

COURSE EVALUATION: ENG100, Fall 2015
Literature Component

Topic: Introduction to English Studies, literature component (half of the course, 5 of 10 credits). A newly developed course offered for the first time. The goal of the course is to introduce the basics of how to read carefully, discuss critically, and write analytically about English literature. The overall aim is to prepare the students with the skills to succeed in future English literature courses.

Form of Instruction: Lectures (3 x 2 hours) and seminars (4 x 2 hrs).

Each of the three instructors (Lene Johannessen, Laura Miles, and Erik Tønning) gave one lecture. Each of us then lead one seminar group. We scheduled them so that every two weeks, there was a lecture followed by a seminar later in the week, with one final seminar saved until after the linguistics component, for review. The first set of lecture (Lene) + seminar meeting was about “Reading and Responding,” and focused on two very short (1-2 page) short stories. The second set of lecture (Laura) + seminar was about “Explication and Analysis,” and looked at two short poems. The final set of lecture (Erik) + seminar was about “Poetry and Language” and examined two other short poems. Spacing each set out with a week in between was crucial for having enough time to process the obligatory assignments and incorporate that process into the seminar meetings. Generally the schedule worked well (see more below on the obligatory assignment schedule). The final review seminar the week *after* the linguistics component and the week *before* the final exam was also effective for reminding students how to prepare for the literature part of the exam. Having one lecture on prose and two lectures on poetry was balanced out by the two obligatory assignments, which were on prose, so the students’ overall time and attention was generally equal between the two genres. We also felt that additional teaching time on poetry was worth it because that is the genre students struggle with the most in the following classes of ENG125 and 122.

Pensum: After much consideration and discussion of various books on writing and literature, we assigned three chapters from the Sylvan Barnet and William E. Cain book “A Short Guide to Writing About Literature” (Pearson, 12th edition, 2012). We felt they were the right level, covered the right material, and included excellent examples of poetry and prose. A compendium of excerpts from these chapters was provided because the whole book was much longer and prohibitively expensive (~600 kr). The other chapters, however, would be helpful in later literature courses, so we reflected that it would be nice to have them buy the book at the outset of the BA English literature program, an idea that should be revisited after we have tried out doing just that: using other parts of the book in 125, 122, 200 and 300 level courses.

In addition to the Barnet & Cain chapters we compiled a short (~14 pg) primary texts packet of 10 poems and 4 short stories for us to teach from and consider including on the exam. Most of these texts were drawn from the Barnet & Cain book with a few of our own additions. Many of the poems we did not end up using and so this could probably be shortened for next time.

Overall we felt the required readings worked very well for the course and that students actually read them. By assigning very few primary texts we were really able to focus on them in depth and expect more from the students in their responses, instead of overloading them with many different things to read and lots of information (more the effect of 125 & 122).

One final point is that next time perhaps in addition to ch.3 “Two Forms of Explication” we could also assign the short ch. 6 “What is Interpretation?” which is more relevant to what we expect from our students.

Obligatory Assignments: For the literature component, we had two obligatory assignments, graded pass/fail: 1) structured outline with notes (1.5 pgs), which was then revised into 2) a short analytical essay (2 pgs), both on the short story by Kate Chopin, “The Story of an Hour.” In the second lecture, with reference to the Hughes poem “Harlem,” I based my lecture around examples

of these two assignments and discussed how they could be constructed and what we expected. We also handed out detailed assignment sheets that gave instructions about the two assignments. Despite all this, the students still had some confusion about what to do, so perhaps the assignment information sheets could be given out even earlier in the course next time to give more opportunities for clarification.

