The Master's programme in English Language and Culture has a linguistics and a literature option. You must choose one option or the other. The linguistics programme concentrates on metaphor studies, and is fed by cutting edge research carried out by members of the research group 'Language, Cognition and Communication', which is part of the Interfaculty research institute CAMeRA (Center for Advanced Media Research Amsterdam). The literature programme is called Literatures in English.

The programme for English Literatures consists of core courses (42 ec) and a thesis (18 ec). The programme for Metaphor Studies consists of core courses (30 ec), a free choice (12 ec) and a thesis (18 ec).

Programme overview (pdf)
### Master in English Language and Culture, Specialization: Literatures in English

<table>
<thead>
<tr>
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Master in English Language and Culture, Specialization: Literatures in English

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<td>Literature and Society</td>
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Master in English Language and Culture, Specialization: Metaphor Studies

Opleidingsdelen:
- Specialization Metaphor Studies Electives

Vakken:

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<td>L_ETMATEC003</td>
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<tr>
<td>Metaphor in Language: Register, Style and Rhetoric</td>
<td>Period 2</td>
<td>6.0</td>
<td>L_ECMAATEC002</td>
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</table>

Specialization Metaphor Studies Electives

Choose electives worth 12 credits.

Vakken:
Course objective
Students analyze what the key similarities and differences are between fiction and film. By contrasting three types of fiction, for instance the classic novel, autobiography, and science fiction, with each other and with films that were based on them, we will try to determine the distinguishing characteristics of these two media.

Course content
After an introductory class on the way in which film and fiction convey meaning differently, we will explore books of different genres and film adaptations that were made of these books.

Form of tuition
Seminars

Type of assessment
Presentations, final essay

Course reading
To be announced

Entry requirements
A good command of the English language is necessary

Target group
MA-students of English, Literature and Culture students, VAMA-students, RMA-students
Formuleren plus

Doel vak
Je krijgt inzicht in structuuraspecten van het Nederlands die een belangrijke rol spelen bij het scherp en effectief formuleren van Nederlandstalige teksten.

Inhoud vak
Zowel schrijvers als vertalers moeten uiteindelijk teksten afleveren die zo goed mogelijk voldoen aan de kwaliteitseisen die gesteld worden op basis van genre, doelgroep, schrijfcultuur en niet te vergeten de opdrachtgever. In deze cursus besteden we aandacht aan enkele belangrijke structuuraspecten van het Nederlands en de retorische en stilistische effecten die schrijvers met het gebruik van deze constructies in diverse genres kunnen bereiken. Daarbij kiezen we onder meer voor structuuraspecten die op een interessante manier afwijken van het Engels. Binnen deze licht contrastieve aanpak past ook aandacht voor de schrijfcultuur in Nederland en Engelstalige landen.

Onderwijsvorm
Werkcolleges en tutorials, allebei met verplichte aanwezigheid.

Toetsvorm
Opdrachtendossier; beoordeling in de vorm van cijfer [0-10].

Literatuur
Wordt nog bekend gemaakt.

Vereiste voorkennis
Voor studenten die dit vak in hun vrije ruimte willen doen: het BA-vak Formuleren of vergelijkbare vakken.

Doelgroep
Studenten MA-CIW, specialisatie vertalen en studenten MA-NTC, specialisatie taalbeheersing

Overige informatie
Contacturen: 2 uur per week in periode 2; daarnaast ook tutorials

Genre Analysis I

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Course objective
The student knows the issues concerning the concept genre within the
context of effective language use in communication. The student is
capable of connecting the concept of genre to their specialization. The
student is capable of analysing genres in such a way that the resulting
insights can be put to use in the issues of their specialization.

Course content
This course presents a prototype approach to genre as an appropriate
means to study effective language use in communication. Genre is taken
as a basic-level category of discourse events, which includes genres
like email messages, chat, conversations, speeches, meetings, classes,
textbooks, novels, films, reality shows, talk shows, news reports,
advertisements, fundraising letters, websites of various kinds, and so
on. The overall idea of this approach is that language variation between
genres can be studied as a reflection of variation between these genres,
which can be explained by a range of discourse factors including text
type and content, participant identities, relations, and goals, and so
on. All language users have a genre repertoire which organizes their
knowledge about this variation and regulates their production and
reception behavior. The more particular consequences of such a cognitive
approach for three specializations within the CIW master programme are
the following:
• the contexts of genres are related to institutional settings;
• the text and means of expression of genres can be more or less
metaphorical;
• the production processes of genres display conventional
strategies for design, writing and translation.
This prototype approach differs from other well-known approaches to
genre in that it focuses on the nature of the knowledge repertoire of
the language user in concrete discourse settings. This offers a solid
basis for addressing issues like genre change, transformation, parody,
mixing, and creation; text quality and optimization and their relation
to expectations about genres; and problems and difficulties in language
and discourse processing and their relation to expectations about
genres.
The first part of the course will explain why genre is a crucial
phenomenon for discourse analysis, present our own model, and consider
the various ways in which genre has been conceptualized and researched
in other approaches.
The second part of the course will consider the implications of our
approach for the analysis of genre in each specialization.

