1. **Title of the module**

LING5500 (LL550) Stylistics: Language in Literature

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 5

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

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 linguistic, stylistic and narratological terminology to the study of poetry, prose and drama texts;

8.2 Analyse the linguistic and stylistic choices a writer makes which are connected with meaning and effect on the reader;

8.3 Extrapolate from linguistic examples and evidence those characteristics that contribute to individual authorial ‘style’ and worldview, including the effect of social and cultural context on the production of literary meaning;

8.4 Demonstrate their understanding of the interconnections and interfaces between English literature and language;

8.5 Present, evaluate and interpret both qualitative and quantitative stylistic and linguistic data to develop lines of argument and make sound judgements about literary discourse;

8.6 Demonstrate a detailed understanding of concepts relating to literary genre.

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

9.1 Engage in critical reflection, verbal discussion 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 is concerned with the stylistic analysis of literature and is based on the premise that the decision to study literature is also a decision to study the expressive mechanics of language (and vice versa). Attention is given to all three main genres (poetry, prose fiction and drama); thus the module is divided into three blocks according to the kind of text analysed. The first section examines poetry and considers topics such as patterns of lexis, phonetic and metrical organisation and the relationship to meaning; the second looks at fiction through patterns of style variation, inferencing and speech thought presentation; the third examines drama and considers topics such as the patterns in turn-taking and their relationship to the roles and functions of characters, speech act analysis and styles of politeness behaviour. At all stages of the module, the social and cultural context of the works studies will be an important consideration.

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

Culpepper, J., M. Short and P. Verdonk (1988). *Exploring the Language of Drama: From Text to Context*, London: Routledge.

Simpson, P. (2004). *Stylistics: A Resource Book for Students*, London: Routledge.

Short, M. and G. Leech (2007). *Style in Fiction: A Linguistic Introduction to English Fictional Prose*, London: Longman.

Short, M. H. (1986) *Exploring the Language of Poems, Plays and Prose*, Longman.

Verdonk, P. and J. J. Weber (1996). *Twentieth Century Fiction: from Text to Context*, London: Routledge.

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) – 30%
* Essay 2 (2,000 words) – 70%

13.2 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)***

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *8.6* | *9.1* | *9.2* | *9.3* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** |  |  | **x** | **x** |  |
| Lecture | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** |  |
| Seminar | **x** | **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** |

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.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 18/02/19 | Major | September 2019 | 1,4,12 | No |
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| Revised FSO Jan 2018 |