

**Postgraduate Program**

**2023 - 2024**

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| Semester One | MA Linguistics |
| Course Title: | Stylistics |
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Course Description/Overview:

The course introduces students to Stylistics as envisioned to familiarize you with the broad overview of the field of stylistics and its place in the domain of linguistics and literature. It highlights several crucial concerns of the domain by explaining what stylistics is, what its goals are and how it can satisfy the concerns of a literary scholars as well as linguists. The units also summarize the criticism levelled against this genre and a response to that criticism. The study of literary texts with a focus on the features of language can be traced back to classical rhetoric. The modern stylistics, however, is influenced by the concepts of literary criticism as well as structuralism in the mid-twentieth century. Initially Stylistics was considered as a more formalistic approach due to inspirations from structuralism, the field is now open to a variety of analytical and methodological techniques by the influence of pragmatics, sociolinguistics, cognitive and corpus linguistics. The initial lack of interpretative freedom stemming from reliance on limited analytical tools available in structuralism and classical rhetoric is no more a hindrance. The vast canvas of analytical and methodological approaches due to recent developments in the sub-fields, i.e., discussed earlier, of linguistics helped to interpret literary texts in new ways and insights. This helped to add a richer understanding of literature by using the lens of Stylistics. Some of the theoretical influences along with illustrative exemplary analysis are discussed in different units.

* Course Objectives:

Students will be able to:

* KNOW about the domain of ‘stylistics’ as a sub-discipline of linguistics.
* DISTINGUISH between literary stylistics and linguistic stylistics:

o Enlist the goals of stylistic analysis

o Identify the functions of stylistic analysis  
• Apply an idea about the ways of doing ‘stylistics’ such as:

o Significance of methodologies and theories

o Steps of doing stylistic analysis

* RECOGNIZE the position of stylistics in the domain of literary criticism

and linguistics for analysis of any kind of text.

* UNDERSTAND and DISTINGUISH among various theories used in

‘stylistics’ such as:  
o Defamiliarization o Foregrounding  
o Parallelism  
o Deviation

* Conduct Stylistic analysis using different techniques
* RECOGNIZE the ways in which these techniques help uncover meaning in

the literary texts.

* UNDERSTAND and DISTINGUISH among various levels of analysis such

as:  
o Phonological/Graphological o Morphological  
o Syntactic  
o Semantic

* UNDERSTAND and DISTINGUISH among various types of verbal processes in the system of transitivity such as:

o Material o Mental

o Behavioural o Relational o Verbal and o Existential

* CONDUCT stylistic analysis of passages taken from the literary works using the modal of POV
* RECOGNIZE how the type of modal shading in various POV categories helps to uncover meaning in a fictional narrative.

UNDERSTAND and DISTINGUISH among various key concepts within pragmatic theories including:  
o Conversation analysis  
o Cooperative principle

o Politeness and

o Speech act theory

* DIFFERENTIATE between a recount and a narrative
* ENLIST and EXPLAIN the six units of a narrative identified by Paul

Simpson

* ANALYZE stories using Simpson and Labov’s models
* KNOW about the key concepts in corpus stylistics to carry out stylistic

analysis on various literary texts

* UNDERSTAND and DISTINGUISH among various key concepts within

the corpus stylistics including:

o Word list  
o Keyword list Concordances

o Collocates

* Learning Outcomes:
* The course is an attempt to provide an overview of the field that enables students to seek answers to further questions about semantics and to start formulating and pursuing their own research interests.

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Methods of Teaching:

* With the presentation and discussion of each lecture, students will have the opportunity to learn about different aspects instylistics. This is done by the students through their assigned presentations.
* Term papers are required during this course. Each student should pick a topic from the recommended sources. These papers will be discussed, graded, and included in the final paper discussion.
* Students are asked to take a mid- course term paper discussion. The discussion will cover whatever work has been performed on the topic of the term paper.

Student's obligation:

Students are required to attend classes as scheduled. However, sometimes prior to class permission are given if logical justifications are provided. It is very important for students to attend the classes; the lessons are connected to each other, and class activities are essential to obtain more information and benefits. A big part of students’ evaluation depends on participation in the class.

Assessment Scheme:

1. 15% for presentations and discussions

3. 15% for term paper

4. 20% for the midterm exam

4. 50% for the final exam

Reading List:

Austin, J. L. (1962). *How to do things with Words*. Cambridge, MA: Harvard University Press.

Bartlett, F. C. (1932). *Remembering: A study in experimental and social psychology.* Cambridge: Cambridge University Press.

Bartlett, T. (2014). *Analysing power in language: A practical guide*. Routledge. Brown, P., & Levinson, S. C. (1987). *Some Universals in Language Usage*

*Politeness*. Cambridge: Cambridge University Press.  
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Routledge.

Burton, D. (1980) *Dialogue and Discourse: A Sociolinguistic Approach to Modern Drama Dialogue and Naturally Occurring Conversation.* London: Routledge and Kegan Paul.

Carroll, L. (1895). *Alice’s Adventures in Wonderland*. New York: Maynard, Merrill & co.

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Fairclough, N. (1992). *Discourse and Social Change*. Cambridge: Polity Press.

Fowler, R. (1971). *The Languages of Literature.* London: Routledge and Kegan Paul.

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Jeffries, L., & McIntyre, D. (2010). *Stylistics*. Cambridge University Press. Labov, W. (1972) *Language in the Inner City.* Philadelphia: University of

Pennsylvania Press.

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Lakoff, G. and Johnson, M. (1980) *Metaphors We Live By.* Chicago, IL: University of Chicago Press.

Lakoff, G. and Turner, M. (1989) *More than Cool Reason: A Field Guide to Poetic Metaphor* Chicago, IL: University of Chicago Press.

Leech, G. N. (1969) *A Linguistic Guide to English Poetry.* Harlow: Longman. Leech, G. (2008). *Language in literature: Style and foregrounding*. New York:

Routledge.  
Minsky, M., (1975). “A framework for representing knowledge”. In: P.H. Winston

(Ed.). *The psychology of computer vision*. New York: Mc.Graw-Hill.

Mukařovský, J. (2001[1932]), ‘Standard language and poetic language’, in L. Burke, T. Crowley and A. Girvin (eds), *The Routledge Language and Cultural Theory Reader*, 225–30, London: Routledge.

Neary, C. (2014). “Stylistics, point of view and modality”. In M. Burke (Ed.), *The Routledge Handbook of Stylistics*. London: Routledge, 175-190.

Parker, V. (2013). *Classic Treasury: Fairy Tales*. Miles Kelly: UK.  
Propp, V. (1928). *The Morphology of the Folktale.* Austin: University of Texas

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Searle, J. R. (1975). *A taxonomy of illocutionary acts*. Minneapolis: University of Minnesota Press.

Semino, E. (1997) *Language and World Creation in Poems and other Texts* Harlow: Longman.

Semino, E. (2008). “A corpus-based study of metaphors for speech activity in British English”. In*Corpus-based approaches to metaphor and metonymy* Edited by: Stefanowitsch, A. and Gries, S.T. 36–62.

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Widdowson, H. G. (2013). *Stylistics and the Teaching of Literature.* New York: Routledge.

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