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Ministry of Higher Education
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Sana'a University
Faculty of Languages
Quality Assurance Unit

الجمهورية اليمنية
وزارة التعليم العالي والبحث العلمي
جامعة صنعاء
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وحدة ضمان الجودة

Course Specification of *Analysis of Contemporary Literature*

I.	Course Identification and General Information:					
1	**Course Title:**	**Analysis of Contemporary Literature**				
2	**Course Number & Code:**	LIT 5222				
3	**Credit hours:**	**C.H**				**Total**
		Theoretical	**Practical**	**Training**	**Seminar**	
		3	-	-	-	**3**
4	**Study level/ semester at which this course is offered:**	MA Program – Semester 2				
5	**Pre–requisite (if any):**	--				
6	**Co–requisite (if any):**	--				
7	**Program (s) in which the course is offered:**	MA English Literature Program				
8	**Language of teaching the course:**	English				
9	**Location of teaching the course:**	Faculty of Languages				
10	**Prepared by:**	Dr. Ibraheem N.A. Tajaddeen				
11	**Date of approval:**					

II. Course description:

This course provides students with a necessary knowledge and skills of text analysis (discourse/register/genre analysis). Students will develop critical reading skills through the analysis of a variety of literary genres, using modern methods of analysis and interpretation of a wide range of literary and non-literary texts in a variety of discourses.

III. Intended learning outcomes (ILOs) of the course:

After completing this course, students will be able to:

a1. Demonstrate an understanding of the elements of a literary genre and stylistic devices including character, conflict, plot, characterization, themes, literary devices, figures of speech and discursive strategies.

a2. Shaw an awareness of the social, cultural and historical influences in the creation of texts and the ways in which writers' choices of form, structure and language shape meaning.

b1. Evaluate supporting evidence for relevance and accuracy and evaluate texts in terms of diction, tone and unity.

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b2. Compare texts from different periods, genres and styles, linking literary texts and their historical and social contexts.

c1. Analyze a variety of texts using different approaches or critical frameworks, and interpret the ideas, viewpoints and values expressed in texts of different genres and forms.

c2. Write sophisticated, coherently structured, mechanically sound expository and persuasive essays related to literary works and current issues.

d1. Work collaboratively with peers to analyze texts, present their findings in both spoken and written forms, and foster a lifelong interest in and enjoyment of language and literature.

d2. Use effective cross-cultural communication skills in different contexts both orally and in writing.

Intended learning outcomes (ILOs) of the course:

(A) Knowledge and Understanding:

Alignment of Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: **Knowledge and Understanding.**

Program Intended Learning Outcomes (Sub- PILOs) in: Knowledge and Understanding		Course Intended Learning Outcomes (CILOs) in: Knowledge and Understanding	
After completing this program, students will be able to:		After completing this course, students will be able to:	
A1	Show a considerable knowledge and a critical understanding of the major critical schools, approaches, and movements in literary theory and criticism and their historical and cultural backgrounds.	**a1-**	Demonstrate an understanding of the elements of a literary genre and stylistic devices including character, conflict, plot, characterization, themes, literary devices, figures of speech and discursive strategies.
A3	Demonstrate an in-depth knowledge of English history and culture in the widest sense, which will enable them to understand contexts and interpret various literary texts.	**a2-**	Shaw an awareness of the social, cultural and historical influences in the creation of texts and the ways in which writers' choices of form, structure and language shape meaning.

Teaching And Assessment Strategies For Achieving Learning Outcomes:

Alignment of Learning Outcomes of Knowledge and Understanding to Teaching and Assessment Strategies:

Course Intended Learning Outcomes (CILOs) in Knowledge and Understanding		Teaching strategies to be used	Strategies of assessment
After completing this course, students will be able to:		- Lectures and seminars - Tutorials - Cooperative learning - Independent reading and writing - group discussions - Practical analysis sessions	- Quizzes, tests and exams - Written assignments - Open presentations - Mini-projects - Practical exercises - Translation tasks
a1-	Demonstrate an understanding of the elements of a literary genre and stylistic devices including character, conflict, plot, characterization, themes, literary devices, figures of speech and discursive strategies.		

