

Приложение 2

к Положению о программе учебной дисциплины образовательных программ высшего образования – программ бакалавриата, специалитета, магистратуры НИУ ВШЭ

*Approved by the Academic council of the Education programme
'Foreign Languages and Intercultural Communication'
Protocol No. 6 from 26. 08. 2019*

Syllabus

Text analysis and interpretation
(N ECTS)

Author, lecturer (e-mail, web-page)

Department of _____

Meeting Minute # ___ dated _____ 20_

Course Description

Pre-requisites

This course is compulsory to second year bachelor students in the program Linguistics. It provides a foundation to future studies in linguistics, language teaching methodology and multicultural communication.

The course is delivered in the English language and therefore assumes a good proficiency in written and oral English. Reading competence, in particular, should be sufficient for tackling unabridged texts from different styles and genres. The course aims to build on that to enhance students' practical skills in understanding, analyzing and generating texts.

Abstract

This course aims to introduce students to basic concepts of text linguistics and literary analysis as well and to explore how these theoretical premises can be practically applied to identifying, analyzing and generating texts belonging to different functional styles and literary genres, as well as their implications for learning and teaching a foreign language. The course has a twofold practical goal of developing skills in analyzing and understanding academic and literary texts based on their semantic and textual features, structural components and context, and compressing them according to accepted formats (such as plot summary and abstract); and of constructing effective written and oral argument in accordance with standard academic requirements.

Learning Objectives

- Gain an understanding basic concepts in text linguistics and apply them to the analysis of texts of different styles.
- Gain an understanding of theoretical approach to functional styles and apply it to identification, analysis and generation of oral and written texts.
- Explore the concept of context and its types and the ways in which it affects discourse, and apply to gaining deeper insight into the meaning of texts.
- Examine the standards and requirements of the academic writing style, examine academic text types (dissertation, essay, paper, report, etc.), their structure and components; develop skills in understanding and producing written academic texts.
- Survey basic concepts in literature as these are integrated into various genres, such as poetry, short fiction, the novel, and drama; understand the correlation between textual standards and literary elements.
- Examine fundamentals of literary analysis (theme, plot, character, symbolism, etc.) and apply them to analysis of literary texts (poetry and fiction).
- Understand requirements to academic presentations that stem from textual and contextual standards and requirements; practice individual and group presentations on subjects connected to course topics.
- Understand the concept of text compression; examine different formats of text compression depending on context and purpose, acquire practical skills in text compression for the purpose of creating academic abstracts, executive summaries, elements of academic literature review and plot summaries.
- Examine the implications of topics under discussion for intercultural communication in various fields and for teaching foreign languages.

Learning Outcomes

Students will

- understand basic concepts in text linguistics and text analysis, including standards of textuality, functional styles and genres and the role of context and their implications for understanding, analyzing and generating oral and written texts, as well as for intercultural communication and foreign language learning and teaching.;
- be able to identify, understand and analyze texts of different functional styles and genres;
- be able to read texts closely, think critically, and respond to texts in their writing/oral assignments;
- be able to construct effective (written and oral) argument with thesis, supporting ideas and evidence;
- be familiar with the requirements of the academic writing style and to academic presentations, including the types, structure and elements of academic text;
- acquire practical skills in writing elements of academic texts;
- acquire practical skills in making academic presentations;
- understand the purpose, principles and formats of text compression and acquire practical skills in creating academic abstracts and summaries for literature reviews, as well as literary plot summaries;
- learn to use different methods of text interpretation and literary analysis:

- ✓ textual (considering literary elements used in the text to create meaning);
- ✓ contextual (considering elements that are outside the text, but which also influence the writing and perception of texts, such as historical, cultural and biographical)

Course plan

The course is delivered over one academic year in the form of 30 interactive lectures (60 academic hours). Students are expected to devote an equal amount of time to self-study.