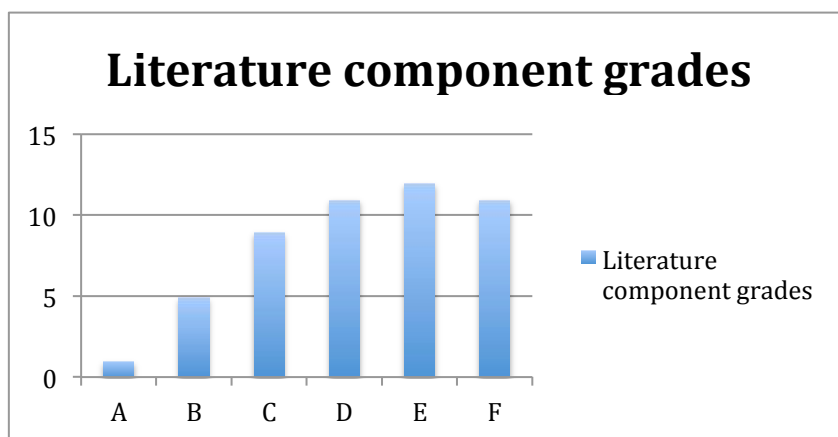
For each assignment we gave the students written corrections and comments (using track changes in Word and sending by email). This was time-consuming but is a necessary investment in their writing and analysis skills, and the best way to effect improvement. We did not have tutorials and did not feel they were necessary. In our comments on the final analytical paper, we felt it was important to include the grade they *would* have received if the paper had not been pass/fail, with some explanation, in order to give them an idea of what to expect for exam standards. We also hoped giving the theoretical grade would reduce the number of exam begrundelser because low grades would not come as a complete surprise.

In evaluating the assignments, we passed them if they were good attempts, and only failed one or two papers that showed English language skills that were far below the standard of the program. We wanted to give students the opportunity to take the exam if they had made an effort, but we were also cognizant of giving an honest and clear message if that was not the case or there was no way they would pass considering their English language skills.

For next time, the instructors should consider making the two obligatory assignments a first draft of the paper and a final draft of the paper. The outline format presented a challenge for some students and perhaps did not give enough opportunity to practice their analytical prose or enough opportunity for us to comment on their analytical prose. If the first draft also has a condensed outline attached, perhaps that will sufficiently help students think about structure.

Exam and results: The exam format was to write an analytical essay (just like the second assignment) within 2 hours of a 4 hour school exam. In the final seminar we gave the students four sample exam prompts, on two poems and two short stories from the primary texts pack. We told the students that the exam would be a choice between one of the poem prompts and one of the short story prompts. All three instructors wanted to give the students the best opportunity to practice the skills of the course and make the exam a productive investment of time.

Regardless, many of the students still had trouble on the exam. Many of the failing exams, about 25% of total exams, were under two pages and failed to include any evidence or analysis. The other very low grades exhibited poor understanding of the texts, the prompts, and the use of literary terms in analysis. The failing and very low grades in no way reflected anywhere close to 2 hours' work, and we suspect that in some cases the students had difficulty prioritizing their time between the two sections of linguistics and literature. Somehow enforcing the two hour divide between the two components would be ideal. The B and C papers made good attempts to respond to the prompts and analyze the texts. The single A paper was quite long and spectacularly insightful.



It would be hard to suggest ways to make the exam easier or more accurately represent students' skills and knowledge. However, the high failure rate roughly matches what happens in ENG125, so it is likely that these are simply the skills that students struggle the most with acquiring. That suggests that ENG100 remains an important opportunity for students to practice and improve those skills and thus be more successful in later literature courses. If they fail ENG100, and then decide to leave the program (though ENG100 is not required for it), then it is only after taking 10 points instead of a full 30, so we feel it is an ethically responsible way of helping students understand as soon as possible what is involved in an English BA program and give them a chance early on to choose the right program for them.

Student questionnaire: At the last seminar we passed out a student questionnaire. Overall the responses were positive. As a sampling:

- The students reported that in lectures, what helped them learn was discussion, more interaction between teacher and students, handouts, taking notes, the digital quizzes in Erik's lecture, going over tips for assignments, and having read the reading beforehand. They also want more lectures.
- In seminars, what helped them learn was group work, specific tasks, practical work linked to the assignments, listening to others, examples of the tasks and assignments, and they want more of all these things.
- For the assignments they thought it was helpful to have examples, to go over the assignments in seminar (would like more of both of these), to get the written feedback. They want the assignments earlier, and want feedback earlier to have more time for revision. Most challenging for them was developing a thesis statement and figuring out what the instructors expected. They wanted more examples of good and bad writing and more guidance on quotations.