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a2-	Shaw an awareness of the social, cultural and historical influences in the creation of texts and the ways in which writers' choices of form, structure and language shape meaning.		

(B) Intellectual Skills:

Alignment of Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: **Intellectual skills**			
Program Intended Learning Outcomes (Sub- PILOs) in Intellectual skills		**Course Intended Learning Outcomes (CILOs) of Intellectual Skills**	
After completing this program, students will be able to:		After completing this course, students will be able to:	
B2	Differentiate between various forms and genres of literature and respond to them critically.	**b1-**	Evaluate supporting evidence for relevance and accuracy and evaluate texts in terms of diction, tone and unity.
B3	Critically examine diverse forms of literary texts and demonstrate sound, fluent and effective analytical writing skills.	**b2-**	Compare texts from different periods, genres and styles, linking literary texts and their historical and social contexts.

Teaching and Assessment Strategies for Achieving Learning Outcomes:

Alignment of Learning Outcomes of Intellectual Skills to Teaching Strategies and Assessment Strategies:		
Course Intended Learning Outcomes (CILOs) in Intellectual Skills.	**Teaching strategies to be used**	**Strategies of assessment**
After completing this course, students will be able to:		
b1- Evaluate supporting evidence for relevance and accuracy and evaluate texts in terms of diction, tone and unity.	▪ Problem-solving ▪ Lectures ▪ Small group discussion ▪ Tutorial ▪ Pair work/group work ▪ Report writing	▪ Reports ▪ Observation ▪ Practical tests ▪ Assignments ▪ Written tests
b2- Compare texts from different periods, genres and styles, linking literary texts and their historical and social contexts.		

(C) Professional and Practical Skills:

Alignment of Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: Professional and Practical Skills	
Program Intended Learning Outcomes (Sub- PILOs) in Professional and Practical Skills	**Course Intended Learning Outcomes (CILOs) in Professional and Practical Skills**
After completing this program, students will be able to:	After completing this course, students will be able to:

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C1	Use a variety of interpretive strategies for analyzing multiple kinds of texts, including close reading, contextual analysis, analysis of form and genre, and rhetorical and stylistic analysis.	c1-	Analyze a variety of texts using different approaches or critical frameworks, and interpret the ideas, viewpoints and values expressed in texts of different genres and forms.
C2	Apply theories related to the representation of culture, race, class, gender issues in interpreting various types of texts of fiction and non-fiction.	c2-	Write sophisticated, coherently structured, mechanically sound expository and persuasive essays related to literary works and current issues.

Teaching and Assessment Strategies for Achieving Learning Outcom

Alignment of Learning Outcomes of Professional and Practical Skills to Teaching and Assessment Strategies:

Course Intended Learning Outcomes (CILOs) in Professional and Practical Skills	Teaching strategies to be used	Strategies of assessment
After completing this course, students will be able to:	▪ Lectures and seminars ▪ Classroom discussions ▪ Group and pair work ▪ Exercises ▪ Problem solving ▪ Brainstorming ▪ Group projects	▪ Quizzes, tests and exams ▪ Open presentations ▪ Mini-projects ▪ Practical assignments ▪ Reports ▪ Written tests
c1- Analyze a variety of texts using different approaches or critical frameworks, and interpret the ideas, viewpoints and values expressed in texts of different genres and forms.		
c2- Write sophisticated, coherently structured, mechanically sound expository and persuasive essays related to literary works and current issues.		

(D) General / Transferable Skills:

Alignment of Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: General and Transferable skills

Program Intended Learning Outcomes (PILOs) in General / Transferable skills		Course Intended Learning Outcomes (CILOs) in General / Transferable skills	
After completing this program, students will be able to:		**After completing this course, students will be able to:**	
D1	Engage in a life-long self-learning, time management, leadership and communicate effectively with others both orally and in writing.	d1-	Work collaboratively with peers to analyze texts, present their findings in both spoken and written forms, and foster a lifelong interest in and enjoyment of language and literature.
D3	Use technology as a means to discover, apply, and communicate knowledge and information.	d2	Use effective cross-cultural communication skills in different contexts both orally and in writing.

