GUÍA DOCENTE

Lingüística Literaria en Lengua Inglesa // English Literary Linguistics

**Grado en Estudios Ingleses
Grado en Lenguas Modernas y Traducción**

Universidad de Alcalá

Curso Académico 2022-2023

3º-4º Curso – 1º Cuatrimestre

GUÍA DOCENTE

Nombre de la asignatura:	Lingüística Literaria en Lengua Inglesa // English Literary Linguistics
Código:	251066
Titulación en la que se imparte:	Grado en Estudios Ingleses Grado en Lenguas Modernas y Traducción
Departamento y Área de conocimiento:	Departamento de Filología Moderna Área de Filología Inglesa
Carácter:	Optativo
Créditos ECTS:	8
Curso y cuatrimestre:	Tercer y cuarto curso, Primer cuatrimestre
Profesorado:	Marián Martínez (ma.martinezm@uah.es)
Horario de tutoría:	Se indicará al comienzo del cuatrimestre
Idioma en el que se imparte:	Inglés

1. COURSE SUMMARY

The aim of this module is to introduce students to the application of key theoretical and methodological frameworks in linguistics to the analysis of literary discourse. The use of interdisciplinary approaches in the study of literature is not new, and has been covered by disciplines such as stylistics and cognitive poetics. However, the cognitive turn in both linguistic and narrative theory has contributed to thinning out the boundaries between linguistic and literary approaches, by prompting a shift in attention from the text to the meaning construction processes at work in readers' and audiences' minds. This has generated a thriving field of research which spans cognitive-functional linguistics, cognitive stylistics, cognitive narratology, and empirical studies of real reader response, on the basis of a shared interest in the interaction between linguistic form and the construction of literary meaning.

Prerequisites and recommendations

Since all activities are conducted in English, the module assumes a good working knowledge of this language. Fourth year students are expected to have acquired a Common European Framework level C1 or above at the end of the academic year. Third year students, on their part, are expected to be well on their way towards that level.

2. AIMS

Generic competences

1. The development of a scientific knowledge of the English language.
2. Improvement of language competence in the communication of information, ideas, opinions, problems, and solutions.
3. The development of independent critical thinking based on supportive evidence.
4. The development of the abilities to analyze and synthesize information.
5. The ability to use of bibliographical and specialized sources efficiently and correctly.
6. The ability to work in group.
7. The ability to work independently as learners.

Subject specific competences

Knowledge

1. The development of an acquaintance with relevant theoretical issues in the fields of linguistic and literary studies.
2. The development of an acquaintance with patterns of interaction between linguistic form and the construction of literary meaning.
3. The ability to identify the main methodological paradigms employed in the linguistic study of literature.
4. The ability to identify the formal features of literary discourse in English.
5. The development of an awareness of the cognitive underpinnings of literary meaning construction by readers and audience members.

Skills

1. The development of descriptive and analytical skills in the linguistic study of literary discourse in English.
2. The ability to support literary analysis with related linguistic evidence.
3. The ability to identify significant linguistic features in a piece of literary discourse with regard to the construction of specific narrative meanings.
4. The ability to select appropriate theoretical frameworks within the disciplines in the module, to analyse specific literary texts.
5. The ability to select and evaluate relevant data samples.
6. The ability to design empirical reader response studies, and to implement them on real readers.

3. MODULE CONTENTS

Units	Hours
1. Literary linguistics: An introduction	3 hours
2. Construing meaning in literary discourse: Cognitive approaches	14 hours
3. Character construction: Narrative and linguistic approaches	14 hours
4. Reader engagement: Personal relevance, linguistic anchors, and empirical real reader research	14 hours

The instructor will provide a detailed program for each unit at the beginning of the course. Students must be aware that, although every unit specified in the syllabus will be covered, the hours assigned for each unit are tentative, and the time dedicated to each unit might slightly vary in accordance with the learning needs of the group.

4. METHODOLOGY AND CLASS ACTIVITIES

Module time is devoted to lectures, practical seminars, class discussions, and oral presentations. The course activity includes both theory and practice, and students are expected to regularly engage in the linguistic analysis of literary extracts under the instructor's supervision, both individually and in small groups or pairs. Additionally, students are expected to independently work on prescribed readings in advance, to ensure effective participation in class discussion. Students should also work on their written assignments and commentaries, as part of their independent learning time. General guidance and supervision will be offered in class for the completion of assignments, including the final one.

Attendance and participation

Regular attendance and active, effective participation in class are crucial. Students are expected to make meaningful contributions to whole-class and group activity, based on their previous individual work on the reading materials and on the practical activities proposed as independent learning tasks.