Concluding comments: Although this component of the course was a success overall, some tweaks might be considered:

- Consider changing the first assignment from an outline & notes to a first draft, maybe with outline attached.
- Hand out both assignment sheets at the first seminar.
- Offer one or two sample essays (on a different text).
- Re-consider assigning the Barnett & Cain book to buy.
- Re-consider Barnett & Cain ch. 3 to be supplemented by ch. 6.
- Somehow enforce a two-hour division between the two exam components of literature and linguistics.

Laura Saetveit Miles, *emneansvarlig*, with Erik Tønning and Lene Johannessen

Emneevaluering ENG100: lingvistikkdelen, høsten 2015

ENG100, som ble gitt første gang høsten 2015, er et 10 studiepoengs introduksjonsemne for studenter i bachelorprogrammet i engelsk. Det tilbys som del av førstesemesterstudiet, og tas sammen med Examen philosophicum og Examen facultatum (EXFAC00AS eller EXFAC00SK).

Emnet omfatter to hoveddeler, lingvistikk og litteratur. Denne rapporten gjelder i hovedsak lingvistikkdelen. Undervisningen her ble gitt av to lærere, Dagmar Haumann og Kari Haugland, som underviste alternerende uker. Vi deltok også på hverandres forelesninger for å være grundig orientert om all undervisningen.

I utgangspunktet var 67 studenter oppmeldt i emnet. 10 av disse leverte ingen av de obligatoriske oppgavene (jf. *Oppgaver* nedenfor), verken i litteratur eller lingvistikk. 6 leverte ikke alle oppgavene, eller fikk én eller flere underkjent også etter fornyet innlevering. 51 hadde dermed godkjente obligatoriske aktiviteter. Av disse møtte 49 til eksamen og alle fullførte. Forøvrig framgår resultatene av vedlegg 1. Se også under *Eksamen* nedenfor.

Kursstruktur og undervisning

Undervisningen i lingvistikkdelen av ENG100 ble gitt som et intensivkurs over fire uker, med to timer forelesning pr uke de tre første ukene og to timer seminar pr student all fire ukene. Seminarundervisningen var konsentrert om oppfølging av temaer fra forelesningene og fra studentenes innlevert oppgaver (se *Oppgaver* nedenfor).

For studentenes del synes dette å ha fungert rimelig greit, selv om det innebar at de måtte relativt raskt i gang med den første oppgaven. For lærerne var det i overkant fortettet med skriftlig og muntlig tilbakemelding på oppgavene kun få dager etter hver innlevering. For framtiden bør det derfor vurderes å spre også lingvistikkdelen av kurset ut over et noe større tidsrom.

Som ofte skjer, var det ujevn fordeling av antall studenter på de ulike seminargruppene, der den første var overfylt og den siste hadde svært begrenset deltakelse og tilsvarende god mulighet for aktiv deltakelse fra den enkelte student. For framtiden bør det vurderes om det bør håndheves en strengere adgangsbegrensning til kun den seminargruppen den enkelte faktisk er påmeldt (og ikke den som foretrekkes mht tidspunkt).

Pensum

Pensum for lingvistikkdelen utgjøres av en relativt kortfattet lærebok i akademisk skriving på engelsk, beregnet på studenter som studerer engelsk i Norge, samt et utvalg korte essays om sentrale emner innen lingvistikk. Disse ble gruppert i kategorier etter tema (språktilegnelse, språklig variasjon, osv.), med seks essays i hver kategori. Studentene ble på et tidlig tidspunkt bedt om å velge ett av disse temaene og kunne i praksis konsentrere seg om det.

Pensum synes å være velvalgt og godt tilpasset nivået generelt, både i omfang og vanskelighetsgrad. En rekke studenter gav uttrykk for at de satt pris på pensumet, både mht innhold og omfang (jf. også de skriftlige evalueringene).