Teaching And Assessment Strategies For Achieving Learning Outcomes:

Alignment of Learning Outcomes of General and Transferable skills to Teaching and Assessment Strategies:

Course Intended Learning Outcomes (CILOs) in General and Transferable Skills	Teaching strategies to be used	Strategies of assessment
After completing this course, students will be able to:	▪ Lectures and seminars ▪ Classroom discussions ▪ Group and pair work	▪ Quizzes, tests and exams ▪ Open presentations ▪ Mini-projects
d1- Work collaboratively with peers to analyze texts,		

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	present their findings in both spoken and written forms, and foster a lifelong interest in and enjoyment of language and literature.	▪ Exercises ▪ Problem solving ▪ Brainstorming ▪ Group projects	▪ Practical assignments ▪ Reports ▪ Written tests	
d2-	Use effective cross-cultural communication skills in different contexts both orally and in writing.			

IV. Course Content:

1 – Course Topics/Items:

No	Topic List / Units	CILOs (symbols)	Sub-topic List	Number of weeks	Contact hours
1	Introducing the Course, its details and activities	a1, a2, b1, d1	• Language in Literature • Literary Text Analysis • Text analysis vs. Discourse Analysis	1	3
2	Approaches to text analysis	a2, b1, c1, d1	• Approaches to text analysis • Text typologies	1	3
3	Text functions	a1, b1, c1, c2, d1, d2	• Informative, expressive and vocative texts • Intra-textual and extra-textual features • Functional Styles of language • Sample Analysis (selected texts)	1	3
4	Stylistic Analysis	a1, b1, c1, c2, d1, d2	• Stylistics • Cohesion and coherence • Expressiveness and Emotiveness • Sample Analysis	1	3
5	Stylistic Analysis	a1, b1, c1, c2, d1, d2	• Foregrounding, • Deviation • Levels of Deviation • Sample Analysis	1	3
6	Stylistic Analysis	a1, b1, c1, c2, d1, d2	• Parallelism • Sound devices • Meter • Examples of analysis (Literary and Non-literary Texts)	1	3
7	Computer and Corpus-based Analysis of Literature	a1. b1, b2, c1, c2, d1, d2	• Corpus Stylistic Analysis • Tools of Corpus Stylistic Analysis • Practice: AntConc and Word Smith Tools	1	3
8	Discourse and Register Analysis	a1, b1, b2, c1, c2, d1	• Levels or dimensions of discourse • Genre and related textual values • Sample analysis	1	3
9	Critical Discourse Analysis	a1, b1, b2, c1, c2, d1	• Principles of CDA • Models of CDA • Doing CDA of literary & non-literary texts	1	3
10	Discourse, identity and ideology	a1, b1, b2, c1, c2, d1, d2	• Language , ideology and power • Styles and identities	1	3

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No		CILOs	Topics		
			• Sample analysis: CDA approach to literary texts		
11	Discourse and Gender Language	a1, b1, b2, c1, c2, d1	• Discourse and gender: CDA • Analyzing gender language • Practice: Analysis of some literary texts	1	3
12	Analyzing Adapted Literature	a1, b1, b2, c1, c2, d1	• Introduction to Cinema and Audio-Visual Arts • Film Analysis • Analysis of some movies and video extracts	1	3
13	Analyzing Visual Arts	a1, a2, b1, b2, c1, c2, d2	• Schools of Visual Arts • A critical analysis of a variety of painting plates	1	3
14	Review and students' presentations	a1, b1, b2, c1, c2, d1, d2	• Review & presentations	1	3
Number of Weeks /and Units Per Semester				**14**	**42**

b- Training Aspect:

No	Training Tasks	CILOs (symbols)	Number of weeks	Contact hours
1	None			
Number of Weeks /and Units Per Semester				

V. Teaching strategies of the course:

- Lecture and seminars
- Tutorial and exercises
- Cooperative learning
- Self-learning
- Translation assignment
- Presentations
- Problem-solving
- Brainstorming
- Small group discussion
- Pair work/group work
- Report Writing
- Use of ICT (Information and Communication Technology)