Form of tuition
Weekly lectures, bi-weekly seminars with student presentations

Type of assessment
Written Exam
Course reading

Entry requirements
BA CIW, English, Dutch

Target group
MA students CIW, Dutch (language use), English linguistics

Genre Analysis II

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<tr>
<td>Faculty</td>
<td>Faculteit der Letteren</td>
</tr>
<tr>
<td>Coordinator</td>
<td>prof. dr. G.J. Steen</td>
</tr>
<tr>
<td>Teaching staff</td>
<td>prof. dr. G.J. Steen, prof. dr. W.P.M.S. Spooren</td>
</tr>
<tr>
<td>Teaching method(s)</td>
<td>Seminar</td>
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Course objective
The student knows the issues concerning the concept genre within the context of effective language use in communication. The student is capable of connecting the concept of genre to their specialization. The student is capable of analysing genres in such a way that the resulting insights can be put to use in the issues of their specialization.

Course content
This course presents a prototype approach to genre as an appropriate means to study effective language use in communication. Genre is taken as a basic-level category of discourse events, which includes genres like email messages, chat, conversations, speeches, meetings, classes, textbooks, novels, films, reality shows, talk shows, news reports, advertisements, fundraising letters, websites of various kinds, and so on. The overall idea of this approach is that language variation between genres can be studied as a reflection of variation between these genres, which can be explained by a range of discourse factors including text type and content, participant identities, relations, and goals, and so on. All language users have a genre repertoire which organizes their knowledge about this variation and regulates their production and reception behavior. The more particular consequences of such a cognitive approach for three specializations within the CIW master programme are the following:

- the contexts of genres are related to institutional settings;
- the text and means of expression of genres can be more or less metaphorical;
- the production processes of genres display conventional strategies for design, writing and translation.

This prototype approach differs from other well-known approaches to genre in that it focuses on the nature of the knowledge repertoire of the language user in concrete discourse settings. This offers a solid basis for addressing issues like genre change, transformation, parody, mixing, and creation; text quality and optimization and their relation to expectations about genres; and problems and difficulties in language.
and discourse processing and their relation to expectations about genres.
The first part of the course will explain why genre is a crucial phenomenon for discourse analysis, present our own model, and consider the various ways in which genre has been conceptualized and researched in other approaches. The second part of the course will consider the implications of our approach for the analysis of genre in each specialization.

Form of tuition
Bi-weekly seminars with student presentations

Type of assessment
To be decided

Course reading

Entry requirements
Genre Analysis 1

Target group
MA students CIW, Dutch (language use), English linguistics

Health Communication and New Media

<table>
<thead>
<tr>
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<td>Faculteit der Letteren</td>
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<tr>
<td>Coordinator</td>
<td>dr. C.M.J. van Hooijdonk</td>
</tr>
<tr>
<td>Teaching staff</td>
<td>dr. C.M.J. van Hooijdonk, dr. J.M.W.J. Lamerichs</td>
</tr>
<tr>
<td>Teaching method(s)</td>
<td>Seminar</td>
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</table>

Course objective
During this course, students familiarize themselves with the ways in which new communication technologies influence communication processes between patients, practitioners and health organisations. They learn to apply current theories in the domain of human computer interaction and computer mediated discourse to analyse and evaluate how new communication technologies can be most effectively employed depending on their specific purposes.

Course content
Students learn how health communication and new media are related to each other in theory and practice. During the first part of the course students become familiar with relevant theories, concepts and research approaches within the domain of online health, focusing on two theoretical perspectives in particular: human computer interaction (HCI) and computer mediated discourse (CMDA).
In the second part of the course students work on a small research project, in groups. The emphasis will lie on analysing a communication environment based on a HCI and CMDA approach, evaluate different aspects...
of the environment and formulate well-grounded recommendations as a group for its improvement.