Student workload: 150 hours

Contact hours:	45 (classes: lectures and seminars) +3 (workshops and tutorials)
Independent learning:	102 hours
Total	150 hours

4.2. Learning activities, materials and resources

Face-to-face tuition	- Lectures and seminars: • Lecture time provides an introduction and overview of the topic under discussion. • Seminar time applies theoretical issues to the analysis and discussion of selected data. • Lecture time and seminar time may take place during the same session, for a better use of time resources. - Group tutorials: Explanation and discussion of workshops assignments. - Workshops: Submission of analyses, and oral presentations.
Independent study	- Prescribed readings. - Study of theoretical contents. - Preparation of written activities and assignments. - Preparation of oral presentations.
Materials and resources	- The prescribed readings will be provided by the instructor through the online platform "Aula Virtual." - Texts for analysis will also be provided by the instructor, but students are additionally expected to be able to make choices of their own, on criteria of relevance to the course and to their personal interests. - Electronic resources.

5. ASSESSMENT

Assessment procedures and instruments

In accordance with the University regulations, students will be assessed by means of the continuous assessment of their work throughout the semester, on the basis of the following:
- Class attendance (minimum 80% of the classes), and active and effective participation in class activity.
- Preparation and discussion of activities in the seminars.
- Preparation, submission and discussion of written commentaries and of the final assignment.
- Oral presentations.

Assessment criteria

These evaluation procedures will measure students':

1. Effective use of analytical skills.

2. Ability to support their analyses with linguistic evidence.

3. Ability to connect the linguistic features of a piece of literary discourse to the construction of specific narrative meanings.

4. Ability to select appropriate theoretical frameworks within the disciplines in the module, in order to analyse specific literary texts.

5. Ability to select and evaluate relevant data samples.

6. Ability to design, implement, and interpret empirical reader response studies.

7. Ability to engage in collaborative learning through group activity.

8. Capacity for independent, self-guided work and methodological decisions.

Marking criteria

- Participation in class discussion and activities: 20%
- Quality of the written commentaries submitted during the course: 30%
- Oral presentation of personal research: 20%
- Final written assignment: 30%

All the written assignments requested by the instructor during the course must be submitted in time, and late assignments will not be accepted.

Plagiarism

Students are reminded that plagiarism will not be tolerated. The ideas from other sources, regardless of whether they are quoted, summarized or paraphrased, must be duly and accurately documented, using the citation styles learned in the degree, or other coherently used ones. According to the University of Alcalá's regulations on evaluation, any plagiarism found in the final version of a paper will be penalised with the failure of the whole module (https://uah-es.libguides.com/plagio/legislacion).

Grading descriptors

- **Outstanding (A+/Matrícula de Honor):** A deep and systematic engagement with the assessment task, with consistently impressive demonstration of a comprehensive mastery of the subject matter, reflecting: a) a deep and broad knowledge and critical insight as well as extensive reading; b) a critical and comprehensive appreciation of the relevant theoretical framework; c) an exceptional ability to organize, analyze and present solid arguments fluently and coherently, showing high critical analysis insights, an ability to support arguments with solid linguistic evidence; d) strong citation and quotation skills; and d) a highly developed capacity for original, creative, and logical thinking.

- **Excellent (A/Sobresaliente):** A comprehensive, highly-structured, focused and coherent response to the assessment task, consistently demonstrating: a) an extensive and detailed knowledge of the subject matter; b) a highly-developed ability to apply this knowledge to the set task; c) evidence of extensive background reading; d) clear, fluent, stimulating, and original expression; e) excellent presentation (spelling, grammar, graphical) with minimal or no formal errors.

- **Very Good (B/Notable):** A thorough and well-organized response to the assessment task, demonstrating: a) a broad knowledge of the subject matter; b) considerable strength in applying that knowledge to the task set; c) evidence of substantial background reading; d) clear and fluent expression; d) quality presentation with few presentation errors.

- **Satisfactory (C/Aprobado):** An adequate and competent response to the assessment task, demonstrating: a) adequate but not complete knowledge of the subject matter; b) omission of some important subject matter issues or the appearance of several minor errors; c) capacity to apply knowledge appropriately to the task albeit with some errors; d) evidence of some background reading; e) clear expression with few areas of confusion; f) writing with sufficient quality to convey meaning but some lack of fluency and command of suitable vocabulary; g) good presentation with some presentation errors.