Oppgaver

Lingvistikkdelens obligatoriske aktiviteter omfatter to oppgaver med krav til beståttkarakter. Begge oppgavene tok utgangspunkt i det temaet studenten hadde valgt. Den første oppgaven (350 ord) var basert utelukkende på de seks essayene. Den andre oppgaven var en utvidelse av den første i omfang (1000 ord), men en ytterligere innsnevring i tematikk, siden den skulle ta utgangspunkt i ett eller to av essayene. Til gjengjeld skulle studenten selv finne og gjøre bruk av relevant tillegglitteratur. I den siste oppgaven ble det også stilt krav til siterings- og referanseteknikk. Til tross for detaljert gjennomgang på forelesning og i seminarer viste dette siste seg å volde problemer for svært mange. Mange av tilfellene der oppgavene i første omgang ble underkjent (se nedenfor) gjaldt nettopp manglende eller utilstrekkelige kilder og kildereferanser. I forståelse med studentene var det ved den endelige eksamenen ikke krav til kildereferanser og siteringsteknikk, som jo heller ikke egner seg for testing i en skoleeksamen.

Oppgavene ble returnert med relativt grundige skriftlige rettelser og kommentarer innen to dager og også fulgt opp på seminarene i samme uke.

Dersom en oppgave ble underkjent, fikk studenten anledning til å rett opp og levere den inn igjen med noen dagers leveringsfrist. Underkjente oppgaver ble vurdert av begge lærere.

Med unntak av endel frustrasjoner mht krav til kildereferanser, gav mange av studentene uttrykk for at de likte å arbeide med disse oppgavene (jf. også de skriftlige evalueringene i vedlegg 2), og et stort flertall synes å ha hatt utbytte av det.

Det gikk for øvrig fram av oppgavene at studentene ved kurset utgjorde en svært uensartet gruppe. Endel strever med relativt basale språkfeil, som knapt burde forventes utover begynnernivå (staving av frekvente

ord og grammatiske feil av typen *it have* som mer eller mindre gjennomført mønster). Andre er allerede på et imponerende høyt nivå, både mht språkferdigheter og kunnskaper/refleksjonsevne.

Frammøte

Vi har ikke komplett frammøtestatistikk for forelesningene, men til sammen ca. 40 studenter møtte på de ukentlige seminarene.

For de 38 studentene som leverte inn evalueringsskjema er gjennomsnittlig deltakelse 2,8 (av 3) på forelesninger, 3,5 (av 4) på seminarer.

Eksamen og eksamensresultater

Eksamen i emnet er en 4 timers skoleeksamen, der halve oppgaven er viet i lingvistik og halve viet litteratur.

Eksamen kunne med fordel vært digital: det var ingenting ved de oppgavene som ble gitt som skulle tilsi at det var nødvendig med tradisjonell håndskrevet eksamen, som er problematisk både for skriver og leser. (Det var faktisk påfallende mange oppgaver som var *svært* vanskelige å tyde på grunn av utydelig håndskrift – muligens et resultat av nye studentgenerasjoners mer begrensede erfaring med håndskrift.)

Det var i utgangspunktet en separat delsensur for lingvistik- og litteraturredene av besvarelsene, med to interne sensorer for hver del. En sensor fra hver disiplin møttes så for å gi en samlet endelig karakter. Ved avvik på én karakter (f.eks. C og D) ble beste karakter gitt som endelig, iht vanlig praksis. Som det framgår av vedlegg 1, følger karakterresultatene en tilnærmet normalfordelingskurve, med C som vanligste karakter.

Jevnt over var resultatene noe bedre i lingvistik enn i litteratur. Muligens kan dette i en viss grad henge sammen med at lingvistikspørsmålene utgjorde første del av eksamensoppgaven og omfattet to mindre oppgaver, og at studentene derfor brukte mer tid på denne delen, til tross for gjentatte og muntlige oppfordringer i forkant og eksplisitte instruksjoner i oppgaven om lik tidsfordeling på de to oppgavedelene.

Evaluering

For et intensivkurs over få uker var det ikke naturlig med underveisevaluering, dvs. studentevaluering ble foretatt mot slutten av det siste seminar. De 38 skjemaene som ble levert inn, ble i etterkant nummerert og samtlige kommentarer overført til et oppsummeringsskjema (vedlegg 2), der tallene 1–38 tilsvarer det enkelte skjema (som dermed kan rekonstrueres, om ønskelig).