VI. Assessment Strategies:

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- Practical assignments
- Quizzes
- Report Writing
- Observation
- Shared projects
- Presentations
- Practical tests
- Written tests

I. Tasks and Assignments				
No.	**Tasks and Assignments**	**Week Due**	**Mark**	**Aligned Course Learning Outcomes (CILOs symbols)**
1	**Reading Assignments**	3-13	3	a1, a2
2	**In-class activities**	3-13	4	a1, a2, b1, b2, c1,c2, d1,d2
3	**Practical exercises and projects**	3-13	3	c1,c2, d1,d2
4				
	Total		**10**	

II. Schedule of Assessment Tasks for Students During the Semester:				
No.	**Assessment Method**	**Week Due**	**Mark**	**Proportion of Final Assessment**	**Aligned Course Learning Outcomes (CILOs symbols)**
1	**Ongoing assessments (based on in-class participation, regularity, punctuality, language use)**	**Throughout the semester**	**10**	10%	a1, a2, b1, c1, c2, d1, d2
2	**Assignments & Presentations**	**6-13**	**10**	10%	a2, b1, b2, c1, c2, d2
3	**Mid-term Test**	**8**	**20**	20%	a1, b2, c1, c2, d1, d2
4	**Final Exam**	**16**	**60**	60%	a1, b2, c1, c2, d1, d2
	Total		**100**	**100%**	

VII.   Learning Resource (MLA style):

1- **Required Textbook(s) (maximum two)**

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		1. Simpson, Paul. 2014. Stylistics: A Resource Book for Students (2nd Edition). London: Routledge.
		2. Short, M. *Exploring the Language of Poems, Plays and Prose,* Harlow: Longman, 1996.
1.	**Recommended Readings and Reference Materials**	
		- Carter, R., Goddard, A. and et. al. *Working with Texts.* London: Routledge, 1997.
		- Carter, R & Simpson, P. Eds., *Language, Discourse and Literature*, London: Unwin Hyman, 1989.
		- Leech, G.N. *A Linguistic Guide to English Poetry*, Harlow: Longman, 1969.
		- Mills, S. *Feminist Stylistics*. London: Routledge, 1995.
		- Pope, R. *Textual Interventions*. London: Routledge, 1995.
		- Thornborrow, J., and Wareing, S., *Patterns in Language,* London: Routledge, 1998.
		- Widdowson, H. *Practical Stylistics.* Oxford: OUP, 1992.
2.	**Essential References**	
		- Cluysenaar, A. *Introduction to Literary Stylistics*, London: Batsford, 1976.
		- Cook, G. *The Discourse of Advertising,* London: Routledge, 2001.
		- Fowler, R. *Linguistic Criticism.* Oxford: OUP, 1996.
		- Goatly, A. *Explorations in Stylistics.* London: Equinox, 2008.
		- Goatly, A. *Critical Reading and Writing.* London: Routledge, 2000.
		- Goodman, S and O'Halloran, K. *The Art of English: Literary Creativity,* Basingstoke: Macmillan, 2006.
		- Kowitz, J. and Caroll, D. 'Using Computer Concordances for Literary Analysis', In Johns, T. and King, P. *Classroom Concordancing. ELR Journal* vol. 4, University of Birmingham: Centre for English Language Studies, 1991.
		- Leech, G.N. and Short, M., *Style in Fiction,* Harlow: Longman, 1981.
		- Montgomery, M., Durant, A, Fabb, and et. al. *Ways of Reading,* London: Routledge, 1992.
		- Nash, W., *Language in Popular Fiction,* London: Routledge, 1990.
		- Adolphs, S. *Introducing Electronic Text Analysis: A Practical Guide for Language and Literary Studies*. UK: Routledge, 2006.
		- Albrecht, L. *Textual Analysis and the Production of Text*. Samfundslitteratur, 2005.
		- Beaugrande, R.D. & Dressler, W. U. *Language Typology and Language Universals: An International Handbook*, Volume 1. New York, 2001.
		- Bhatia, V. K. *Analyzing Genre: Language Use in Professional Settings.* Addison Wesley Publishing Company,1993.
		- Dr. Chakraborty, G., Pagolu, M., Garla S. *Text Mining and Analysis: Practical Methods, Examples, and Case Studies Using SAS*. SAS Institute, 2014.
		- Helder, B.*Textual Analysis: An Approach to Analyzing Professional Texts*.
		- Samfundslitteratur, 2011.
		- Hoey, M. *Text, Discourse and Corpora: Theory and Analysis*. A&C Black, 2007.
		- Rudanko, J. *Linguistic Analysis and Text Interpretation*. University Press of America, 1997.
		- Stubbs, M. *Text and Corpus Analysis: Computer Assisted Studies of Language and Culture*. Wiley,1996.
		- Widdowson, H. G. *Text, Context, Pretext: Critical Issues in Discourse Analysis*. UK: Blackwell Publishing Limited, 2004.
		- Wood, L.A., Kroger, R.O., 2000, *Doing Discourse Analysis: Methods for Studying Action in Talk and Text*, Thousand Oaks, Ca: Sage Publications.
3.	**Electronic Materials and Web Sites *etc*.**	
		- Resources for Close Reading and Literary Analysis Lessons https://www.commonsense.org/education/top-picks/resources-for-close-reading-and-literary-analysis-