**Form of tuition**
Lectures

**Type of assessment**
Poster Presentations in March. Group research paper in June.

**Course reading**
List of articles and book chapters available via VU Library

**Entry requirements**
Students with an interest in language as it relates to health communication and new media;
A sufficient receptive and productive proficiency in English; at least two years of experience with the use of English at Higher Educational level.

**Target group**
MA students Communication and Information Studies
MA students Health Sciences
MA students Communication Science
MA students Dutch Language and Culture Studies
MA students Linguistics (MPhil)

**Remarks**
The maximum group size is 25 students. In the case of over-registration, selection will take place on the basis of a letter of motivation which can be sent to the course organizer Charlotte van Hooijdonk, cmj.van.hooijdonk@let.vu.nl.

**Introduction to Metaphor: Theory and Research**

<table>
<thead>
<tr>
<th>Course code</th>
<th>Period</th>
<th>Credits</th>
<th>Language of tuition</th>
<th>Faculty</th>
<th>Coordinator</th>
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<td>Faculteit der Letteren</td>
<td>prof. dr. G.J. Steen</td>
<td>prof. dr. G.J. Steen</td>
<td>Lecture</td>
</tr>
</tbody>
</table>

**Course objective**
To acquire an overview of the basic phenomena, theories, questions, methods, and findings in research on metaphor in discourse.

**Course content**
This course will examine theories of metaphor in cognitive linguistics, psycholinguistics, and discourse analysis. It will define metaphor as a way of thinking by non-literal comparison (or cross-domain mapping) which is more wide-spread than many people think. It will discuss how metaphor in language and communication can be seen as a reflection of metaphor in thought. It will look at the question how the analysis of linguistic and multimodal metaphor can lead to the identification and
description of conceptual metaphors, such as time is space, life is a
journey, or argument is war. And it will consider what psycholinguistic
evidence there is for the idea that metaphor understanding involves the
online construction or retrieval of cross-domain mappings in thought.
The answers to these questions are essential for evaluating the role of
metaphor in cognitive processes of discourse production and reception.

Form of tuition
To be decided

Type of assessment
Grades will be based on a combination of weekly summaries, at least one
presentation of some of the readings, and a final paper of about 4,000
words.

Course reading
Selected journal articles and book chapters will be provided.

Entry requirements
BA degree in communication studies, language, linguistics, or other
field relevant to the course contents.

Target group
Master's students of Communication studies, Linguistics, and Literature.

Remarks
The course will be conducted in English.

Introduction to Translation Studies

<table>
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<th>Course code</th>
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<td>prof. dr. L.J. de Vries</td>
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<td>Teaching method(s)</td>
<td>Lecture</td>
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</table>

Course objective
The student has knowledge of fundamental notions and methods of
translation studies. The student is able to apply notions and methods
of translation studies to concrete translation projects and problems.
The student has the ability of critical reflection on translation
processes. The student is able to report in a clear fashion about
translation problems. The student is able to interact in a critical
manner with scholarly sources on translation studies and methods of
translation.

Course content
Basic notions of translation theory and translation studies are
introduced and applied: equivalence, skopos, translation typologies,
texttype and translation, style and translation, linguistics and
translation, translation and culture.
Form of tuition
Lectures and reading assignments

Type of assessment
Written exam

Course reading
- All students: C. Nord, Translating as a purposeful activity, Manchester: St. Jerome
- Additional for Bible Translation students only: T. Wilt, ed., Bible Translation: Frames of Reference, Manchester: St. Jerome Publishing

Target group
Master's students of Linguistics (Bible Translation); master's students CIW (Specialization ICT and Translation); master's students Theology (Bible Translation)

Literature and Society

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<td>dr. A.S. Raghunath</td>
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Course objective
We will examine the impact of selected anthropological, cultural, scientific, and political texts and study these alongside literary texts to assess how they have changed the societies in which they were produced.

Course content
Each week we will be drawing on our department's experts to discuss a selected text in conjunction with a relevant cultural theory/theorist in order to explore the impact of that text on society. The course will be 'theory based.' The course will draw on Dutch, French (in the original language or in an English translation) and English literary texts and non-literary texts of a variety of other disciplines to gauge the surprising connections and well as differences between literature and other disciplines.

Form of tuition
Lectures

Type of assessment
Exam

Course reading
Entry requirements
No prior knowledge required, although students who do not specialize in literature should be aware that this course is theory based. An interest in and knowledge of contemporary theories, such as Cultural Materialism, Marxism, and Postcolonialism is recommended.

