教学日历

课程名称：<u>语体学</u>

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Session 1	
Topic	Introduction
Content	This introductory session opens with the course description – the objectives, contents, methodology, requirements, and assessment of the course, so that the students are well aware of what they can expect from the course, and what they are expected to do during the course. Most of the time in this session is devoted to the introduction to the basic issues about the academic area Stylistics, such as the definitions of Style and Stylistics, the aim, tasks, procedure, and method of stylistic analysis. Quotations are presented to students in order to stimulate their thinking.
Session 2	
Topic	Origin and development of stylistics
Content	This session gives a brief review of the development of Stylistics, from its precursor, Greek Rhetoric, to modern stylistics. Some important landmarks during the development of Stylistics are highlighted.
Session 3	
Topic	Text varieties-early literature
Content	This session first reviews the main items of literature about the attempts to classify varieties of English and then introduces the concept of register. The literature review starts with Martin Joos' (1961) *The Five Clocks,* which classifies the English language into five styles, namely, the frozen, the formal, the consultative, the casual, and the intimate. Other items include Michael Gregory's (1967) "Aspects of varieties differentiation," Crystal and Davy's (1969) *Investigating English Style,* Gregory & Carroll's (1978) *Language and Situation: Language Varieties and Their Social Contexts*. Broadly speaking, the

	English language can be classified into varieties according to the user—dialectal varieties (dialects), and varieties according to use—diatypic varieties (registers) (Halliday 1978: 35). In this light, the students should see that "the English language" is in fact not a single homogeneous phenomenon, but rather a complex of many different "varieties" of language in use in all kinds of situation in many parts of the world.
Session 4	
Topic	Introduction to the idea of register
Content	Identify registers. Present text samples to test students' register awareness and sensitivity.
Session 5	
Topic	Introduction to the idea of genre
Content	Present the problem of classifying texts from a register perspective. Introduce the need of looking at texts from a different perspective.
Session 6	
Topic	Text varieties—20th century development
Content	Definitions of genre given by different strands of genre studies. Their emphasis, similarities and differences; Martin's definition and explanation of genre from the point of view of communication context; Swales' definition of discourse community and rhetorical purposes.
Session 7	
Topic	Register analysis framework
Content	The components of register analysis: the system of situational characteristics; description of linguistic features and the connection between the two.
Session 8	
Topic	Register analysis activity
Content	Use the register analysis framework to analyze the texts, Critical Thinking. One is written and the other is spoken.
Session 9	
Topic	Typical spoken registers
Content	Summarize the typical features of conversation and news reporting as typical examples of spoken and written texts.
Session 10	
Topic	Typical written registers
Content	Analyze text samples from news reporting, academic prose and fictions to show the typical features of written English

Session 11	
Topic	Analysis of style at the lexical level
Content	Style resides at the phonological, lexical, syntactic, and discourse levels. Leech & Short's (1981) classified stylistic features at these linguistic levels into four main "linguistic and stylistic categories". With the concept of "levels of style" defined, this session touches upon the conventional method of stylistic analysis: Description – Interpretation – Evaluation. But before the description stage, three preparatory stages are essential: First impression – Observation – Picking up stylistically significant features. Sample passages are presented to students for them to observe and describe what they think are stylistically significant features.
Session 12	
Topic	Analysis of style at the syntactic level
Content	Use literary texts for stylistic analysis. This session focuses on the conventional method of stylistic analysis. Students are encouraged to observe and pick up stylistically significant features in sample literary and non-literary passages. The focus can be on any one of the linguistic levels. With the teacher's guidance, the students are expected to describe the features using terms in traditional grammar, explain their meaning and evaluate how these features contribute to the theme of the text, and what effect these features create on the reader.
Session 13	
Topic	Analysis of style at the syntactic level
Content	Style at the syntactic level. Describe the syntactic features in the passages from literary works and explain the stylistic significance. The purpose of this activity is to increase students' stylistic awareness and enable them to gain more insight about linguistic choice in literary works.
Session 14	
Topic	Analysis of style at the discourse level
Content	Style at the discourse level. First give the students a sense of text patterns before introducing the theory of rhetorical structure theory.
Session 15	
Topic	Text structure theory
Content	What makes a text a text? What is the communicative purpose of a text as a language event? How is it achieved through the text?