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	lessons
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	https://libguides.sonoma.edu/c.php?g=456461&p=3118763
	
	- Online Books and Articles
	  https://libgen.is/
	- Online Books and Articles
	  https://z-lib.org/
	
	- Strategies for Analysis of Text, Flipped Learning Module
	  https://www.bu.edu/teaching-writing/resources/strategies-for-analysis-of-text/
	  https://www.edutopia.org/article/4-strategies-model-literary-analysis
	
	- Mary Klages, Modern Critical Thought,
	  http://www.colorado.edu/English/courses/ENGL2012Klages/index.html
	- Ousby, I. 1993. The Cambridge Guide to Literature in English. .Available on the web:
	  http://www.xreferplus.com/topic.jsp?sub=3
	- Wynne-Davies, M. 1997. The Bloomsbury Dictionary of English Literature. Available on the web:
	  http://www.xreferplus.com/topic.jsp?sub=3
	- Purdue Online Writing Lab, http://owl.english.purdue.edu/owl/resource/722/01/
	- Yale Video Course, Literary Theory, http://academicearth.org/courses/literary-theory
	- Voice of the Shuttle (VOS): Database of multiple links to literary theory pages:
	  http://vos.ucsb.edu/browse.asp?id=2718

4. Other Learning Material:	

IX. Course Policies: (Based on the Uniform Students' Bylaw (2007))	
1	**Class Attendance:** Class Attendance is mandatory. A student is considered absent and shall be banned from taking the final exam if his/her absence exceeds 25% of total classes.
2	**Tardiness:** A student will be considered late if he/she is not in class after 10 minutes of the start time of class.
3	**Exam Attendance/Punctuality:** No student shall be allowed to the exam hall after 30 minutes of the start time, and shall not leave the hall before half of the exam time has passed.
4	Assignments & Projects: Assignments and projects must be submitted on time. Students who delay their assignments or projects shall lose the allocated mark.
5	**Cheating:** Cheating is an act of fraud that results in the cancelation of the student's exam or assignment. If it takes place in a final exam, the Uniform Students' Bylaw (2007) shall apply.
6	**Forgery and Impersonation:** Forgery/Impersonation is an act of fraud that results in the cancelation of the student's exam, assignment or project. If it takes place in a final exam, the Uniform Students' Bylaw (2007) shall apply.
7	**Other policies:** The Higher Studies By-law and University regulations in force will be strictly observed and students shall

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comply with all rules and regulations of the examination set by the Department, Faculty and University Administration.