Target group
All MA students of Literature and Culture, including RMA students

Literature Visualized

<table>
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<th>Course code</th>
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<td>Coordinator</td>
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</tr>
<tr>
<td>Teaching method(s)</td>
<td>Seminar</td>
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</table>

Course content
Using W.J.T. Mitchell's Picture Theory as our main text, we circumnavigate the intricate relationship between the visual and verbal. Book illustration, movie adaptation, and ekphrastic poetry are some of the forms of literature visualized we will address, but we will also study the historical and theoretical implications of the intense relationship and rivalry between the written word and the visual image.

Form of tuition
Presentation, essay

Type of assessment
Using Gunther Kress’ and Theo Van Leeuwen’s Reading Images: The Grammar of Visual Design as our main text, we analyze how to read images and circumnavigate the intricate relationship between the visual and verbal, especially when they interact. Book illustration, movie adaptation, and ekphrastic poetry are some of the forms of literature visualized we will address, but we will also study the historical and theoretical implications of the intense relationship and rivalry between the written word and the visual image.

Course reading

Entry requirements
A solid oral and written command of the English language is necessary.

Target group
MA-students of English, Literature and Culture students, VAMA-students, RMA-students

MA Thesis English Linguistics
Course objective
Students will acquire theoretical, methodological, and practical knowledge about conducting research within the field of Literature Visualized. Together with your supervisor, you will set up your own research proposal. You will select both primary and secondary sources and learn how to use these to construct your own argument in your thesis.

Course content
Students will write a thesis of roughly 25,000 to 30,000 words on a topic that is related to Literature Visualized. In December 2011 students will be asked to submit a rough plan for the final thesis. In January you will be assigned a supervisor and he or she will help streamline your plan and help you write the thesis in period 5 and 6.

Form of tuition
Individual sessions with supervisor in period 5 and 6.

Type of assessment
Students will be assessed on their writing style, cogency of their arguments, and ability to relate their findings to scholarship at large; on their finished project, but also on their independence in deciding on a suitable topic, on gathering information, and the writing process itself.

Course reading
This will be decided on an individual basis.

Entry requirements
You need to have thirty ECTS credits to start the thesis. Please consult the study advisor if you think you do not fulfill this requirement, but still want to start on your thesis.

Target group
Course objective
The course will involve learning about theory related to metaphor in communication based upon various fields of study about how it has been applied in different analyses. This will provide students with examples for their own research.

Course content
Metaphor is used in various modalities (sound, imagery, and embodied movement) as well as via different means of communication and in different media (such as written texts, pictures, spoken language, gesture, and video). What does it mean to consider metaphor as not solely a matter of words, but as a fact of how we communicate more generally? Specific domains of metaphor use to be examined include advertising, business/economics, politics, health care, and the arts.

Form of tuition
Seminar with presentations and discussions of readings, weekly short (half-page) essays, some in-class analysis of data, and a final paper. The course can provide useful background for communication advising.

Type of assessment
Grades will be based on a combination of active participation in class, including presenting some of the readings; weekly short essays; and a final paper of about 4,000 words.

Course reading
Selected journal articles and book chapters will be provided.

Entry requirements
BA degree in language, linguistics, or a related field.

Target group
Master's students of language, linguistics, or communication studies.

Metaphor in Language: Register, Style and Rhetoric

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<td>Faculty</td>
<td>Faculteit der Letteren</td>
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</tbody>
</table>
Course objective
To acquire analytical competence and skills for doing research on metaphor in language and its use, with special attention to metaphor identification across registers, styles, and rhetoric.

Course content
This course focuses on the identification, description and explanation of various types of metaphor in all kinds of language use. It addresses a range of basic questions, including how metaphor is defined, when and how it is used by which language users and for which purposes, and how it can be identified and analyzed in linguistics. It pays attention to variation in metaphor between registers (e.g., journalese, language of fiction, language of science, language of conversation), within one register to variation in metaphor by style (e.g., formal versus informal), and within one style, to variation by rhetoric (deliberate exploitation of metaphor for purposes of persuasion, instruction, and so on).

Form of tuition
To be decided.

Type of assessment
Grades will be based on a combination of weekly summaries, at least one presentation of some of the readings, and a final paper of about 4,000 words.

Course reading
Selected journal articles and book chapters will be provided.