	How to make participants and observers recognize the text as a communicative event?
Session 16	
Topic	The idea of discourse pattern
Content	Hoey's problem-solution pattern.　Signalling in discourse: a functional analysis of a common discourse pattern in written and spoken English
Session 17	
Topic	Predictive categories in expository text
Content	Textbook chapters
Session 18	
Topic	Stylistic analysis of science popularization
Content	Analyze the patterns of science popularization
Session 19	
Topic	Genre theory
Content	The definition and the features of genre, why take a genre perspective on texts
Session 20	
Topic	Genre analysis, Move analysis practice
Content	RA introduction move analysis
Session 21	
Topic	Metadiscourse
Content	Hyland's framework of interpersonal metadiscourse
Session 22	
Topic	Different approaches to stylistics: From Jakobson to the present
Content	The landmark of modern stylistics is Roman Jakobson's "Closing statement: Linguistics and Poetics", at the *Style in Language* international conference, Indiana University, 1958. To understand why this statement is a landmark, it is important to answer the following questions based on Jakobson's statement: What is the relationship between poetics and linguistics? Is 'literary studies' equal to 'literary criticism'? Why (not)? What are the factors inVolved in any verbal communication? What are the functions of language? What is the indispensable feature inherent in any piece of poetry? What is the relationship

	between linguists and literary scholars? The lecture is concluded by pointing out the weaknesses of Jakobsonian, formalist stylistics: It studies all the instances of repetition and parallelism, as well as deviated features, and strikes one as mechanical, lifeless, sterile exercises. The analysis is largely irrelevant to the interpretation of the literary work.
Session 23	
Topic	Functionalist Stylistics
Content	Functionalist stylistics evolved as an attempt to solve the fundamental problem of Jakobsonian, formalist stylistics, to close or at least narrow the gap between analysis and interpretation. The functionalists introduce a new criterion of stylistic significance: direct functional relevance to the interpretation of the literary text. In other words, a formal feature is only considered stylistically significant if it is functional, if it has a particular meaning or effect or value. Halliday set a example of applying systemic functional linguistics in stylistic analysis of literary texts with his influential work "An inquiry into the language of William Goldings's *The Inheritors"*. The following questions will be posed to students for consideration: What is Halliday's main concern in this paper? What are the essentials of functional theory of language? What is foregrounding? How important is statistics? How does Halliday's analysis of *The Inheritors* help you understand the nature of functionalist stylistics?
Session 24	
Topic	Application
Content	Use functional grammar to analyze texts; transitivity
Session 25	
Topic	Critical stylistics: Introduction
Content	Analysis, evaluation. In this session, the background in which critical stylistics emerged is first briefly reviewed. Then the motivation, purpose, and theoretical framework are discussed for taking a critical perspective toward style. The discussion should clarify the following issues. First, the main concerns of critically stylistics are the relationship between language and ideology, the social and political ideologies constructed in texts. Second, the purpose of stylistic analysis is demystificatory, to unmask ideologies, to denaturalize common sense assumptions and, ultimately, to enable and empower readers. Third, critical stylistic analyses are largely based on Halliday's systemic-functional grammar, which sees language as a resource for making meaning, a meaning potential in and through which social reality is constructed and reproduced, a social semiotic that constitutes the "reality" of the culture.

