1. **Title of the module**

LING3070 (LL307) – Tackling Text: Explaining Style

1. **School or partner institution which will be responsible for management of the module**

School of European Culture and Languages

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 4

1. **The number of credits and the ECTS value which the module represents**

15 Credits (7.5 (ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

Optional for BA English Language & Linguistics (Single and Joint Honours)

Also available as a ‘Wild’ module

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1 Select and apply precise stylistic strategies to analyse poetry, prose and drama texts;

8.2 Analyse the linguistic and stylistic choices a writer makes to create meaning and effect programme outcomes;

8.3 Demonstrate an understanding of the interconnections between English literature and language;

8.4 Critically evaluate theories of stylistics;

8.5 Develop strategies towards more effective close reading of poetry, prose and drama texts.

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

9.1 Communicate the results of study and work accurately, with well-structured and coherent arguments;

9.2 Demonstrate their ability to undertake independent learning, by taking initiative, being organised and meeting deadlines;

9.3 Demonstrate high sensitivity to the nuances of the written word;

9.4 Reflect on and identify interdisciplinary and/or transferable skills.

1. **A synopsis of the curriculum**

The module introduces students to the study of Stylistics as a systematic way to explore and analyse literary texts. Particular aspects of the structure of English will be related to literary texts from the three main genre. The first block considers linguistic choice and its relation to style and meaning, the levels of language, sound meaning and effect in poetry and figurative language and metaphor; the second block examines style and style variation in prose fiction, point of view and speech and thought presentation; the third block examines conversational structure and character, discourse structure and strategies, and impoliteness and characterisation in drama text. The lectures introduce theoretical and methodological material and the seminars enable the student to produce their own analyses with reference to specific stylistic features.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Astley, N. (ed.) (2004). *Being Alive*. Tarset: Bloodaxe Books.

Carver, R. (1999). *Cathedral*, London: The Harvill Press.

Churchill, C. (1991). *Top Girls*. London: Methuen Student Edition.

Joyce, J. (1992). *Dubliners*, London: Penguin Classics.

Verdonk, P. and JJ Weber (1995). *Twentieth Century Fiction: From Text to Context*, London: Routledge.

Wales, K (2001). *A Dictionary of Stylistics* (2nd edition), London: Longman.

1. **Learning and teaching methods**

Total Contact Hours: 20

Private Study Hours: 130

Total Study Hours: 150

1. **Assessment methods**
	1. Main assessment methods
* Essay 1 (1,000 words) – 15%
* Essay 2 (1,500 words) – 25%
* Examination (2 hours) – 60%
	1. Reassessment methods
* Reassessment Instrument: 100% Coursework
1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** |  | **x** | **x** |  | **x** | **x** | **x** |
| Lecture | **x** | **x** | **x** | **x** | **x** |  |  |  | **x** |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Essay 1 | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Essay 2 | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Examination | **x** | **x** | **x** | **x** |  | **x** |  | **x** | **x** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/ declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

The diversity of the material to be discussed in this module is chosen to be inclusive of UK and international students from different cultural and educational backgrounds. Support for international students will be offered by the module convenor in the form of office hours and via the Student Learning Advisory Service. ​

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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| Revised FSO Jan 2018 |