Entry requirements
BA degree in communication studies, language, linguistics, or other field relevant to the course contents.

Target group
Master's students of Communication studies, Linguistics, and Literature.

Remarks
The course will be conducted in English. Registration is obligatory.

Methods of Assessing Web Communication

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<td>Coördinator</td>
<td>dr. M.J. van den Haak</td>
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<tr>
<td>Docent(en)</td>
<td>dr. M.J. van den Haak</td>
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<tr>
<td>Lesmethode(n)</td>
<td>Werkcollege</td>
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</table>
Doel vak
Studenten krijgen inzicht in de theoretische achtergrond en praktische toepassing van evaluatiemethoden voor schriftelijke (web) communicatie. De nadruk ligt hierbij op één methode, te weten hardopdenkprotocolen. Studenten leren zelf een substantieel methodologisch en theoretisch verantwoord gebruikersonderzoek uit te voeren van een communicatie object (website) naar eigen keuze.

Inhoud vak
De cursus begint met een theoretisch discussie van hardopdenkprotocolen, waarbij de voor- en nadelen van drie hardopdenkvarianten (retrospectief, concurrent en constructieve interactie) aan bod komen. Daarna wordt uitgebreid ingegaan op de praktische aspecten van het uitvoeren van een hardopdenken gebruikersonderzoek (proefpersoonkeuze, taakformulering, testprocedure, etcetera). Vervolgens vormen studenten groepen van twee of drie waarmee ze hun eigen gebruikersonderzoek uitvoeren.

Onderwijsvorm
Werkcollege

Toetsvorm
Twee presentaties (van het onderzoeksdesign aan het einde van periode 4, en van de onderzoeksresultaten aan het einde van periode 5) plus een eindverslag (einde periode 5).

Literatuur
Artikelen beschikbaar gemaakt via Blackboard

Doelgroep
MA studenten CIW

Overige informatie
Aanwezigheid verplicht

Renaissance Literature and Visual Studies

<table>
<thead>
<tr>
<th>Vakcode</th>
<th>L_ELMAENG008 ()</th>
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Doel vak
In deze cursus leer je literatuur van de Engelse Renaissance te analyseren vanuit het perspectief van de in die periode veranderende ideeën over beelden en het zien. De nadruk ligt op de kruisbestuiving tussen literatuur en visuele cultuur in genres zoals poëzie en toneel, maar ook de materiële cultuur van het gedrukte boek. Je zult je kennis van de literatuur van de Engelse Renaissance verdiepen en gespecialiseerde vaardigheden verwerven in het analyseren van literatuur.
vanuit zowel culuurhistorisch als theoretisch (visual studies) perspectief.

**Inhoud vak**
In de cursus onderzoek je literaire teksten en visuele cultuur uit de Engelse Renaissance. Daarnaast lees je theoretische teksten uit het veld van de ‘visual studies’. Je voert je eigen onderzoeksproject uit waarin je de relaties tussen visuele cultuur en een zelfgekozen literaire tekst uit de Engelse Renaissance analyseert.

**Literatuur**
Wordt nader bekend gemaakt

**Screenwriting**

<table>
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<tr>
<th>Course code</th>
<th>L_ELMAENG011 ()</th>
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<td>dr. R.V.J. van den Oever</td>
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<tr>
<td>Teaching method(s)</td>
<td>Seminar</td>
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**Course objective**
Students learn about the history, theory, and analysis of the screenplay.

**Course content**
The course consists of three sections. First, the history of the screenplay as a genre is briefly introduced. Second, a number of theoretical issues that arise when studying the screenplay are addressed. Third, the students get acquainted with various approaches to the analysis of a screenplay.

**Form of tuition**
Seminars

**Type of assessment**
Essay

**Course reading**
Please acquire a copy of the following two titles:
All other reading materials will be made available via Blackboard.

**Entry requirements**
A good command of the English language is necessary to take part in this course. In addition, it is recommended to first take the MA course Fiction & Film (period 1) by the same instructor.
Course objective
The aim of this course is to offer an opportunity for students to develop their understanding of the social and historical context of Gothic literature from the nineteenth century to the present.

Course content
The material is wide-ranging: plays, film, poetry, music and novels and the course will encourage students to develop their own understanding of why Gothic remains a popular and meaningful cultural phenomenon.