Session 26	
Topic	Critical stylistics: Evaluation
Content	To encourage students to take a critical perspective toward linguistic style, this session focuses on the theoretical framework of Evaluation. It opens with a brief definition of the term Evaluation, which refers to a set of language resources as evaluative language, a set of meanings realized through language, a set of functions or activities carried out by the speaker/writer. Students are encouraged to identify both explicit and implicit evaluative markers. Then they are expected to interpret these features, for example, how cultural values, the relationship between the entities in the text and those values, a relationship between writer and reader are construed. In the analysis process, students can also identify the identity of the speaker, actions inVolved, and Voices that are worth evaluating.

Session 27	
Topic	Feminist stylistics: Introduction
Content	This session opens with a brief review of gender and language, gender and related fields, and the background in which feminist stylistics emerged. Then the motivation, purpose, and theoretical framework are discussed for taking a feminist perspective toward style. The discussion should clarify the following issues. First, the main concern of feminist stylistics is the representation of women in texts. Second, the purpose of stylistic analysis is to unmask the patriarchal ideologies, increase critical feminist awareness, which might lead to resistance and, ultimately, linguistic and/or social change. Third, feminist stylisticians often use Hallidayan transitivity analysis to examine critically the representations of women in literature and popular culture.

Session 28	
Topic	Feminist stylistics: method and procedure
Content	This session is devoted to the reading of an influential feminist stylistic analysis: "Through glass darkly: through dark glasses: On stylistics and political commitment – via a study of a passage from Sylvia Plath's *The Bell Jar"*. The aim of the reading is not only to understand feminist' assumptions of stylistics analysis, but also familiarize the students with the method and procedure of analysis. The following questions should be answered: What is the popular assumption of stylistic analysis according to Burton? Does Burton think that stylistic analysis is objective? What is her theoretical assumption? What does Burton think is the responsibility of literary criticism and stylistics? For what purpose does Burton examine the linguistic pattern in Plath's *The Bell*

	Jar? What suggestions does Burton offer to stylistics teachers? Finally, students should be clear what reality is constructed and how linguistic features construct the reality and contribute to the understanding of the meaning of a text.
Session 29	
Topic	Pedagogical stylistics: Introduction
Content	This lecture first reviews the history and development of pedagogical stylistics. The review will leads to a clarification of the purpose and scope of pedagogical stylistics. According to this tradition, stylistic analysis as a way of reading can be of direct use to students, both in mother tongue language learning and in English as a foreign language context, not only to improve students' reading and writing skills, but also increase their awareness of different uses of language. Such insight is still valuable today to promote students' awareness of how language works formally and functionally so as to enable them to perceive the subtleties of linguistic choices present in a text and the effects that these choices produce in the reader.
Session 30	
Topic	Pedagogical stylistics: Applications
Content	This session uses examples to show the pedagogical value of stylistic analysis in developing students' skills in reading, writing, speaking and translating. Promoting students' stylistic awareness can improve their ability to perceive the subtleties of linguistic choices and the effects that these choices produce in the reader, and ultimately improve the accuracy and appropriateness of language choice in their own language use.
Session 31	
Topic	Cognitive stylistics
Content	This session introduces the purpose and method of cognitive stylistics. From a cognitive perspective, linguistic behavior and habits reflect cognitive behavior and habits, or, in other words, the way we speak reflect the way we think, the mind style. So cognitive stylistic analysis tries to link linguistic patterns to the projection of mind style. Cognitive stylistics is concerned about mental processes, how assumptions, expectations and beliefs of the speaker and hearer enter into the construction and interpretation of the text. The tools for analysis include cognitive psychology, discourse psychology, cognitive linguistics, psychiatry, neuroscience, etc.
Session 32	
Topic	Corpus stylistics

Content	This final session gives a brief introduction to other directions in stylistics (narrative stylistics, socio-cultural stylistics, corpus stylistics, etc.), discusses the association between stylistics analysis, discourse analysis and genre analysis, and highlights the relationship between linguistics, literary criticism, and stylistics.

Required reading (按阅读的先后顺序）

Verdon, P. Style. