

Stylistics and text analysis

Assessment specifications

Introduction: This course is obligatory for semesters 8 by 4 (2 hours lecture, 2 hours seminar) hours in a week. There are 4 credits are given to this course.

| Ongoing assessment | Self-study | Mid term 1 | Final assessment | TOTAL |
|--|--|------------|--|-------|
| Task 1: Active participation during seminars -20% Task 2: Discussion -10% Task 3: Presentation -10% | Fan kesimida berilgan mavzular bo'yicha mustaqil ishlarni bajarish | Test | Yozma: Stylistic analysis of the text | |
| 40% | 10% | 20% | 30% | 100% |

| Requirements | Description | Deadlines | Points (%) |
|--|--|---|-------------|
| Task 1 - 20% Task 2 - 10% Task 3 - 10% | In order to complete these tasks, you should not just physically participate but be active in the conducted activities on face to face/online classes. | The 2 -4 weeks of each month | 40% |
| Self-Study | Self-Study You will be given a task to complete independently | By the end semester 8 <i>apprx</i> : Weeks 13-14 | 10% |
| Midterm 1 | see Midterm requirements below. | Week 8, Semester 7 | 20% |
| Final | see Final assessment requirements below. | Exam timetable will be shared | 30% |
| | | | 100% |

ONGOING ASSESSMENT

TASK 1 – 20% (attendance and participation)

It's important to not only attend classes, whether in person or online, but also to actively engage in the activities offered. Your participation is a valuable part of the learning experience and is encouraged by the regulations of higher education institutions.

TASK 2

DISCUSSION – 10%

- Students will discuss on the given topic about stylistic features of the words, word layers, different types of stylistic devices during the semester.
- One of the group members is nominated as a moderator, whose task is to chair the discussion, to sparkle the discussion and keep it on track, to prevent conflicts between the members, to make sure that every member has a chance to speak up.
- The moderator introduces the issue and invites group members' views on an importance of the issue, appropriateness of the ideas presented in the article, students' own ideas/considerations regarding the issue, etc.
- effectiveness, appropriateness, advantages of and possible problems with the discussed activity or teaching technique.
- The discussion lasts for 30 minutes.
- At the end the moderator summarizes the discussion.

Criteria for assessment: 20 points

| Criteria | Excellent (10 - 9 pts) | Good (8-7 pts) | Satisfactory 6 -5 pts) | Unsatisfactory 4 - below pts) |
|-------------------|---|---|--|---------------------------------------|
| Task Response | Presents a clear, well-structured argument; effectively engages the audience. | Clearly presents ideas and engages, with minor issues in structure. | Presents argument but lacks clarity or engagement. | Does not present a coherent argument. |
| Critical Analysis | Thoroughly analyzes and critiques ideas with insightful observations. | Analyzes ideas with clear points but lacks depth in critique. | Provides basic analysis but lacks critical depth. | Fails to analyze ideas presented. |

Task 3

PRESENTATION - 10%

Students will prepare 15-minute presentation for the given topic on stylistics, stylistic features of the words in different layers, different stylistic devices and their features, stylistic analysis of the text.

Criteria for assessment: 30 points

| Criteria | Excellent (10 - 9 pts) | Good (8-7 pts) | Satisfactory 6 -5 pts) | Unsatisfactory 4 - below pts) |
|----------------------------|---|--|--|--|
| Task Response | Effectively presents and supports arguments; excellent timing. | Clearly presents arguments with minor timing issues. | Presents arguments but lacks clarity or timing. | Does not present a coherent argument. |
| Critical Analysis | Thoroughly analyzes different approaches, highlighting advantages and disadvantages with insight. | Analyzes approaches with clear points but lacks depth. | Provides basic analysis of approaches; lacks critical depth. | Fails to analyze approaches presented. |
| Suggested Solutions | Proposes insightful and feasible solutions or changes to teaching methods. | Suggests reasonable solutions with minor gaps. | Offers basic solutions but lacks depth or feasibility. | Does not propose any solutions. |

MID-TERM 1**TEST-10 %**

Students will be given a multiple-choice test with the questions taken from the lectures and seminars during the semester and they will choose an answer. There are 30 tests for each right answer 1 point, total 30 points.

SELF-STUDY – 10%

In this task you should write a report of about **12-15 pages (NOT less)** based on the following:

- ◆ Choose a piece of stylistic features of the words and word layers, stylistic analysis of the text, different stylistic devices from the existing textbooks (local school textbooks or modern international course books).
- ◆ Evaluate how the language is treated in the light of the relevant theories and approaches.
- ◆ Give examples to support your points.
- ◆ Suggest ways of adaptation.