- **Fail (D/Suspenso):** A response to the assessment task which fails to meet the minimum acceptable standards, although it demonstrates: a) engagement with the subject matter, despite major deficiencies in structure, relevance or focus; b) several major and some minor errors; c) capacity to complete only part of, or the simpler elements of, the task; d) basic grasp of subject matter but with a misguided focus, a badly structured argument, or irrelevant material; e) no evidence of background reading.

Final exam

In accordance with the University regulations on evaluation, for those students who are not able to follow the continuous assessment scheme there will be one final summative exam over the material covered during the module. This exam may include practical and theoretical questions, and written commentaries. Please remember that students who consider that they will not be able to follow the continuous assessment process must request the Dean of the Faculty of Philosophy and Arts, within the first two weeks of the course, to be assessed through this comprehensive final exam.

There will also be a resit opportunity at the end of the second semester. This will also consist in a two-hour written exam, with a similar format to the above-mentioned final examination, and will constitute 100% of the resit mark.

6. BIBLIOGRAPHY

Basic bibliography

Burke, Michael (2014) *The Routledge Handbook of Stylistics*. London: Routledge.

Duchan, Judith F., Gail A. Bruder and Lynne E. Hewitt (1995) *Deixis in Narrative: A Cognitive Science Perspective.* Hillsdale, NJ: Lawrence Earlbaum.

Geeraerts, Dirk (2006) *Cognitive Linguistics: Basic Readings.* Berlin: De Gruyter.

Herman, David (2002) *Story Logic. Problems and Possibilities of Narrative.* Lincoln: University of Nebraska Press.

Herman, David, Manfred Jahn and Marie-Laure Ryan (2008) *Routledge Encyclopedia of Narrative Theory.* London: Routledge.

Herman, Luc and Bart Vervaeck (2019) *Handbook of Narrative Analysis*. Lincoln: University of Nebraska Press.

Locher, Miriam A., and Andreas H. Jucker (2017) *Pragmatics of Fiction*. Berlin: De Gruyter.

Kuzmičová, Anežka (2013) *Mental Imagery in the Experience of Literary Narrative: Views from Embodied Cognition*. Stockholm: Stockholm University Press.

Martínez, María-Ángeles (2018) *Storyworld Possible Selves*. Berlin: De Gruyter.

Palmer, Alan (2004) *Fictional Minds.* Lincoln: University of Nebraska Press.

Sondrin, Sandrine (2020) *Stylistic Manipulation of the Reader in Contemporary Fiction.* London: Bloomsbury.

Additional bibliography

Bell, Alice, Sam Browse, Alison Gibbons and David Peplow (2021) *Style and Reader Response. Minds, Media, Methods.* Amsterdam: John Benjamins.

Brône, Geert and Jeroen Vandaele (2009) *Cognitive Poetics: Gains, Goals and Gaps.* Berlin: De Gruyter.

Eder, Jens, Fotis Jannidis and Ralf Schneider (2010) *Characters in Fictional Worlds. Understanding Imaginary Beings in Literature, Film and Other Media.* Berlin: De Gruyter.

Fauconnier, Gilles and Mark Turner (2002) *The Way We Think. Conceptual Blending and the Mind's Hidden Complexities.* New York: Basic Books.

Halliday, Michael A. K. (1985) *An Introduction to Functional Grammar.* London: Arnold.

Langacker, Ronald W. (2008) *Cognitive Grammar. A Basic Introduction.* Oxford: Oxford University Press.

Levinson, Stephen C. (1983) *Pragmatics*. Cambridge: Cambridge University Press.

Phelan, James (2017) *Somebody Telling Somebody Else: A Rhetorical Poetics of Narrative.* Ohio: The University of Ohio Press.

Ryan, Marie-Laure (1991) *Possible Worlds, Artificial Intelligence, and Narrative Theory.* Bloomington: Indiana University Press.

Simpson, Paul (2004) *Stylistics: A Resource Book for Students.* London: Routledge.

Stockwell, Peter (2002) *Cognitive Poetics: An Introduction.* London & New York: Routledge.

Werth, Paul (1999) *Text Worlds: Representing Conceptual Space in Discourse.* London: Longman.

Xu, Wen, and John R. Taylor (2021) *The Routledge Handbook of Cognitive Linguistics.* London: Routledge.

7. ADDITIONAL PROVISION

The University of Alcalá guarantees that, if due to health requirements, the public authorities prevent teaching activity from taking place on the University's premises, the teaching plans' aims will be met through online teaching and evaluation. The UAH commits to return to face-to-face teaching as soon as said impediments cease.