

Identification	Subject (title, code, credits)	ENG 609 Stylistics 3KU/6ECTS
	Department	English Language and Literature
	Program (undergraduate, graduate)	Graduate
	Term	Winter and Spring, 2022
	Instructor	Yaser Hadidi (PhD)
	E-mail:	yaser.hadidi@khazar.org hadidiy@hotmail.com
	Phone:	+989143156780 (WhatsApp)
	Classroom/hours	<p>One online session a week, according to the schedule</p> <ul style="list-style-type: none"> - one session lasting at least 2 hours and 30 minutes; - or two sessions each lasting at least 75 minutes - It is quite possible that, due to the nature of the course, the sessions may well spill beyond 3 hours - Students are expected to plan accordingly
Prerequisites	Lexicology	
Language	English	
Compulsory/Elective	Compulsory	
Required textbooks and course materials	<ul style="list-style-type: none"> - Jeffries, L. & McIntyre, D. (2010). <i>Stylistics</i>. Cambridge: Cambridge University Press. - Simpson, P. (2004). <i>Stylistics: A Resource Book for Students</i>. London: Routledge. - Hadidi, Y. (2016). Comments on Nonfinite Adverbial Patterns in English Prose Fiction: A Simple Model for Analysis and Use. <i>Journal of Research in Applied Linguistics</i>, 7(2), 16-33. - Meyer, S. (2005, 2022). <i>Twilight</i>. Little, Brown Books for Young Readers <p>(Coverage and the ground covered may vary in the throes of the actual sessions, but the sources will most likely not change from the above core)</p>	
Course Outline	<p>This course is designed to give students some insights into the essential and core mainstays of the realm of Stylistics as an academic discipline. The core and globally recognized elements of Stylistics will be presented and discussed. Students will also be walked through practical snippets of textual analysis as afforded by different stylistic layers and tools. There are many important mainstays in Stylistics as a discipline according to Simpson(2004), some of which are:</p> <ul style="list-style-type: none"> - To do stylistics is to explore language, and, more specifically, to explore creativity in language use. - Doing stylistics thereby enriches our ways of thinking about language; exploring language offers a substantial purchase on our understanding of (literary) texts. - With the full array of language models at our disposal, an inherently illuminating method of analytic inquiry presents itself. - This method of inquiry has an important reflexive capacity insofar as it can shed light on the very language system it derives from. - It tells us about the ‘rules’ of language because it often explores texts where those rules are bent, distended or stretched to breaking point. - Interest in language is always at the fore in contemporary stylistic analysis which is why you should never undertake to do stylistics unless you are interested in language. 	

<p>Course Objectives</p>	<p>1.For students to read and gain familiarity with the essential and core concepts and mainstays of Stylistics as a discipline.</p> <p>2.For students to see some practical snippets of textual analysis at work, as afforded by different stylistic theories, layers and tools being read about.</p> <p>3.For students to become a better, more conscious, more critical and more objective reader of literary text, especially fiction, and the different multifarious layers deployed at every moment choice by the writer.</p> <p>4.Ideally for students undertake similar basic practical textual analyses using these stylistic tools and theories.</p>	
<p>Learning Outcomes</p>	<p>After finishing the course, the students will hopefully be able to:</p> <ul style="list-style-type: none"> - Understand the basic core concepts in Stylistics as an academic discipline - Understand basic stylistic analysis at work - Become a better more conscious, more critical and more objective reader of literary text, especially fiction, and the different multifarious layers deployed at every moment choice by the writer. - Ideally to undertake similar basic practical textual analyses using these stylistic tools and theories 	
<p>Teaching Methods</p>	<p>Instructor's Lectures</p>	<p>√</p>
	<p>Group and Class Discussion and Students' Presentations</p>	<p>√</p>
	<p>Students' Completing Writing Exercises Assigned on Textbooks and Instructor's Commentary</p>	<p>√</p>

Evaluation	Methods	Date/deadlines	Percentage (%)
	Midterm Exam	The 7 th Week	30
	Participation	Every Session	10
	Activity, presentations, tasks, projects	Every Session, as assigned by the Instructor	25
	Final exam	The 16 th Week (may well contain material covered before mid-term too)	35
Total		100	
Assessment, Evaluation and Expectations from the Students	<p>Students are expected to:</p> <ol style="list-style-type: none"> 1. Read the assigned readings every week. This is very important, every week's readings constituting the essential platform on which we build the grasp of subsequent material. 2. Raise any questions they might have about the theoretical and practical resonances and implications of the points being raised. 3. Commit to any possible practical work assigned by the instructor and deliver in the manner and time demanded by him. 		
Policy	<p>Classroom Expectations:</p> <ol style="list-style-type: none"> 1. Respect everyone in the room, including yourselves. 2. Be on time. 3. Be prepared for class. (Bring all materials, homework, texts, etc. necessary for learning. Doing the exercises inside the assigned chapters is of crucial importance) 4. Challenge yourself. (Everyone is capable of exceeding the norm) 5. Work cooperatively with your peers to build a strong classroom community. <p>Attendance (Lateness) Class Participation:</p> <p>Talking about what we are reading and writing is an explicit part of this course. If you do not like to attend class, do regular reading assignments, and have participation required of you, you should either not take this course or you should settle for a lower grade than your written work might otherwise warrant. Attendance is important. Absences can be detrimental to one's grade due to the number of class activities (presentations and class participation) and complexity of the subject.</p> <p>Advance notification should be given if the student is unable to attend a scheduled presentation or test. Full class participation and completion of assigned homework are necessary.</p> <p>Academic Dishonesty: Any plagiarism while studying will be severely penalized, including the possibility of receiving a non-pass for the course. Reference should be given to the sources used in one's work. However, any research paper consisting of references and citations only, without further analysis by the student, will not be acceptable either. Cheating during the tests will be penalized including the possibility of a zero mark on the test.</p>		

Tentative Weekly Schedule (Coverage and actual ground covered may vary)

Week Number	Assigned Reading or Activity for the Week	Reading Source Used
1	What is Stylistics? / Developments in Stylistics / Is there a 'Literary' Language? / Language and Literature	Simpson (2004): A1, B1, C1, D1 (Read in the same order)
2	Language and Style	Jeffries and McIntyre (2010): chapter 1
3	Text and Style	Jeffries and McIntyre (2010): chapter 2
4	Grammar and Style / Sentence styles: development and illustration / Grammar and Genre: a short study in Imagism / Teaching Grammar and Style	Simpson (2004): A3, B3, C3, D3 (Read in the same order)
5	My own preliminary lectures on the English novel	Twilight By Stephanie Meyer and my own model building on Hadidi (2016)
6	Style as Choice / Style and Transitivity / Transitivity, Characterization and Literary Genre / Transitivity at work	Simpson (2004): A6, B6, C6, D6 (Read in the same order)
7	Mid-term Exam!	
8	Discourse and Context I: Function	Jeffries and McIntyre (2010): chapter 3
9	Discourse and Context II: Interaction	Jeffries and McIntyre (2010): chapter 4
10	Cognitive stylistics / Developments in Cognitive Stylistics / Cognitive Stylistics at work / Cognitive stylistics (Margaret Freeman)	Simpson (2004): A10, B10, C10, D10 (Read in the same order)
11	Text and cognition I: Text comprehension	Jeffries and McIntyre (2010): chapter 5
12	Text and cognition II: Text processing	Jeffries and McIntyre (2010): chapter 6
13	Metaphor and metonymy / Styles of metaphor / Exploring metaphors in different kinds of texts / Cognitive stylistics and the theory of metaphor (Peter Stockwell)	Simpson (2004): A11, B11, C11, D11 (Read in the same order)
14	Methods and issues in stylistic analysis	Jeffries and McIntyre (2010): chapter 7
15	Conclusions and future directions	Jeffries and McIntyre (2010): chapter 8
16	Final Exam!	