Criteria for assessment:30 points

| Criteria | Excellent (10 - 9 pts) | Good (8-7 pts) | Satisfactory 6 - 5 pts) | Unsatisfactory 4 - below pts) |
|-----------------------------------|---|---|--|---|
| Task Response | Fully meets word count and relevance requirements. | Meets word count and relevance with minor issues. | Meets minimum requirements but lacks some relevance. | Does not meet word count; irrelevant content. |
| Critical Analysis | Thoroughly analyzes materials with clear connections to relevant theories; supports with strong examples. | Analyzes materials well, connecting to theories with adequate examples. | Provides basic analysis but lacks depth or clarity in connections. | Fails to analyze materials or connect to relevant theories. |
| Suggestions for Adaptation | Proposes insightful and practical adaptations, clearly justified with examples. | Suggests reasonable adaptations with some justification. | Offers basic suggestions but lacks depth or clarity. | Does not propose any relevant adaptations. |

FINAL ASSESSMENT – 30%

In this task you should conduct a 10-minute individual micro teaching session showcasing your understanding of stylistics, stylistic features of the words in different layers, different stylistic devices and their features, stylistic analysis of the text and their application in teaching specific language systems (grammar, vocabulary, phonology) for effective communication.

Follow the instructions below: Instructions:

Introduction: briefly define the text type (the functional style and the genre), the topic, the problems raised, the cultural and historical background of the author and his text. Useful tips: The first step includes defining the type of the text you are analysing.

- ◆ Does the text represent fiction / Belles Lettres Style or non-fiction?
- ◆ Is it a whole text or an extract?

If it is fiction what genre does the text represent? It should be noted that many texts have features of more than one genre (social, psychological, biographical, autobiographical, humorous, satirical, historical, detective, love, science fiction, fantasy, fairy tale, parable, allegory etc.). Such texts can be classified as the texts of a complex or mixed nature. The next step would be defining the topic, the subject and the problems.

- ◆ What is the text about?
- ◆ What is the focus of the author's attention?
- ◆ What aspects of the topic are touched upon in the text?

In the introduction it is also essential to consider the historical and cultural backgrounds of both the author and his text. These would include some biographical facts about the writer, especially his ethical, esthetical, political etc. views, his belonging to a certain literary and cultural tradition as well as the elements of the setting of the story, including the time and place of the action, some cultural and historical realia present in the text.

Analysis of the text

The analysis of the text starts with presenting its summary. Useful tips: Summarising the text must be done in accordance with certain rules. First of all, you should select all important facts and events omitting unnecessary details, then order them chronologically (or logically, depending on the type and genre of the text) using appropriate connectors and linking expressions. It should be remembered that no matter what register and style the original text belongs to, the summary should be written in the neutral style. Wherever possible, paraphrasing should be preferred to quoting.

The plot and the verbal composition of the text.

The next point could be commenting on the composition of the plot and the verbal composition of the text.

Useful tips in text analysis: The classical structure comprises three main parts in a story – the exposition, the plot and the epilogue.

The exposition usually contains the setting of the scene (i.e. the time and place of the action) and some preliminary information about the topic and subject of the story, its main characters etc. By nature it is a static part of the story and contains no action. The plot consists of a series of episodes relating to the development of the central conflict of the story. It usually starts with the so-called narrative hook, which introduces the conflict and begins the dynamic (sometimes, dramatic, and in that case we may call it suspense) action aiming at the ultimate resolution of the conflict. The highest point in the development of the plot is called the climax. The series of events preceding the climax is usually termed, rising action, whereas post-climax events are falling action coming to a resolution (or dénouement). When all the action is over, the author may supply some extra information about the following events, the after-life of the story characters etc. Similarly to the exposition, this part of the story is static rather than dynamic, and

is called the epilogue. It should be noted, that the above-described three-part structure is by no means the universal type, which can be applied to all existing fiction texts. The composition of a story is a matter of the personal choice of the author, who may decide to end the story just at the point of its climax, or, start it in the middle of the action, or introduce chronological steps back in the action. A special feature of the story composition is a framed story, or a story-within-a-story. In such stories, the theme and the main conflict are developed within the 'inner story', related by one of the characters of the 'outer story' (or a frame). The verbal composition concerns the modes of presenting the story. Narration moves the plot and can be presented from different points of view: the first person, the third person, a limited third person (the story is presented through the limited perspective of one of the characters), a shifting point of view; there can also be the author-observer (observing the characters' actions but not penetrating in their thoughts and feelings), as opposed to the omniscient author (knowing all about the characters' inner life, their past and sometimes even the future). These points of view are important in the process of conveying the author's attitudes and ideas to the reader, creating a certain tone or atmosphere in the story. Description usually has emotional-evaluative implications depending on the choice of vocabulary and imagery. Characters' speech exists in emotive prose in the form of a monologue/inner monologue, dialogue. Besides there can be digressions (the author's remarks breaking the narration and containing some personal reflections concerning the story, its theme, problems, setting or characters)

Characters of the story

Another aspect of a story is represented by characters.

