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(2019-2023)**

SYLLABUS OF THE UPDATED COURSE



LINGUOSTYLISTIC ASPECTS OF MODERN ENGLISH DISCOURSE (BA LEVEL)

Prepared by the MultiEd team

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**Summary of an updated course under the
MultiEd Project # 610427-EPP-1-2019-1-EE-EPPKA2-CBHE-JP**

Linguostylistic Aspects of Modern English Discourse, BA

**Horlivka Institute for Foreign Languages
SHEI Donbas State Pedagogical University**

Master/bachelor level	Bachelor's level (undergraduate)
Branch of knowledge	014 Secondary Education
Specialization	014.021 Language and Literature (English Language and Another Western European Language)
Qualifications	Teacher of English, Foreign Literature, and Another Western European Language
Form of education	Full time
Status of the discipline	Elective course
Course prerequisites	English level B2 or higher
Semester of the course	7
Course Volume	4 ECTS, 120 hours: 36 hours of class work; 84 hours of self-study and consultations
Form of final control	Credit (passed if A, B, C, D, or E; failed if F)
Course language	English
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Brief Course Description (up to 2,000 symbols)

The course of Linguostylistic Aspects of Modern English Discourse helps undergraduate students understand the main categories and concepts of stylistics, expressive means and stylistic devices of phonetic, lexical and syntactic levels of language, functional styles and genres, their features and functions, main categories of text and discourse, and basic approaches to stylistic analysis of text and discourse.

The course is an integral part of the professional training of future teachers. The main objectives of studying it include: independent scientific thinking and problem solving; the ability to analyse a discourse and various functional styles; the skill of adequate planning of speech acts in a professional setting and during the tasks of discourse analysis; and knowledge about stylistic devices and expressive means of modern English at different levels: phonetic, morphological, lexical, syntactic, and textual, as well as about their functioning in speech according to a situation and the purposes of communication.

Methodologically, the professor will conduct the course through lecture presentations and practical training. The students are required to attend classes; read, analyse, and discuss materials; do workshop assignments, and successfully complete the progress tasks and the module tests. The students' are expected to work individually, in small groups, and in class discussions.

New, Updated, and Modified Components	
<ul style="list-style-type: none"> A. Key Terms and Notions B. Course Aim C. Competences D. Learning Outcomes E. Assessment and Feedback in the Course F. Final Assessment G. Assessment Criteria H. Course Quality Control I. Course Layout and Number of Modules J. Course Topics K. Teaching and Learning Methods L. Literature and References 	
A. Key Terms and Notions	
<p>Stylistics, Linguostylistics, stylistic lexicology, set expressions, idioms, phonetic and graphical expressive means and stylistic devices, morphological stylistics, stylistic semasiology, figures of substitution, figures of combination, stylistic syntax, functional style, text analysis, discourse analysis, plot and plot structure.</p>	
B. Course Aim	
<p>The aim of the course is to help the students understand a system of scientific concepts and basic categories of Stylistics and discourse analysis, stylistic characteristics of language units and principles of analysing stylistic phenomena of English at different levels and for various purposes and functions so that the students could develop their skills of critical linguistic thinking and effective communication in various sociocultural contexts as well as situations of speech and text interpretation.</p>	
C. Competences	
<p>Generic competences</p>	<p>The ability to work and act on the basis of ethical considerations in a team and autonomously, through communication and interaction with representatives of professional groups of different levels.</p> <p>The capability to make effective decisions in professional activities and to act responsibly.</p> <p>The ability to generate new ideas as well as identify and solve problems.</p> <p>The abilities to learn and acquire knowledge; analyse, systematise and evaluate educational and professional activities.</p> <p>The capability to apply knowledge to practical situations, following the rules of academic integrity; the ability to adapt to and act in a new situation.</p> <p>The ability to communicate information and ideas in English adequately and effectively.</p> <p>Skills in using information and communication technologies in educational and professional activities.</p> <p>The ability to apply soft skills in academic and professional activities.</p> <p>Knowledge of the subject area and understanding of the profession.</p> <p>The ability to evaluate and maintain quality of the work produced.</p> <p>The ability to appreciate and respect diversity and multiculturalism.</p>
<p>Specific competences</p>	<p>The ability to use the achievements of modern science, Linguistics in particular, in teaching the English language and literature in secondary school.</p> <p>The abilities to adhere to modern language norms and to use English at the</p>

