General assessment guidelines for 4163 World Englishes

Books

Melchers, Gunnel & Philip Shaw (2019) [3rd edition] *World Englishes*. London & New York: Routledge.

Articles (available in Canvas)

Aijmer, Karin (2018) 'Intensification with very, really and so in selected varieties of English', in S. Hoffmann, A. Sand, S. Arndt-Lappe & L.M. Dillmann (eds) *Corpora and Lexis*. Leiden/Boston: Brill|Rodopi. Pp. 106-139.

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.

Burridge, Kate (2008) 'Synopsis: morphological and syntactic variation in the Pacific and Australasia', in K. Burridge & B. Kortmann (eds, *Varieties of English 3: The Pacific and Australasia*. Berlin/ New York: Mouton de Gruyter. Pp. 583-600.

Gonçalves, Bruno, Lucía Loureiro-Porto, José J. Ramasco & David Sánchez (2017) 'The fall of the empire: The Americanization of English'. MS.

Kortmann, Bernd (2008) 'Synopsis: morphological and syntactic variation in the British Isles', in B. Kortmann & C. Upton (eds), *Varieties of English 1: The British Isles*. Berlin/ New York: Mouton de Gruyter. Pp. 478-495.

Lange, Claudia & Sven Leuckert (2020) *Corpus Linguistics for World Englishes*. London / New York: Routledge. Chapter 5 and 6.

Meshtrie, Rajend. (2008) 'Synopsis: morphological and syntactic variation in Africa and South and Southeast Asia', in R. Mesthrie (ed.), *Varieties of English 4: Africa, South and Southeast Asia.* Berlin/ New York: Mouton de Gruyter. Pp. 624-635.

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.

Schneider, Edgar W. (2008) 'Synopsis: morphological and syntactic variation in the Americas and the Caribbean', in E.W. Schneider (ed.), *Varieties of English 2: The Americas and the Caribbean*. Berlin/ New York: Mouton de Gruyter. Pp. 763-776.

Schneider, Edgar W. (2017). 'Models of English in the World'. In Filppula, Markku; Klemola, Juhani; Sharma, Devyani (eds), *The Oxford Handbook of World Englishes*. Oxford: OUP. 24 pages.

Tottie, Gunnel. (2009). 'How different are American and British English grammar? And how are they different?', in G. Rohdenburg & J. Schlüter (eds), One Language, Two Grammars? Cambridge: CUP. Pp. 341-363.

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

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.

The students have also been made aware of the university's policy regarding plagiarism and cheating (including the use of AI) both in the seminars and through Canvas in the exam prep presentation.

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 (empirical) linguistic data. The candidate is expected to extract their own data from the International Corpus of English (but may, under special circumstances, 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 +/- 10-12 standard pages.

The candidates are also expected to draw on relevant syllabus texts, although this may vary a bit depending on the chosen topic.

Although it is a corpus study, the candidates should not be judged too harshly if their study lacks somewhat in terms of CL methods and techniques, as they have not necessarily had corpus linguistic training beyond this course (which is not primarily a CL course). However, some basic CL skills are expected (e.g. normalizing frequencies and interpretation of concordance lines).

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.