Useful tips:

Since all fiction stories include some action (which makes it different from other types of texts, e.g. essays), they necessarily have a character, or, more frequently, several characters to perform this action. Traditionally, all characters are divided into principal (or main) and secondary ones. Those, who form the focus of the author's (and, hence, the reader's) attention, and take an active part in the central conflict of the story are the main characters, others serve as the background for the portrayal of the main characters and their conflict. If there is only one main character in the story, he is sometimes called the protagonist, his main opponent in the conflict would be then the antagonist. Also, in literary criticism there are further terms to describe different types of characters: static vs. dynamic (the former stay virtually the same as regards their traits of character, values, attitudes etc, whereas the latter undergo some serious changes in the course of the story events) and also round vs. flat (the former are drawn in detail, including the characteristic of their inner selves, the latter are more or less schematic). The analysis of the characters should include (if the text supplies the necessary details, or, at least implies them) their physical description, social background, some distinctive traits of their character, their typical ideas, attitudes, manner of speech (which can be very characteristic and suggestive), actions, relations with other characters and their role in the central conflict, and, finally, the author's attitude towards them (whether it is directly revealed or implied implicitly).

Stylistic features of the text

The next part of the analysis deals with the stylistic features of the text. It focuses on the language register, or combination of different registers (formal, semi-formal, neutral, semi-informal, informal; high-flown, poetic, casual, colloquial etc.) employed by the author, on syntactic peculiarities of the text (types of sentences prevailing, rhetoric questions, elliptical or inverted phrases, parallel constructions), special choice of the vocabulary (terms, dialectisms, slang etc.), stylistic tropes (see a short description of some of them below), and the general tone or atmosphere of the text (serious, light, elevated, solemn, ironical, humorous, gloomy and so forth). The thorough analysis of these features will enable you to define the author's position, his/her attitude towards the subject of the story and its problems, towards the characters and their actions, and finally to understand properly the author's message, the main idea of the story. Sometimes these attitudes and the message are expressed openly and directly (usually in the beginning or the end of the story), but more often than not it is revealed indirectly in the whole

complex of linguistic and stylistic peculiarities of the text, in the author's characteristics of the characters, in the atmosphere created by the author in the story. Hence, the analysis of stylistic features of the story has a principal importance for the proper understanding of its message.

What messages does the system of images convey? Please read more [here](#)

Steps in Text Analysis

Step 1a Introduction: briefly define the text type (the functional style and the genre), the topic, the problems raised, the cultural and historical background of the author and his text.

Step 1b The next part of the analysis deals with the stylistic features of the text.

Step 2a What messages does the system of images convey? Stylistic devices.

Step 2b If it is non-fiction, what is the genre? (a public speech, an advertisement, an academic text, a letter, a feature article, a polemic article etc.)

Step 3a 1) What is the structure of the prosaic text? (narration, description, characters' speech)

2) What compositional elements can we see there? (exposition, the narrative hook, development of action, climax, disentanglement) 3) What mood or atmosphere is created by the author with the help of stylistic devices and the choice of verbs, nouns and adjectives? 4) What are the attitude and the tone of the text under analysis (positive negative, ironical, lyrical, sad, and joyful) 5) How do the actions and the speech of personages characterize them? 6) What are the relations between characters' speech and the author's remarks in drama? Also consider 3), 4), 5).

7) What is the rhyme pattern of a poem? 8) What metre does the poet use? (Trochee, Iambus, Dactyl, Amphybrach, Anapaest); or is it blank / free verse? 9) What is the rhythm of the text? (relevant for both prose and poetry) 10) Consider points 3) and 4). 11) Are there any allusions or cultural realia in the prosaic, dramatic or poetic text?

Step 3b 1) What is the structure of the text? Can you see any specific patterns used? 2) What is the purpose of the text? (to inform, to persuade, to influence, to urge, to warn) 3) What linguo-stylistic means are used by the author to achieve the purpose? 4) What are the attitude of the author and the tone of the text under analysis? 5) What prevails in the text logics or emotions? 6) Are there any allusions or cultural realia in the text? Explain them.

Step 4 What is the author's message?

Step 4b What is the author's message?

Conclusion

Once again enumerate the means with the help of which the author conveys the message and achieves the goal of communication with the reader. The final step of the text analysis includes your personal impressions and attitudes towards the story, its subject, problems, stylistic features and the message.

40 points

| Criteria | Excellent (10 - 9 pts) | Good (8-7 pts) | Satisfactory 6 -5 pts) | Unsatisfactory 4 - below pts) |
|-----------------------------|---|---|---|--|
| Analysis of the text | Clear objectives, engaging activities, and solid assessments. | Good objectives and activities; assessments mostly appropriate. | Basic objectives and activities; assessments need more clarity. | No clear objectives; irrelevant activities and assessments |

| | | | | |
|--------------------------|---|---|--|--|
| Task Response | Meets wordcount and is highly relevant. | Meets wordcount with minor relevance issues. | Meets minimum requirements; some relevance. | Does not meet word count; irrelevant content. |
| Critical Analysis | Deeply analyzes approaches in various contexts. | Analyzes approaches well but lacks some depth. | Basic analysis; limited context consideration. | No analysis of approaches in different contexts. |
| Support | Strongly supports arguments with relevant examples. | Provides good support, but some examples may lack detail. | Basic support, lacking depth or relevance. | No relevant support provided. |