	<p>appropriate level in various forms and types of communication, choosing language means in accordance with the style and type of text and discourse.</p> <p>The capability to understand the literary processes of countries and peoples of the world (from antiquity to the present), the heritage of writers in the context of literature, history, culture, languages, and achievements, in particular to form national consciousness, general and speech culture of the students, their morals, intercultural tolerance, and values in modern multicultural society.</p> <p>The ability to interpret and compare linguistic and literary phenomena, using various methods and techniques of text interpretation and discourse analysis.</p> <p>The ability to expediently apply modern digital methods and educational learning technologies (including means of distance learning) to create educational and methodological support for teaching classes of the English language and literature.</p> <p>The ability to interact with people and communities (at local, regional, national, European and global levels) to develop professional knowledge and competencies, use practical experience in language and literature contexts to achieve educational goals.</p>
D. Learning Outcomes	
LO 1	To understand discourse concepts, functional styles, their features and functions, as well as the significance of Linguostylistics in the system of sciences and its role in training philologists.
LO 2	To know classifications and understand functions of lexical, phonetic, graphic, morphological, semasiological, and syntactic expressive means and stylistic devices.
LO 3	To be able to research and analyse texts and discourses, applying specific strategies, discerning particular techniques, and making logical conclusions.
LO 4	To adequately use theoretical knowledge about styles, discourse types, and stylistics of the English language in academic, communicative and professional activities.
LO 5	To be able to interpret and compare linguistic and literary phenomena, using various methods and techniques of text interpretation and discourse analysis.
LO 6	To apply modern digital methods and educational learning technologies (including means of distance learning) to use and create educational and methodological support for teaching classes of the English language and literature.
LO 7	To be able to identify and explain motivating links between direct and figurative meanings and to teach one's own secondary education students the peculiarities, means, and devices in analysing and developing discourses, texts, and communicative situations.
E. Assessment and Feedback in the Course	
<p>The teacher's and peer feedback is given orally and regularly to evaluate the work done during lectures and workshops. The teacher's feedback to written papers is given in writing. The progress control involves assessment of workshop tasks on various aspects of the course, including independent work assignments. The control is performed as a system of evaluating professionally specific competences of the students in the forms of ten progress checkpoints (workshop answers</p>	

and tests) and three module tasks (tests and text analysis), each aimed at evaluating the students' knowledge and skills in analysing linguostylistic techniques, communicative situations, texts, and discourses. The evaluation is aimed at assessing the students' philological competence achieved in the course.

1	Progress Checkpoint 1	Oral answer. A test of 10 items	Workshop 1
2	Progress Checkpoint 2	Oral answer. A test of 10 items	Workshop 2
3	Progress Checkpoint 3	Oral answer. A test of 10 items	Workshop 3
4	Progress Checkpoint 4	Oral answer. A test of 10 items	Workshop 4
5	Progress Checkpoint 5	Oral answer. A test of 10 items	Workshop 5
6	Module 1 Task	A test of 25 items	Workshop 5
7	Progress Checkpoint 6	Oral answer. A test of 10 items	Workshop 6
8	Progress Checkpoint 7	Oral answer. A test of 10 items	Workshop 7
9	Progress Checkpoint 8	Oral answer. A test of 10 items	Workshop 8
10	Module 2 Task	A test of 25 items	Workshop 8
11	Progress Checkpoint 9	Oral answer. A test of 10 items	Workshop 9
12	Progress Checkpoint 10	Oral answer. A test of 10 items	Workshop 10
13	Module 3 Task	A test of 25 items. Written text analysis	Workshop 10

F. Final Assessment

The form of the final assessment is a credit. The assessment grade consists of the sum of points for the ten progress checkpoints (60 point total, or 6 points at most for each) and the module tasks (40 points at most for all) during the semester. If the accumulated points are less than 60 during the course, the student shall have to take the credit additionally in a speaking form to answer theoretical questions and provide examples.

