

**PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA**  
**FACULTY OF PHILOLOGY**  
**DEPARTMENT OF GENERAL AND RUSSIAN LINGUISTICS**

**Recommended by ICSU**

**PROGRAM OF DISCIPLINE**

**Title of the discipline: \_ Literary Text Analysis \_**

Course title:

English Literature Studies

Higher Education Field: 45.06.01 "Linguistics and Literary Studies"

Recommended for specification:

Graduate's Degree – post-graduation (PhD)

English and Russian Literature: Comparative Studies

**Moscow 2021**

## **COURSE SYLLABUS AND STUDY GUIDE**

### **1. COURSE OBJECTIVES:**

The program was devised to prepare highly-qualified professionals in the sphere of scientific research and academic teaching; to develop and enlarge the students' professional abilities in accordance with the state and universal standards, and to equip them with the necessary knowledge and scientific experience and skill for performing the concluding scientific research enriching and expanding the sphere of literary studies.

The main purpose of the course Literary Text Analysis is to introduce students to the analysis of text and literary texts in particular, using linguistic and discourse analytical method. The similarities and differences with the approaches to other texts will also be exposed. As this is a post-graduate level module, students are expected to deal with the linguistic analysis of any text in a critical way, and with more depth than the corresponding undergraduate module. Students should master general problems of stylistics and stylistic classification of the English vocabulary.

#### **Course Aims:**

- determine methodological background and concepts of the text analysis;
- study basic of principles of literary and discourse analytical method;
- study expressive means and stylistic devices;
- analyze principles and methods of literary text analysis.

### **2. Course in Academic Programme Structure**

The course is taught within the specification 45.06.01 (Linguistics and Literary Studies). The course provides theoretical grounds and practical skills for further training in courses connected with literary studies.

#### **2.1. Course prerequisites**

The students are expected to have previous knowledge in literary theory: higher education (bachelor's degree), usually in philology and linguistics a synopsis of research in the selected area.

#### **2.2. The place of the course in the academic curriculum:**

The course is one of the optional disciplines from the academic curriculum. The course

finalizes the cycle of theoretical philological and linguistic studies. Students should master the methodology of linguistics, theory of literature and literary studies; be able to analyze ontological and epistemic issues of literary criticism; be well aware of the leading conceptions of the literary theory; have skills to analyze text as a system.

**Course prerequisites:** at least one general course in literary studies.

### 3. Requirements to the results of mastering the discipline

No	Competence code and label	Precedent disciplines	Following disciplines (groups of disciplines)
Universal Competences			
	UC-1	Cultural Studies (Culturology)	Research practice, Research Work
Professional competences			
	PC-4	Methodology of Scientific Research; Pedagogy of Higher Education	Research practice, Research Work
	PC-5	Methodology of Scientific Research; History of Foreign Literature; Theory of Literature	Research practice, Research Work
	PC-6	Methodology of Scientific Research; Pedagogy of Higher Education; History of Foreign Literature; Theory of Literature	Research practice, Research Work

The process of studying the discipline is aimed to form the following competences:

- ability of critical analysis and evaluation of modern scientific achievements; generating new ideas un course of research and practical tasks including interdisciplinary fields (UC-1);

As a result of studying the discipline, students should master the following professional competences (PC):

**TO KNOW:** modern scientific paradigms in the domain of philology and the dynamics of its development: as well as systems of methodological criteria and methods of philological research;

**TO MANAGE:** demonstrating advanced knowledge in the one chosen philological domain;

**TO MASTER:** ability to self-increase, critical analysis and application of theoretical and practical knowledge in the domains of philology and other humanities for scientific self-research

;self-research of language system and main rules of its functioning both in synchronic and diachronic aspects; as well as skills of quality analysis, making comments, summing up and generalizing the results of scientific research carried out by other experts with modern methods and methodology applied, the advanced home-developed and foreign experience.