	Study topics	60 hrs
1	Course overview. Basic concepts: Text and discourse	2
2	Text as a language unit. Text as a unit of communication. Standards of textuality. Implications for analysis. Implications for language teaching and language learning. Standards of textuality and plagiarism.	6
3.	Register, genre and functional style. Audience, purpose and content. Standards of textuality and their manifestation across texts of different types and genres.	4
2.	Text and meaning. Role of the audience. Open and closed texts. Literary text and the role of the reader. Fake news and underlying linguistic mechanisms.	2
3	Academic text and academic discourse. Textual standards in academic texts. Text organization and text structure. The structure of the academic text: intercultural analysis of student dissertations. Text compression in academic context: Abstract and literature review.	8
4.	International standards of academic and professional communication. Presentation, context and audience. Comparative analysis of presentations (academic, business, TED). Writing an academic paper.	6

5.	Skills for making presentations in international academic environment. Presentation and defense of an academic project proposal.	8
6.	Literary text and literary analysis. Literary genres. Literary text and the reader. Text and context in literature. Literary elements and their interaction. Analysis of a short story.	2
7.	Plot and plot elements. Plot structure (dramatic structure or Freytag's pyramid). "Basic plots" in literature and in life. Analysis of a short story.	2
8.	Setting, its types and elements. Setting in literature and beyond. Analysis of a short story. Writing a response to a literary text.	4
9.	Character. Types of character. Comparative analysis of short stories.	2
10.	Narrative in literature and beyond. Narrator. Point of view. Tone. Comparative analysis of short stories.	4

11	Symbolism. Literary symbol. Figures of speech. Comparative analysis of poems. Symbols beyond literature (art, politics, marketing, etc.).	4
12	Literary elements and their interaction. Overview. Fiction and non-fiction. Is non-fiction a literary genre? Analysis of non-fiction prose samples.	2
8.	Interaction of literary elements. Contrastive analysis of literary elements across literary genres. Literary analysis of a novella	6

Reading

1. Jordan,R. (1999) Academic Writing Course. Harlow: Pearson Education Limited
2. Anderson K., Maclean, J., (2006). Study Speaking. Cambridge: CUP.
3. Campbell, C., Smith, J., (2009) English for Academic Study: Listening: Garnet
4. Jordan, R. (1999). Academic Writing Course. Harlow: Pearson Education Limited.
5. McCormack, J., Slight, J. (2005) Extended Writing and Research Skills.Reading: Garnet
6. Oshima, A., Hogue, A. (1999) Writing Academic English. Harlow: P.E.L.
7. K. J. Mays. The Norton Introduction to Literature. (Twelfth Edition) New York, London: W. W. Norton and Company. <https://filecloud.e.com/The-Norton-Introduct-0393938913.html>
8. S. Thorne. Advanced English Language (2008). Pallgrave Macmillan. <https://storage.googleapis.com/colorado2-gov/Mastering-Advanced-English-Language-Sara-Thorne.pdf>

Literary texts for reading an analysis:

PLEASE NOTE that one or two of the literary works below may be replaced with other works depending on students' interest and proficiency. Such changes will be introduced into this syllabus and announced in class two or more weeks in advance. All literary texts with paragraph numbered and vocabulary and other notes attached will be made available to students in digital format.

1. William Shakespeare. Sonnet 116. <http://www.eng-poetry.ru/PoemE.php?PoemId=731>
2. Margaret Atwood. Happy Endings. <http://www.napavalley.edu/people/LYanover/Documents/English%20123/English%20123%20Margaret%20Atwood%27s%20HappyEndings.pdf>
3. Saki. Sredni Vashtar. <http://www.classicshorts.com/stories/vashtar.html>

4. William Gibson. The Gernsback Continuum. http://lib.ru/GIBSON/r_contin.txt_with-big-pictures.html
5. Somerset Maugham. Louise. <http://lingualeo.com/ru/jungle/somerset-maugham-louise-364214#/>
6. James Thurber. The Catbird Seat. http://theycenter.org/uploads/3/4/3/2/3432754/thecatbirdseat_thurber.pdf
7. Arthur Morrison. Behind the Shade - https://en.wikisource.org/wiki/Tales_of_mean_streets/Behind_the_shade
8. John Fuller. Telephone. In The Oxford Book of English Short Stories . Ed. By A. S. Byatt (1998). Oxford. New York.:OUP
9. <http://www.gbv.de/dms/goettingen/237475154.pdf>
10. Charles Dickens. The Child's Story. <https://americanliterature.com/author/charles-dickens/short-story/the-childs-story>
11. *To the Snowdrop. By Charlotte Smith
12. <https://www.poemhunter.com/poem/to-the-snowdrop/>
13. *To a Snowdrop. By William Wordsworth
14. <https://www.bartleby.com/145/ww469.html>
15. *On Seeing a Tuft of Snowdrops in a Storm. By William Wordsworth
16. <https://www.poets.org/poetsorg/poem/seeing-tuft-snowdrops-storm>
17. The Snowdrop. By Lord Alfred Tennyson
18. http://www.yourdaily-poem.com/listpoem.jsp?poem_id=1380
19. Snowdrop. By Ted Hughes
20. <http://a-poem-a-day-project.blogspot.com/2015/02/day-948-snowdrop.html>
21. Snowdrop. By Alice Oswald
22. <http://thecelticyear.blogspot.com/2011/03/snowdrop-by-alice-oswald.html>

Assessment and Grading:

Assessment will be based on the following assignments. No examination will be set.

