

General assessment guidelines for ENG2159/4159 Accents of English in the British Isles

Textbooks:

- Hughes, A., Trudgill, P. & Watt, D. 2012 (5th ed.). *English Accents and Dialects*. London: Hodder Education. [Approx. 150pp, specified during the course.]
- Wells, J.C.: *Accents of English, Vol 1*, 1982. Cambridge: Cambridge University Press. [Approx. 200pp, specified during the course.]
- *Students are asked to study a selection of recordings to go with Hughes, Trudgill & Watt. [These recordings do not have to be bought; they are available online.]*

Compendium ENG2159/ENG4159 Accents of English in the British Isles [available from Kopsiutsalget, Akademika]:

- Aitken, A.J. 1984. 'Scots and English in Scotland'. In P. Trudgill (ed), *Language in the British Isles*. Cambridge: Cambridge University Press, pp. 517-532.
- Bird, B. 2004. 'Highland and Island English pronunciation: a concise account' (unpublished paper; pp. 1-9).
- Kerswill, P. 2000. 'Mobility, meritocracy and dialect levelling: the fading (and phasing) out of Received Pronunciation'. In P. Rajamäe (ed), *British Studies in the New Millennium: Challenge of the Grassroots 2001 (Proceedings of the 3rd Tartu Conference on British Studies, University of Estonia, August 2000)*, pp. 1-17.
- Wells, J.C. 1982. *Accents of English*. Cambridge: Cambridge University Press. Vol. 2, Chapter 5 'The Celtic countries', pp. 377-444, 447-450.

The exam (term paper) tests the following learning outcomes as specified in the course descriptions (<https://www.uio.no/studier/emner/hf/ilos/ENG2159/> and <https://www.uio.no/studier/emner/hf/ilos/ENG4159/>) – slightly expanded here:

ENG2159:

After completing this course you will have:

- acquired knowledge about accent variation in English, with emphasis on varieties spoken in the British Isles
- acquired the ability to describe details of accents and changes in accents in theoretical terms
- gained an understanding of correlations between pronunciation and its social and cultural significance
- gained practice in expressing the above in academic writing

ENG4159:

After completing this course you will have:

- acquired knowledge about accent variation in English, with emphasis on varieties spoken in the British Isles
- acquired the ability to describe details of accents and changes in accents in theoretically rigorous terms
- gained an understanding of correlations between pronunciation and its social and cultural significance
- acquired advanced skills in expressing the above in academic writing, including the ability to engage with and comment on different sources and divergent theoretical claims

Assessment guidelines:

A term paper tests the students' depth of knowledge of the chosen topic and of the syllabus, but also the degree to which the students are able to apply relevant theory to concrete cases or examples; to analyse phonological systems and consequently classify accents within the framework of Wells's accent typology; and to describe accents in terms of phonetic realisations, phoneme inventories and lexical-incidental distribution, and along relevant regional and socio-linguistic (including contact-linguistic) parameters. The best papers are not merely descriptive, but engage in linguistic and academic discussion of the topic treated.

The quality of the candidates' own written academic English is also assessed, as is the structure of the term paper. The term paper must comply with the rules for correct use of sources and citations.

The students are not expected to collect their own linguistic data, but may use data from other sources when properly acknowledged.

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.