Form of tuition
Seminar

Type of assessment
Essay of 4,000 words

Course reading
* Jane Austen, Northanger Abbey
* Anne Rice, Queen of the Damned
* Edgar Allen Poe, Complete Short Stories
* Angela Carter, The Bloody Chamber
* H.G. Wells, The Door in the Wall and Other Stories
* H.P. Lovecraft, Dreams of Terror and Death
* George A. Romero, Dawn of the Dead
* Matthew Lewis, The Monk
* Horace Walpole, The Castle of Otranto

Entry requirements
Bachelor degree

Target group
MA-students of English, Literature and Culture students, VAMA-students, RMA-students

Vertalen Engels-Nederlands a
Doel vak

Inhoud vak
In de component vertaalvaardigheid ligt de nadruk op het vertalen van korte teksten met een algemeen karakter. Van studenten wordt verwacht dat ze deze teksten thuis voorbereiden, om tijdens de werkcolleges een actieve bijdrage te kunnen leveren aan de discussies en revisie van de vertaalde teksten. De inhoud van de component praktijkkennis wordt verzorgd door gastdocenten, die elk een aspect van de vertaalpraktijk zullen belichten en hieraan ook opdrachten zullen koppelen.

Onderwijsvorm
Werkcollege

Toetsvorm
Dossier van opdrachten, die hoofdzakelijk individueel zullen worden uitgevoerd

Literatuur
Wordt nader bekend gemaakt

Doelgroep
MA studenten ICT en Vertalen, MA studenten Engelse taalkunde

Overige informatie
Daar de doeltaal van het vertaalproces Nederlands is, wordt deze module in het Nederlands gegeven. Aanwezigheid is verplicht

Vertalen Engels-Nederlands b

<table>
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Doel vak
De tweede module van het onderdeel Vertalen Engels- Nederlands beoogt de inhoud van de onderdelen in het eerste semester te integreren in het vertaalproces. Zo zullen verschillende soorten teksten worden behandeld, en zullen studenten de inhoud van de component praktijkkennis (zie Vertalen Engels-Nederlands a) actief moeten toepassen.

Inhoud vak
Net als in de eerste module ligt de nadruk van de cursus op het verder ontwikkelen van de vertaalvaardigheid. Ditmaal komen diverse tekstsoorten aan bod. Om studenten een realistisch beeld van de vertaal-praktijk te geven wordt een deel van de opdrachten middels een fictieve werkgever verstrekt.

Onderwijsvorm
Werkcollege

Toetsvorm
Dossier van opdrachten, die deels individueel en deels groepsgewijs zullen worden uitgevoerd

Literatuur
Wordt nader bekend gemaakt

Vereiste voorkennis
Vertalen Engels-Nederlands b

Doelgroep
MA studenten ICT en Vertalen, MA studenten Engelse taalkunde

Overige informatie
Daar de doeltaal van het vertaalproces Nederlands is, wordt deze module in het Nederlands gegeven.
Aanwezigheid verplicht

Visual Art and the American Poet

<table>
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</table>

Course objective
The student will gain both a theoretical and historical perspective on how and why nineteenth-century and twentieth-century American poets have written about visual art. Key to this understanding is the complex and changing concept of ekphrasis, the evolving dynamics between art and poetry, and the development of American poetry in the last two centuries. Students will also assess whether male poets and female poets address visual art differently in their poems.
Course content
This course focuses on the fascination of the American poet since the nineteenth century for visual art works (paintings, sculptures, gardens, architecture, films, and television). Ekphrastic poetry - poems inspired by visual art - has been written since Greek antiquity, but for American poets it has grown into a significant subgenre in which poets may reveal the essence of their poetics as well as the limitations of their chosen art form. Starting with Herman Melville and Walt Whitman, the course traces the development of American poetry about visual art through Modernism (Marianne Moore and William Carlos Williams), the Middle Generation (Elizabeth Bishop, Randall Jarrell, and Robert Lowell) to Postmodernism (John Ashbery, James Merrill, Frank O’Hara). A central question in this development is whether female poets have developed a different kind of ekphrastic poetry from men. Other points of interest will be the American fascination for European art and ekphrastic war poetry.

Form of tuition
The course is taught in fourteen seminars. Students are expected to have prepared the text(s) before class and should be ready to discuss them with their peers and instructor. Students will be asked to hold several presentations.

Type of assessment
Presentations/Participation (20 percent), Short paper (30 percent), Final Essay (50 percent)

Course reading

Entry requirements
Students should have a good command of English and an interest in poetry and visual art.

Target group
MA-students of English, Literature and Culture students, VAMA-students, RMA-students