1. **Title of the module**

LING5100 (LL510) – Stylistics and Creative Writing

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

Division of Arts & Humanities

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

Level 6

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)**

Autumn or Spring

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

None, although prior completion of LING5500 – Stylistics: Language in Literature is recommended

1. **The course(s) of study to which the module contributes**

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

Also available as an elective module

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

8.1 Demonstrate systematic knowledge and understanding of precise linguistic and stylistic terminology and be able to deploy this terminology in relation to the production of fiction and/or poetry and/or dramatic texts;

8.2 Critically analyse and account for the results and implications of their stylistic and methodological choices as writers in terms of their precise effects on the reader;

8.3 Extrapolate from stylistic examples in order to analyse those characteristics that contribute to individual authorial ‘style’ and world view;

8.4 Use linguistic and stylistic concepts and analytical techniques to make informed judgments about literary genre;

8.5 Develop conceptual and advanced-level understanding of the interconnections between language and literature;

8.6 Demonstrate a comprehensive understanding of the potential sources of their own material and of the techniques of presentation available to them as creative writers;

8.7 Demonstrate analytical and ‘workshopping’ (oral criticism in groups) skills and be capable of applying the outcome of seminars and workshops to their own work;

8.8 Editing, proofread, format and type their own work, and be able to account for and analyse editorial changes in rigorous stylistic and linguistic terms;

8.9 Demonstrate confidence and independent learning skills necessary to produce a more sustained piece of creative work, along with an accompanying stylistic analysis (the critical essay).

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

9.1 Engage in critical reflection and written analysis of various core theoretical texts, exemplar texts and secondary critical commentary and to devise and sustain arguments relating to this analysis using ideas and techniques at the forefront of the discipline; students will also gain an appreciation of the uncertainty and ambiguity of language and meaning through engagement with this body of critical and stylistic theory;

9.2 Make judgments about the appropriateness of different theoretical approaches to problem-solving in texts, frame appropriate questions to achieve a solution – or identify a range of solutions - and evaluate the efficacy of such approaches;

9.3 Demonstrate the ability to undertake independent learning (exercising initiative and personal responsibility), use secondary texts with critical discrimination, reflect critically on their own academic work and present cogent arguments in written form

1. **A synopsis of the curriculum**

This module proceeds from the premise that the ambition to write creatively presupposes an interest in the ‘expressive mechanics’ of language. A more in-depth understanding of these processes will benefit the writer in many ways, for example by providing them with a precise taxonomy with which to precisely describe various fictional, poetic and dramatic techniques and by furnishing them with a critical nomenclature which will aid detailed analysis of their own and others’ creative work. The module is designed to appeal not just to those with an interest in writing, but to anyone who would like to explore further and in a ‘hands on’ fashion the insights into the expressive functions of language and text offered by stylistics. Students will be ‘doing stylistics’ in the broadest sense of that phrase.

A two-pronged approach is adopted, whereby students are at first introduced to various stylistic and narratological concepts and models (e.g. linguistic deviation, deixis, register, focalization, ways of representing thought/speech, and metaphor), then expected to produce creative exercises which implement and explore these concepts (for example, using linguistic deviation to foreground themes and images or using varying focalization to tell a story from different perspectives). Various ‘input’ texts (poetry, fiction and drama) will also be used as examples of the techniques and concepts under discussion, and some as the basis for textual intervention exercises (critical-creative rewriting). This process culminates in the production of a portfolio of students’ creative work (which may be one or more complete stories, a selection of poems, a dramatic text, or a mixture), accompanied by a critical commentary and stylistic analysis which will focus on how an understanding of stylistics and linguistics in general has impacted on the work.

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

Burroway, Janet and Elizabeth Stuckley-French (2006) *On Writing: A Guide to Narrative Craft*, London: Longman.

King, Stephen (2001) *On Writing*, New York: New English Library.

McRae, John (1998) *The Language of Poetry*, London: Routledge.

Novakovich, Josip (1998) *The Fiction Writer’s Workshop*, New York: Story Press.

Scott, Jeremy (2014) *Creative Writing and Stylistics*, London: Palgrave

Short, Mick and Geoffrey Leech (2007) *Style in Fiction*, London: Longman Pearson.

Strunk and White (1999) *The Elements of Style* (4th Edition), London: Longman.

Toolan, Michael (1998) *Language in Literature: An Introduction to Stylistics*, London: Hodder Arnold.

Toolan, Michael (2001) *Narrative: A Critical Linguistic Introduction*, London: Routledge.

1. **Learning and teaching methods**

Total Contact Hours: 20

Total Private Study Hours: 130

Total Study Hours: 150

1. **Assessment methods**
   1. Main assessment methods

* Portfolio of Creative Work (2,500 words in total) – 70%
* Stylistic Commentary (1,000 words) – 30%

Both of the above assessed components must be passed.

13.2 Reassessment methods

* 100% Coursework (3,000 Words)

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* | *8.6* | *8.7* | *8.8* | *8.9* | *9.1* | *9.2* | *9.3* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Seminar/Workshop | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |
| Portfolio of Creative Work | **x** |  | **x** |  |  | **x** | **x** | **x** | **x** |  |  |  |
| Stylistic Commentary |  | **x** |  | **x** | **x** |  |  |  |  | **x** | **x** | **x** |

1. **Inclusive module design**

The Division 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.

**DIVISION USE ONLY**

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 25/01/21 | Minor | September 2021 | 6,13 | No |
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| Revised FSO Jan 2018 |