#### 4. The discipline content and kinds of training

The discipline accounts for two credits per semester

Kind of Training	Total of Working Periods	Semesters			
		1	2	3	4
<b>Classroom-based studies (total)</b>	24		-	24	-
<i>including:</i>					
lectures	12		-	12	-
practical work (PW)					
seminars (S)	12		-	12	-
laboratory work (LW)			-		-
<b>SELF-STUDIES (TOTAL)</b>	60		-	60	-
<i>including:</i>					
Course project (thesis)	20		-	20	-
Essay	20		-	20	-
Type of inter-semester assessment (test, exam)	20		-	20	-
Control (exam)	24			24	
<b>WORKING HOURS (TOTAL)</b>	108		-	108	-
<b>CREDITS</b>	3		-	3	-

#### 5. Course content

##### 5.1. Content of the discipline:

No	Topic	Brief description:
1	Stylistic classification of the English vocabulary	Special literary vocabulary (poetic, archaic, barbarisms and foreignisms, literary coinages) Special colloquial vocabulary (slang, jargonisms, professionalisms, vulgarisms, colloquial coinages)
2	Phonetic expressive means and stylistic devices	Onomatopoeia, alliteration, rhyme, rhythm
3	Lexical expressive means and stylistic devices	Metaphor, metonymy, irony, zeugma and pun, epithet, oxymoron.
4	The grammatical features of literary texts	clause types or patterns, and the frequency and significance of some grammatical categories.

5	Discourse analysis of a literary text	discourse situations, speech and thought presentation, pragmatics of literary texts
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**5.2. Discipline sectors and interdisciplinary connections with the other (following) disciplines:**

№	Name of the appropriate discipline	№ of section of this discipline necessary for other following linguistic disciplines								
		1	2	3	4	5	6	7	8	9
1.	Textual Stylistics	+	+	+						
2.	English language: Academic English		+	+						

**5.3. Sections of the discipline and kinds of training**

№	Name of the discipline sector	Lectures	Seminars	Lab. Work: none	Independent Research	Work hours TOTAL
1.	Stylistic classification of the English vocabulary	4	2	-	10	16
2.	Phonetic expressive means and stylistic devices	2	2	-	15	19
3.	Lexical expressive means and stylistic devices	2	2	-	15	19
4.	The grammatical features of literary texts	2	2		10	14
5.	Discourse analysis of a literary text	2	4		10	16
	total	12	12		60	84

**6. Laboratory work – none**

**7. Seminars (= practical work)**

№	№ of discipline sector	Seminar Topics	Work hours
1.	1	Special literary vocabulary (poetic, archaic, barbarisms and foreignisms, literary coinages) Special colloquial vocabulary (slang, jargonisms, professionalisms, vulgarisms, colloquial coinages)	16

2.	2	Onomatopoeia, alliteration, rhyme, rhythm	19
3.	3	Metaphor, metonymy, irony, zeugma and pun, epithet, oxymoron.	19
4	4	clause types or patterns, and the frequency and significance of some grammatical categories.	14
5	5	discourse situations, speech and thought presentation, pragmatics of literary texts	16

## **8. Topics of theses (indicative):**

1. Stylistic classification of the English vocabulary
2. Phonetic expressive means and stylistic devices
3. Lexical expressive means and stylistic devices
4. The grammatical features of literary texts
5. Discourse analysis of a literary text

## **9. Teaching materials**

### **9.1. Books and manuals:**

#### **A) Compulsory**

1. Typology and Universals / Croft William. - 2 nd ed. ; Книга на английском языке. - Cambridge : Cambridge University Press, 2009. - 341 p. : il. - (Cambridge textbooks in linguistics). - ISBN 978-0-521-80884-2 : 787.60.

#### **B) Optional:**

1. Garland, Jennifer (2006). Morphological Typology and the Complexity of Nominal Morphology in Sinhala. University of California, Santa Barbara. Retrieved December 8, 2014.
2. Dixon, R. M. W. (1998). The Rise and Fall of Languages. Cambridge University Press. pp. 42–43. ISBN 978-0-521-62654-5.

### **9.2. Electronic resources and means:**

<https://www.enotes.com/homework-help/topic/postcolonialism>

<http://almacosta.wordpress.com/2007/03/22/guinea-ecuatorial-el-pais-africano-que-habla-espanol>

<http://www.francophonie.org/Guinee-Equatoriale-113.html>

[http://www.tlfq.ulaval.ca/axl/afrique/guinee\\_equat-lois.htm#Décret-loi\\_1/2010](http://www.tlfq.ulaval.ca/axl/afrique/guinee_equat-lois.htm#Décret-loi_1/2010)

<http://www.cplp.org/id-50.aspx>

<http://www2.let.uu.nl>

[http://histlit.fas.harvard.edu/files/histlit/files/postcolonial\\_sample\\_orals.pdf](http://histlit.fas.harvard.edu/files/histlit/files/postcolonial_sample_orals.pdf)

### **9.3. Free Foreign libraries**

www.gutenberg.net

Internet Public Library - www.ipl.org, the University of Michigan

www.theeuropeanlibrary.org; www.epoch-net.org

Wikipedia (www.wikipedia.org) – The Free Encyclopedia

## **10. Technical Support Requirements**

It is necessary to have a computer and a projector. PhD students may also e-mail the instructor to receive an inquiry response.

