degree of independent thinking.
B	Very good	A very good performance. The candidate demonstrates sound judgement and a very good degree of independent thinking.
C	Good	A good performance in most areas. The candidate demonstrates a reasonable degree of judgement and independent thinking in the most important areas.
D	Satisfactory	A satisfactory performance, but with significant shortcomings. The candidate demonstrates a limited degree of judgement and independent thinking.
E	Sufficient	A performance that meets the minimum criteria, but no more. The candidate demonstrates a very limited degree of judgement and independent thinking.
F	Fail	A performance that does not meet the minimum academic criteria. The candidate demonstrates an absence of both judgement and independent thinking.