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		اللجنة الإشرافية:	
١	**د/ عباس مطهر**	نائب العميد للدراسات العليا	
٢	**أ.م.د/ أحمد مجاهد**	نائب عميد مركز التطوير وضمان الجودة	
٣	**أ.د/ إبراهيم المطاع**	نائب رئيس الجامعة للشئون الأكاديمية	

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د/ عبدالحميد النمشة	**أ.م.د/ عبدالحميد الشجاع**	**د/ محمد الناصر**	**أ.م.د/ هدى العماد**

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Course Plan of *Analysis of Contemporary Literature*

I. Information about Faculty Member Responsible for the Course:

Name of Faculty Member	Dr. Ibraheem Tajaddeen	Office Hours					
		SAT	**SUN**	**MON**	**TUE**	**WED**	**THU**
Location & Telephone No.	Sana'a, 771120904						
E-mail	ibtaj2007@gmail.com					√	

II. Course Identification and General Information:

1-	**Course Title:**	**Analysis of Contemporary Literature**				
2-	**Course Number & Code:**	LIT 5221				
3-	**Credit hours:**		**C.H**			**Total**
		Th.	**Seminar**	**Pr.**	**F. Tr.**	
		3	-	-	-	3
4-	**Study level/year at which this course is offered:**	MA Program – Semester 2				
5-	**Pre –requisite (if any):**	---				
6-	**Co –requisite (if any):**	---				
7-	**Program (s) in which the course is offered**	**MA English Literature Program**				
8-	**Language of teaching the course:**	**English**				
9-	**System of Study:**	**Regular**				
10-	**Mode of delivery:**	**Interactive classes**				
11-	**Location of teaching the course:**	**Faculty of Languages**				

III. Course Description:

This course provides students with a necessary knowledge and skills of text analysis (discourse/register/genre analysis). Students will develop critical reading skills through the analysis of a variety of literary genres, using modern methods of analysis and interpretation of a wide range of literary and non-literary texts in a variety of discourses.

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IV. Intended learning outcomes (ILOs) of the course:

After completing this course, students will be able to:

a1. Demonstrate an understanding of the elements of a literary genre and stylistic devices including character, conflict, plot, characterization, themes, literary devices, figures of speech and discursive strategies.

a2. Shaw an awareness of the social, cultural and historical influences in the creation of texts and the ways in which writers' choices of form, structure and language shape meaning.

b1. Evaluate supporting evidence for relevance and accuracy and evaluate texts in terms of diction, tone and unity.

b2. Compare texts from different periods, genres and styles, linking literary texts and their historical and social contexts.

c1. Analyze a variety of texts using different approaches or critical frameworks, and interpret the ideas, viewpoints and values expressed in texts of different genres and forms.

c2. Write sophisticated, coherently structured, mechanically sound expository and persuasive essays related to literary works and current issues.

d1. Work collaboratively with peers to analyze texts, present their findings in both spoken and written forms, and foster a lifelong interest in and enjoyment of language and literature.

d2. Use effective cross-cultural communication skills in different contexts both orally and in writing.

V. Course Content:

A – Theoretical Aspect:

No	Topic List / Units	Sub-topic List	Due Week	Contact hours
1	Introducing the Course, its details and activities	• Language in Literature • Literary Text Analysis • Text analysis vs. Discourse Analysis	1st	3
2	Approaches to text analysis	• Approaches to text analysis • Text typologies	2nd	3
3	Text functions	• Informative, expressive and vocative texts • Intra-textual and extra-textual features • Functional Styles of language • Sample Analysis (selected texts)	3rd	3
4	Stylistic Analysis	• Stylistics • Cohesion and coherence • Expressiveness and Emotiveness • Sample Analysis	4th	3
5	Stylistic Analysis	• Foregrounding,	5th	3

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No	Topic	Details	Week	Hours
		• Deviation • Levels of Deviation • Sample Analysis		
6	Stylistic Analysis	• Parallelism • Sound devices • Meter • Examples of analysis (Literary and Non-literary Texts)	6th	3
7	Computer and Corpus-based Analysis of Literature	• Corpus Stylistic Analysis • Tools of Corpus Stylistic Analysis • Practice: AntConc and Word Smith Tools	7th	3
8	Mid-term exam	• Written test	8th	3
9	Discourse and Register Analysis	• Levels or dimensions of discourse • Genre and related textual values • Sample analysis	9th	3
10	Critical Discourse Analysis	• Principles of CDA • Models of CDA • Doing CDA of literary & non-literary texts	10th	3
11	Discourse, identity and ideology	• Language , ideology and power • Styles and identities • Sample analysis: CDA approach to literary texts	11th	3
12	Discourse and Gender Language	• Discourse and gender: CDA • Analyzing gender language • Practice: Analysis of some literary texts	12th	3
13	Analyzing Adapted Literature	• Introduction to Cinema and Audio-Visual Arts • Film Analysis • Analysis of some movies and video extracts	13th	3
14	Analyzing Visual Arts	• Schools of Visual Arts • A critical analysis of a variety of painting plates	14th	3
15	Review and students' presentations	• Review & presentations	15th	3
16	Final Exam	• Written Exam	16th	3
Total			**16**	**48**