Som det framgår av oppsummeringsskjemaet er evalueringen altoverveiende positive.

Oppsummering

Alt i alt er dette et godt og nyttig kurs, og gjennomføringen må kunne sies å ha vært vellykket. Hovedstruktur og innhold med fordel kan beholdes i nåværende form, men følgende justeringer bør likevel vurderes:

- Undervisningen i lingvistik-komponenten fordeles om mulig over et lengre tidsrom.
- Jevnere fordeling av studenter på de ulike seminargruppene (strengere håndheving av adgang kun i påmeldt gruppe).
- Digital eksamen.

Dagmar Haumann – Kari Haugland

**FS580.001 Resultatfordeling**

Eksamen: ENG100 0 S 2015 HØST

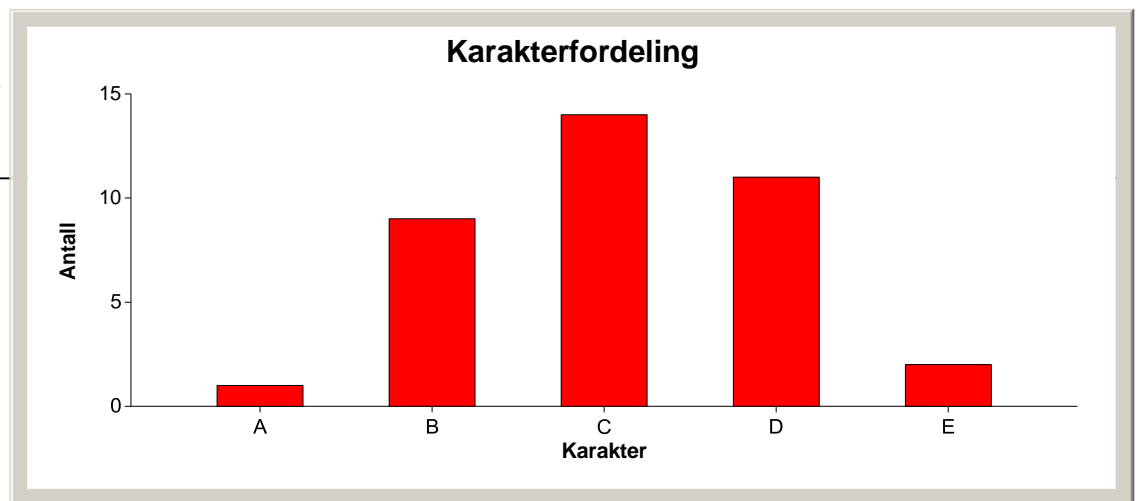
Introduksjon til engelskstudiet - Skriftlig skoleeksamen

Karakterregel: Beste: A, Bestått: E, Dårligste: F

10,0sp

	<u>Totalt</u>
Antall kandidater (oppmeldt):	63
Antall møtt til eksamen:	49
Antall bestått (B):	37
Antall stryk (S):	12
Antall avbrutt (A):	0 24%
Gjennomsnittskarakter:	C
Antall med legeattest (L):	1
Antall trekk før eksamen (T):	

Karakter	Antall
E	2
D	11
C	14
B	9
A	1



Fall 2015, ENG100 Student Questionnaire

We value your feedback and want to improve our course offerings. Your comments will help us refine this new course and benefit future students. This is anonymous so please be honest and constructive! (You may answer in English or Norwegian, as you prefer.)

LINGUISTICS

Attendance (student: lectures attended/seminars attended): 1: 2/3; 2: 2/2; 3: 3/4; 4: 3/4; 5: 3/3; 6: 2/4; 7: 3/3; 8: 3/3; 9: 3/4; 10: 3/3; 11: 3/3; 12: 3/4; 13: 3/3; 14: 3/4; 15: 3/2; 16: 3/4; 17: 3/4; 18: 3/4; 19: 3/4; 20: 3/4; 21: 3/3; 22: 2/4; 23: 2/3; 24: 3/4; 25: 3/3; 26: 3/4; 27: 2/4; 28: 3/3; 29: 3/4; 30: 2/2; 31: 3/4; 32: 3/4; 33: 3/4; 34: 3/4; 35: 3/4; 36: 3/4; 37: 3/4; 38: 2/3

Lecture attendance (of the 38 students who submitted questionnaires): 8 students attended 2 lectures, 30 students attended all 3 lectures. Average lecture attendance: 2.8 (of 3).

Seminar attendance: 3 students attended 2 seminars, 12 attended 3 seminars, 23 attended all 4 seminars. Average seminar attendance: 3.5 (of 4).

How many lectures have you attended?

one two three

[See summaries above.]

What helped you learn in lectures?

1. Power points. hand - outs etc.
2. I learned about sourcing through the powerpoints.
4. The good professors. Interaction with the class.
5. PowerPoints and presentations by the teacher. I also found the sheets given us helpful.
6. The style sheet
7. the hand out of the powerpoint making it easier [sic] to make notes
8. Taking notes, discussing during break and afterwards, reading the material beforehand.
9. Taking notes on the handouts that we got.
10. a lecturer
11. gode forelesere
12. The examples in the powerpoints.
13. Simple notes, and easy power points
14. Veldig mykje informasjon som vi måtte lære/forså på kort tid, men samtidig så hjalp det å komme i gang med å jobbe selvstendig.
16. The verbal communication and explanation of the topics and examples.
17. Good, simple explanations. Not going too fast.
18. Both lectures and seminars. Especially seminars. And reading the syllabus of course :).
20. Listening, taking notes.

21. Referencing/sources
22. examples for things explained
24. Examples
25. General rules of writing/references
26. The well-structured presentations
28. Good and concise lectures. Structured Power Points.
29. A good night [sic] sleep, brushing up on what we're going to bring up during [the] lecture, coffee
30. The Power Point Presentations were useful & lent (?) some interactivity. I also appreciated being able to download them from Mi Side afterwards.
31. The teachers
32. The hand-outs
33. Å lese på forhånd
34. The handouts that we could take notes on
36. I think everything is good the way it is. I wouldn't really know what to change.
37. praktisk arbeid, mengdetrening
38. Explanations [sic]

What could be changed to help you learn in lectures?

3. More discussions
5. More group work/tasks for the students – discussions
6. To include the "audiance" [sic] more? A lot of information to take in, sometimes hard to pay attention.
7. Sometimes it was a bit much information in one lecture.
8. The lecture room could be aired a bit more, it was a bit stuffy. It also smelled [sic] like diesel for some reason?
9. Being asked more questions
10. Good as is.
11. Veit ikkje.
13. Nothing much actually
14. Kanskje ha små oppgaver (relatert til temaet i forelesing) som vi går gjennom i fellesskap.
[comment: this is exactly what we did in the follow-up seminars – KH]
16. N/A
17. More detailed info regarding references.
18. Go through the style sheet on MiSide.
19. Better explanation of what you expect from our papers
22. A bit more variation.
23. Slowing down the short clips of film (filming of the computer) when showing us how to search for texts.
24. Excercises [sic]. However, plenty at the seminars
25. Some lectures went a little too fast
26. More well-structured presentations!
29. Hard to say
31. More interaction

33. Å få powerpoint på forhånd
35. Clearer information about what we was [sic] going to learn about, a better opportunity to read about the lecture's theme in advance [comment: we talked the students through the term plan, which was available from Mi Side well in advance, DH]
36. I think everything is good the way it is. I wouldn't really know what to Change.
37. Fleire økter!
38. Not sure

How many seminars have you attended?

one

two

three

four

[See summaries above.]

What helped you learn in seminars?