## **11. Course Studies Recommendations**

### *General outline*

The course consists of lectures and discussion based seminars. Students are expected to be in class on time and it is crucial that they come prepared to talk about the readings. Participation includes active speaking as well as attentive listening. Students will be required to write a 5-10 pages course paper. Course papers must contain original research and the PhD student's own position. An atmosphere of respect, openness and patience is expected in the classroom.

The above types of academic activities are aimed at training students' skills to solve professionally significant challenges.

The final assignment covers all course modules/units/content/topics/issues and thus helps consolidate students' learning activities.

Students are required to do the tasks/assignments at home and come to class ready to participate.

The teacher determines the overall process of learning activities, offers recommendations to make use of various resources with the view of developing and improving knowledge, skills and abilities that are crucial for understanding the material.

The student is expected to search for additional important material, use individually selected resources to perform independent work, taking into account the teacher's recommendations.

Involvement in all the course academic activities is compulsory. In order to get the most out of the recommended readings, the unique contributions of all members of the group are vital.

### *Academic integrity*

Plagiarism and copyright violation are not permitted. It is necessary to provide all references for all quotations used in the course paper and presentation. This also includes all internet sources which should be cited.

## **12. Assessment and Grading**

### Assessment and Grading Fund

Assessment Fund includes different evaluation systems in order to reach an overall continuous and formative assessment. Continuous work and participation determines the final mark.

Students have to participate actively and effectively in classes as well as in all other online and group activities.

Assessment Fund is presented in another document.

## **13. Questions for self-examining**

1. Phonetic expressive means
2. Onomatopoeia, alliteration, rhyme, rhythm.
3. Metaphor, metonymy, irony, zeugma and pun, epithet, oxymoron.
4. Tools for achieving the communicative purposes of the author.
5. Statistical analysis of stylistic differences between texts.
6. Textual, lexical, and other linguistic features.
7. The source of the text, categories of text, genres.
8. The communicative purpose, the shared and generalised stylistic and topical character of the sets of documents.
9. The contexts in which the set of texts appear.
10. the shared understanding between author and reader as to the existence of the genre.
11. Functional style forming the identifying characteristics of the genre
12. Individual style on the level of specific texts or sources.

## **15. Paper writing recommendations**

Students are expected to submit a paper on the theme connected with their MA thesis. In this kind of paper, students not only give information but also present their language material and arguments.

## **16. Project preparation and presentation recommendations**

First, students are expected to prepare a brief summary of the relevant theoretical background taking into account the international research findings into account. Presentation are expected **to** be on slides.

Presentation will be assessed on the following criteria:



English communicative competence,  
thematic competence,  
computer-assisted tools used for the project preparation,  
ability to handle questions from peers during the presentation,  
overall performance, e.g. loud voice, confidence, eye contact, no paper reading.

## **17. Glossary of terms**

**Discourse analysis**

**Literary and colloquial vocabulary**

**Phonetic and lexical expressive means**

**Style**

**Stylistics**

## **18. Recommendations for students**

The course includes the most important items that cover the major current issues within the field of Comparative and typological language studies. The student is recommended to look through the contents at the course start to identify the overall learning prospective and goals.

Each item include the lecture synopsis, references list, questions for revision, sources to prepare for classroom activities. Students are recommended to look through the lecture synopsis in advance and identify those matters that seem not to be clear enough, to address the questions at the lecture itself.

Additional activities comprise case studies and project work. The students are expected to accumulate their previous knowledge. The students should focus their attention on the reference list that covers the basic reading, and on the sources for further classroom activities. The students can be allowed to choose additional material for presentations and project work that go beyond the drafted limits of the module content scope. In this case the teacher will consult him or her on possible basic sources for further individual studying.

The students should understand that all kind of activities within the course studies require students' prior individual learning, including reading, analysis and synthesis through the information under study processing. The students are recommended to plan their participation in classroom discussions by arranging a list of possible questions or suggestions on each topic specified for classroom presentations and discussion. Presentation can be prepared by two or three students if the scope of the theme is should be covered from different angles. The students are recommended to follow their progress evaluation and should check how the teacher marks and grades students' activities after each session. The students are recommended to pay their

attention to midterm and final assessment forms and contents in advance, thus preparing step by step to controlling new knowledge appropriation and enhancement.

The programme was designed and completed by the of the Chair of Foreign Languages,  
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