Training Aspects:			
No	**Training Tasks**	**Number of weeks**	**Contact hours**
1	None		

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VI. Teaching strategies of the course:

- Lecture and seminars
- Tutorial and exercises
- Cooperative learning
- Self-learning
- Translation assignment
- Presentations
- Problem-solving
- Brainstorming
- Small group discussion
- Pair work/group work
- Report Writing
- Use of ICT (Information and Communication Technology)

VII. Assessment Strategies:

- Practical assignments
- Quizzes
- Report Writing
- Observation
- Shared projects
- Presentations
- Practical tests
- Written tests

I. Tasks and Assignments

No.	Tasks and Assignments	Week Due	Mark	
1	**Reading Assignments**	3-13	3	
2	**In-class activities**	3-13	4	
3	**Practical exercises and projects**	3-13	3	
4				
Total			10	

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II. Schedule of Assessment Tasks for Students During the Semester:

No.	Assessment Method	Week Due	Mark	Proportion of Final Assessment	
1	Ongoing assessments (based on in-class participation, regularity, punctuality, language use)	Throughout the semester	10	10%	
2	Assignments & Presentations	6-13	10	10%	
3	Mid-term Test	8	20	20%	
4	Final Exam	16	60	60%	
	Total		**100**	**100%**	

VIII.   Learning Resource (MLA style):

2-   Required Textbook(s) (maximum two)

3. Simpson, Paul. 2014. Stylistics: A Resource Book for Students (2nd Edition). London: Routledge.
4. Short, M. *Exploring the Language of Poems, Plays and Prose,* Harlow: Longman, 1996.

5.   Recommended Readings and Reference Materials

- Carter, R., Goddard, A. and et. al. *Working with Texts.* London: Routledge, 1997.
- Carter, R & Simpson, P. Eds., *Language, Discourse and Literature*, London: Unwin Hyman, 1989.
- Leech, G.N. *A Linguistic Guide to English Poetry*, Harlow: Longman, 1969.
- Mills, S. *Feminist Stylistics*. London: Routledge, 1995.
- Pope, R. *Textual Interventions*. London: Routledge, 1995.
- Thornborrow, J., and Wareing, S., *Patterns in Language,* London: Routledge, 1998.
- Widdowson, H. *Practical Stylistics.* Oxford: OUP, 1992.

6.   Essential References

- Cluysenaar, A. *Introduction to Literary Stylistics*, London: Batsford, 1976.
- Cook, G. *The Discourse of Advertising,* London: Routledge, 2001.
- Fowler, R. *Linguistic Criticism.* Oxford: OUP, 1996.
- Goatly, A. *Explorations in Stylistics.* London: Equinox, 2008.
- Goatly, A. *Critical Reading and Writing.* London: Routledge, 2000.
- Goodman, S and O'Halloran, K. *The Art of English: Literary Creativity,* Basingstoke: Macmillan, 2006.
- Kowitz, J. and Caroll, D. 'Using Computer Concordances for Literary Analysis', In Johns, T. and King, P. *Classroom Concordancing. ELR Journal* vol. 4, University of Birmingham: Centre for English Language Studies, 1991.
- Leech, G.N. and Short, M., *Style in Fiction,* Harlow: Longman, 1981.
- Montgomery, M., Durant, A, Fabb, and et. al. *Ways of Reading,* London: Routledge, 1992.
- Nash, W., *Language in Popular Fiction,* London: Routledge, 1990.
- Adolphs, S. *Introducing Electronic Text Analysis: A Practical Guide for Language and Literary Studies*. UK: Routledge, 2006.
- Albrecht, L. *Textual Analysis and the Production of Text*. Samfundslitteratur, 2005.
- Beaugrande, R.D. & Dressler, W. U. *Language Typology and Language Universals: An International*