1. It was a nice way to process the information given in lectures, and getting clear guidelines/help for the assignments.
2. The tasks we were given.
3. Discussions
4. The continuous small assignments. Good seminar leaders.
5. Being in a smaller room with less people closer to the teacher. This made it easier to ask about things I was unsure of.
6. Talking about the lectures. Tasks.
7. Practical work, like finding sources [sic]. And other tasks.
8. Taking note [sic], participating, making mistakes (it wasn't as scary as usual).
9. Detail [sic] runthrough [sic] of our wrongdoings
10. Coffe [sic]
11. god foreleser. lett å følge med
12. The different assignments.
13. The powerpoints, and walking through [sic] step by step.
14. Bruk av kjelde, kjeldeliste og korleis eg skal finne gode kjeldar.
16. Feedback and detail [sic] work.
17. Going through peoples [sic] mistakes from the submissions, learning about MLA search etc.
18. Doing different exercises.
19. Personal feedback
20. Participating in exercises and listening.
21. how to use sources
22. examples. Looking at our own assignments.
23. Going through texts and examples all together. Going through and correcting errors and imperfections in our own essays.
24. Discussion and excercises [sic].
25. More helpful than lectures I think. Doing text corrections, helps understanding.
26. The fact that I'm interested in this topic
27. Good examples. Group work.
28. Examples. Repetition.
29. () [arrow pointing to first question, DH]
30. Going through example texts was beneficial. The teachers being friendly really helped me feel more comfortable & able to learn.
31. Pointing out mistakes and [?] them together
32. How to write better sentences in academic writing
33. Å gå igjennom feil

34. Writing things down. Handouts.
34. Assignments and concrete examples of different mistakes normally made when writing in English
36. I think everything is good the way it is. I wouldn't really know what to change.
37. Kollektiv problemløsning og debatt
38. Explanations [sic]

What could be changed to help you learn in seminars?

3. Doing more tasks in groups?
4. More assignments. [sic]
5. Handing out sheets for the students to fill in, like the ones at the lectures.
8. Slightly smaller group, better air quality.
9. Nothing :)
10. Good as is.
11. Veit ikkje
14. Meir gruppe arbeid [sic]
16. Perhaps more focus on the assignments and content (I realize this is difficult with the number of students)
17. More attendance from the class.
18. Linguistic part: focus more on linguistic, and not so much on citing, sources etc. since it is not relevant for this terms [sic] exam.
20. More exercises?
21. Focus more on problems students have in their writing assignment [sic]
22. Do things that are a bit more relevant for e.g. the exam
24. A little less ... I lost the word there. Litt mindre innhold.
25. Meir om gode overganger i tekstemne.
26. More individual work, less group discussions.
27. More tasks and discussions in groups.
28. More in class assignments.
29. I'm not sure
31. More interaction
32. More relevated [sic] to exam
33. Å få vite mer hva vi skal igjennom
36. I think everything is good the way it is. I wouldn't really know what to change.
37. Mindre fokus på tekniske detaljer, med tanke spesiell på presentasjon om kildesøking (Oria?) som var for tidskrevende
38. Not sure

What did you find most helpful about the required assignments in the linguistics part of the course?

1. Definitely having to learn proper referencing!

2. I learned a great deal about my topic. I had some difficulties understanding how to use and cite my sources.
4. "Forced" me to work early in the semester.
5. The feedback I got and the tips on how to improve my next assignment.
6. I learned how to quote and paraphrase in the right way and also became more critical to [sic] my choice [sic] of words, such as "a lot" "biggest" etc.
7. I found it helpful to get writing practice [sic] and get useful [sic] feedback. It was also useful [sic] to practice [sic] what we have gone through in class.
8. The feedback (thoroughness, and how quickly it was given)
9. The feedback
10. The textbooks were quick to read through and they were straightforward.
11. The feedback
12. The feedback-
13. To learn how to write a good essay and how to reference [sic]
14. Jobbe med å skrive enkelt og konkret.
15. The assignments gave a good insight on how we are supposed to work with linguistics.
16. More work with academic writing is good practice.
17. Learning to write sources, producing my own material from what I've [sic] read.
Learning a more academic writing style.
18. Getting helpful feedback.
19. Learning how to reference
20. Practice referencing.
21. Feedback on the assignments.
22. Learning to write academic texts. The content of the course (languages) was interesting.
23. Learning about referencing. Writing practice.
24. It made me practice referencing and academic writing.
26. The feedback
27. Learning to write academic [sic]
28. To get a grasp on [sic] referencing, the degree done on this level is quite new to me.
29. Teaching us that this isn't some easy game
30. Learning literature retrieval & referencing.
31. Working on my own
33. At vi hadde spesifikke tema å velge mellom
36. Learning how to use references
37. Sammenkjøring [??] med EX.FAC. Overlappende forelesninger
38. Referencing

What did you find most challenging about the required assignments in the linguistics part of the course?

