1. **Title of the module**

LL850 – Literary Stylistics: New Directions

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 7

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**

Option for the MA Linguistics and MA in Applied Linguistics with TESOL

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

8.1 Identify and demonstrate comprehensive understanding of the latest major theoretical positions used in stylistics as a discipline (with reference to the most recent research) concerned with applying models from linguistics to the interpretation of texts;

8.2 Show through practical evidence the feasibility of linguistic models, justifying their rationale from analysis of a range of texts from different genres at the forefront of the discipline;

8.3 Select and apply precise linguistic, stylistic and narratological terminology to the study of poetry, prose and drama texts, coming to a detailed understanding of the current position of the discipline;

8.4 Show an advanced-level understanding of the latest trends, themes and developments within the discipline of stylistics, specifically: cognitive poetics, text-world theory, deictic shift theory, dialect in literature, representation of discourse and contemporary narratology;

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

8.6 Demonstrate their understanding of the numerous interconnections and interfaces between the study of English literature and language.

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 texts and secondary critical commentary;

9.2 Demonstrate the ability to undertake sustained independent research and learning and reflect critically on their own academic work;

9.3 Present sustained cogent arguments;

9.4 Deploy high-level problem-solving skills

1. **A synopsis of the curriculum**

The module proceeds from the assumption that linguistics and literary study should not be separated, and it aims to provide students with the kinds of advanced theoretical knowledge needed to become creative-thinking and, crucially, interdisciplinary experts in literary linguistics. The course provides an innovative integration of English language into literary studies, and covers a wide range of material, combining theoretical and ideological dimensions with practical applications, including, but not limited to, text-world theory, cognitive poetics, narratology and dialect in literature. It aims to be rigorous and principled, in line with other disciplines that come under the umbrella of language and linguistics study, while offering an approach to literary language study that is fundamentally humanistic in orientation. The module explores the languages of literary texts and literary reading, from the most focused study of the texture of language right up to the ideological and cultural practices of world literatures.

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

Busse, Beatrix and Dan McIntyre (eds.) (2011) Language and Style. London: Palgrave Macmillan.

Currie, Mark (2005) Postmodern Narrative Theory. London: Palgrave Macmillan.

Fabb, Nigel (1997) Linguistics and Literature. London: Blackwell.

Gavins, Joanna and Gerard Steen (eds.) (2003) Cognitive Poetics in Practice. London: Routledge

Lambou, Marina and Peter Stockwell (eds.) (2007) Contemporary Stylistics. London: Continuum

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 (3500 words) – 100%
  1. Reassessment methods

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* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Essay | **x** | **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**

This module encourages students to engage with the study of world literature from a transnational perspective. UK students will be introduced to literature from regions within and beyond Europe, while overseas students will be invited to share their views with the group. The diversity of the material to be discussed in the seminars is chosen to be inclusive of UK and international students from different cultural and educational backgrounds. Further 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 the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
|  |  |  |  |  |
|  |  |  |  |  |