	Format		
Quizzes		Modules 1-5	10%
Test: Standards of textuality, styles, register and genres	Match or supply terms and definitions; identify text type and genre of given samples; explain how textual standards are realized in a given sample	Module 1	10%
Individual presentations	Three-minute oral presentation of an academic proposal	Module 2	5%
Group presentations	Oral presentation on a topic of study (individual or cultural context of a literary text such as author's biography and literary career, literary and cultural trends, etc.)	Module 2-5	5%
Draft of academic text	A written draft of a part of project proposal, including abstract	Module 2	15%
Written analysis of literary element	Written response to a set of questions about the way a literary element is manifested in a short story	Module 3	10%

Written response to questions about literary text (including plot summary)	Written analysis of the manifestation and interaction of two literary elements and the manner in which they affect theme and meaning (based on a set of questions)	Module 4	20%
Final test	Match terms and definitions, identify textual standards, elements of text structure, literary elements, genre, etc. in given text samples, compress a text (part of text), analyze a literary element in a short text (part of text)	Module 5	25%
Attendance, participation and bonus points	Attendance taken at every class meeting; participation noted and marked: 2-excellent; 1 - adequate; 0 - inadequate	Modules 1-5	BONUS 5%

Grading:

- ✓ Presentations: these assessment criteria will be comprehensively explained in the course of Module 1.

STANDARDS	Excellent	adequate	vague or lacking
Cohesion	2	1	0
Coherence	2	1	0
Intentionality	2	1	0
Acceptability	2	1	0
Informativity	2	1	0

- ✓ Written response to questions on literary element:

Marks awarded	3	1-2	0	total
Introduction	Clear, relevant to analysis, demonstrates understanding of story	Vague but demonstrates understanding of story and relevant to analysis	Vague or showing insufficient understanding of the story and purpose of analysis	
Development:	Argument clearly developed, all questions adequately	Answers vague, argument	Answers missing or inadequate	

		answered	weak		
	Textual evidence	Clear and relevant to points being made	Insufficient textual evidence or weak support of points being made	Textual evidence inappropriate or lacking	
	Analysis	Integrates classroom analysis with original thoughts; explains and interprets rather than summarizes	Little or no original thought; explanation and interpretation adequate but weak or vague	Analysis lacking or contradicts text	
	Conclusion	Flows logically from analysis; is strong and adequate	Does not follow from analysis but is adequate	Contradicts analysis and/or text or is missing	
TOTAL					

✓ Analysis of literary text:

	Clarity	Relevance	Argument	Examples	Total
Introduction	2* 1* 0*	2 1 0			
Literary element 1	2 1 0	2 1 0	2 1 0	2 1 0	
Literary element 2	2 1 0	2 1 0	2 1 0	2 1 0	
Interaction of lit. elements	2 1 0	2 1 0	2 1 0	2 1 0	
Conclusion (double weight)	2 1 0	2 1 0	2 1 0		X2

*2 - clear and relevant; 1 – vague or incomplete but adequate; 0 – unclear, irrelevant or wrong

- ✓ All written papers should be spell-checked and proofread, and they should be written (printed) in a clear and appropriate style. Inappropriately presented works may be penalized.
- ✓ Cheating and plagiarism are not tolerated and will be penalized.

- ✓ Tests and quizzes: assessment and grading will depend on specific tasks; all assessment criteria will be clearly explained orally before the test and set out in test papers.
- ✓ Tests and quizzes will always be open notes, open book unless stipulated otherwise, however, collaboration between students will not be permitted and may be penalized.
- ✓ Quizzes will not be reset irrespective of the reason for non-attendance. However, attendance and participation will be taken at every class meeting. These marks will be added up and will constitute an extra 5% in addition to 100% for the assessment tasks. Thus students will be able to make up for missed works.
- ✓ Arrangements for resetting the final test may be made under extenuating circumstances and at the discretion of program administrators.

Methods of Instruction

Interactive lectures/seminars including panel discussions, team work, guided discovery activities, jigsaw activities, process, product and genre approaches to writing, task-based learning and flipped classroom

Special equipment and software support:

The usual audiovisual equipment will be used by lecturers and students.