1. Referencing....
2. I think the second assignment was the hardest, I had difficulties getting started, therefore [sic] time did not stretch and I ended up writing in the middle of the night. I also have [sic] trouble finding relevant sources for my topic.

4. Writing referance-list [sic]
5. The biggest Challenge was the feeling of not showing all I could do, and being nervous before the feedback.
6. Writing 1000 words in a good way, and writing references.
7. Finding good sources [sic] and referensig [sic.]
8. The word limit, I had great trouble with making my texts short enough.
9. References
10. Choosing a topic.
11. referencing
12. It could be hard to understand the assignment text sometimes.
13. The referenclist [sic] and how to referens [sic] in the text.
14. Første oppgåva kor vi måtte fortelje om seks kapitlar på 350 ord, og det var første gong eg fekk ei slik oppgåve, så det var litt krevjande.
15. The most Challenging part was applying references correctly.
16. The vagueness of the topic. Finding an essay topic and knowing if it was "correct" or relevant was difficult.
17. Reference lists!
18. Referencing
19. Very harsh feedback at [sic] my first paper, felt very discouraged
20. Felt a bit ambushed, I'm new to academic writing in English
21. Finding sources on my own. Did not know if the sources were good enough.
- 22: Lack of explanation. The lecture on referencing could have come before the due for the first assignment [Comment: it was made clear that students were not asked to provide references in the first assignment – only in the second, when the topic had been covered both in lectures and seminars. – KH]
23. Finding two additional sources that were both relevant and good.
24. Perfect referencing
25. Referenceing [sic]
26. The fact that the first assignment was supposed to be based on all the chapters from the list.
27. The last assignment: we had way to [sic] little time writing it. Next time give the students 2 weeks.
28. The referencing. My own grammar.
29. Knowing what our teachers expect from us
30. I was a bit confused with the usage of the word 'presentation' for the first assignment. Learning literature retrieval techniques for the second one was slightly difficult for me but proved very valuable.
31. Referencing
32. Did not get good information about the assignment
33. Å ha nok å skrive om
34. Starting the assignments I don't know how to...
34. Lack of information and too little time
36. how to use references
38. Knowing which sources to use

Generally, what did you find most exciting or interesting in the linguistics part of the course?

1. Gramatics [sic], such as concorde [sic]. It was nice to get an explanation as to why something is wrong or right, in order to understand and avoiding similar mistakes later on.
2. Writing the papers and learning more about [sic] my topic, Language history.
4. Writing the assignments
5. The lectures and seminars with Kari, because she was straight on point [sic], sarcastic, fun and really knows her field.
7. I found the topic i [sic] chose very interesting. And being able to do research on the topic.
8. The submissions, I liked writing them. Also, the course material was excellent, perfect length.
9. The part of how important it is to understand linguistics.
10. all of the topics were interesting and Exciting
12. I don't know, probably all of it.
13. It was just interesting in general.
14. lese om språk generelt og finne andre kjelder for å lære om språk.
16. I find language aquisition [sic] and some of the more philosophical aspects of language very interesting.
17. Writing the second essay was fun and helpful.
18. The grammar
19. Learning about language and how we aquire [sic] it.
20. Reading the essays belonging to my topic.
21. Learning more about sources and how to make a text better.
22. The texts of The Five-Minute Linguist.
23. I enjoyed reading "the five minute linguist" and writing about the topic.
24. Being able to work with a topic. In my case, language history.
26. Dagmar's presentations and Kari's British accent.
27. Rewriting and correcting essays that where [sic] handed in.
28. The history of language as well as its evolution. The examples shown of this.
29. Grammar lessons, going over our assignments after we have received them back.
30. I thought "The 5-minute linguist" was a fabulous book that facilitated my learning of some complex linguistic concepts in an approachable manner. Also, the obvious enthusiasm & knowledge of the teachers of & for language & words was helpful.
31. The words
33. Å lære om spark
34. To learn about different aspects of academic writing
36. fancy language ;P
38. Using books and other sources to learn more about linguistics