G. Assessment Criteria

100-90 points, A	Thorough and deep knowledge of the material in a required amount; the ability to do practical tasks entailed by the curriculum completely, proficiently, and productively; showing creativity in understanding and using the acquired knowledge and skills.
89-82 points, B	Thorough and systematic knowledge of the course aspects, with successful completion of practical tasks and the ability to replenish and update knowledge independently. There are only minor errors in the student's oral answers or written work.
81-75 points, C	Systematic knowledge of the course aspects, with completion of practical tasks and the ability to replenish and update knowledge independently. However, there are inaccuracies in the student's oral answers or written work.

74-67 points, D	Basic knowledge of the educational material in the amount sufficient for further study and future professional activities; basic awareness of the course aspects and just satisfactory performance of the course tasks; there are obvious errors in doing practical tasks, but the student can eliminate them with the teacher's help.			
66-60 points, E	Basic knowledge of the educational material in the amount sufficient for further study and future professional activities; narrow awareness of the course aspects and just satisfactory performance of the course tasks; there are significant errors in doing practical tasks, and the student can eliminate them only with the teacher's help.			
59-0 points, F	The student's answers and performance of tasks in the course are superficial, fragmentary, or absent, and the student has only a vague idea, if any, about the course aspects.			
H. Course Quality Control				
1. Syllabus feedback from internal and external (peer-)reviewers. 2. Feedback from the enrolled students. 3. The students' performance in the course.				
I. Course Layout and Number of Modules				
Topic	Total hours	Lecture hours	Workshop hours	Individual work hours
Content Module 1. Main Concepts and Categories of Stylistics and Stylistic Potential of Language Units at Lexical, Phonetic, Graphic and Grammatical Levels				
Topic 1. Basic Notions of Stylistics. Stylistic Lexicology of the English Language. Peculiar Use of Set Expressions	16	2	4	10
Topic 2. Phonetic and Graphical Expressive Means and Stylistic Devices. Poetry	16	2	4	10
Topic 3. Morphological Stylistics	14	2	2	10
Total of Content Module 1	46	6	10	30
Content Module 2. Stylistic Semasiology and Syntax				
Topic 1. Stylistic Semasiology as a Science. Figures of Substitution	14	2	2	10
Topic 2. Stylistic Semasiology. Figures of Combination	14	2	2	10
Topic 3. Stylistic Syntax. Syntactic Expressive Means and Stylistic Devices	14	2	2	10
Total of Content Module 2	42	6	6	30
Content Module 3. Functional Stylistics and Basics of Discourse Analysis				
Topic 1. Functional Styles of the English Language. Text Analysis	16	2	2	12

Topic 2. Fundamentals of Discourse Analysis. Plot and Plot Structure	16	2	2	12
Total of Content Module 3	32	4	4	24
Total course hours	120	16	20	84

J. Course Topics

1. Basic Notions of Stylistics.
2. Stylistic Lexicology of the English Language.
3. Peculiar Use of Set Expressions.
4. Phonetic Expressive Means and Stylistic Devices. Poetry.
5. Graphical Expressive Means and Stylistic Devices.
6. Morphological Stylistics.
7. Stylistic Semasiology. Figures of Substitution.
8. Stylistic Semasiology. Figures of Combination.
9. Stylistic Syntax. Syntactic Expressive Means and Stylistic Devices.
10. Functional Styles of the English Language.
11. Text Analysis.
12. Fundamentals of Discourse Analysis.
13. Plot and Plot Structure.

K. Teaching and Learning Methods

The methods employed in the course are those of explanation, illustration, observation, search, analysis, synthesis, induction, deduction, research, review, communication, comparison, evaluation, and presentation.

L. Literature and References

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