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Handbook, Volume 1. New York, 2001.
- Bhatia, V. K. *Analyzing Genre: Language Use in Professional Settings.* Addison Wesley Publishing Company,1993.
- Dr. Chakraborty, G., Pagolu, M., Garla S. *Text Mining and Analysis: Practical Methods, Examples, and Case Studies Using SAS*. SAS Institute, 2014.
- Helder, B.*Textual Analysis: An Approach to Analyzing Professional Texts*.
- Samfundslitteratur, 2011.
- Hoey, M. *Text, Discourse and Corpora: Theory and Analysis*. A&C Black, 2007.
- Rudanko, J. *Linguistic Analysis and Text Interpretation*. University Press of America, 1997.
- Stubbs, M. *Text and Corpus Analysis: Computer Assisted Studies of Language and Culture*. Wiley,1996.
- Widdowson, H. G. *Text, Context, Pretext: Critical Issues in Discourse Analysis.* UK: Blackwell Publishing Limited, 2004.
- Wood, L.A., Kroger, R.O., 2000, *Doing Discourse Analysis: Methods for Studying Action in Talk and Text*, Thousand Oaks, Ca: Sage Publications.

7.	**Electronic Materials and Web Sites** *etc*.	
		- Resources for Close Reading and Literary Analysis Lessons https://www.commonsense.org/education/top-picks/resources-for-close-reading-and-literary-analysis-lessons https://haywood.libguides.com/c.php?g=146425&p=961064 https://libguides.sonoma.edu/c.php?g=456461&p=3118763
		- Online Books and Articles https://libgen.is/ - Online Books and Articles https://z-lib.org/
		- Strategies for Analysis of Text, Flipped Learning Module https://www.bu.edu/teaching-writing/resources/strategies-for-analysis-of-text/ https://www.edutopia.org/article/4-strategies-model-literary-analysis
		- Mary Klages, Modern Critical Thought, http://www.colorado.edu/English/courses/ENGL2012Klages/index.html - Ousby, I. 1993. The Cambridge Guide to Literature in English. .Available on the web: http://www.xreferplus.com/topic.jsp?sub=3 - Wynne-Davies, M. 1997. The Bloomsbury Dictionary of English Literature. Available on the web: http://www.xreferplus.com/topic.jsp?sub=3 - Purdue Online Writing Lab, http://owl.english.purdue.edu/owl/resource/722/01/ - Yale Video Course, Literary Theory, http://academicearth.org/courses/literary-theory - Voice of the Shuttle (VOS): Database of multiple links to literary theory pages: http://vos.ucsb.edu/browse.asp?id=2718
8.	**Other Learning Material:**	

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IX. Course Policies: (Based on the Uniform Students' Bylaw (2007))	
1	**Class Attendance:** Class Attendance is mandatory. A student is considered absent and shall be banned from taking the final exam if his/her absence exceeds 25% of total classes.
2	**Tardiness:** A student will be considered late if he/she is not in class after 10 minutes of the start time of class.
3	**Exam Attendance/Punctuality:** No student shall be allowed to the exam hall after 30 minutes of the start time, and shall not leave the hall before half of the exam time has passed.
4	Assignments & Projects: Assignments and projects must be submitted on time. Students who delay their assignments or projects shall lose the allocated mark.
5	**Cheating:** Cheating is an act of fraud that results in the cancelation of the student's exam or assignment. If it takes place in a final exam, the Uniform Students' Bylaw (2007) shall apply.
6	**Forgery and Impersonation:** Forgery/Impersonation is an act of fraud that results in the cancelation of the student's exam, assignment or project. If it takes place in a final exam, the Uniform Students' Bylaw (2007) shall apply.
7	**Other policies:** The Higher Studies By-law and University regulations in force will be strictly observed and students shall comply with all rules and regulations of the examination set by the Department, Faculty and University Administration.

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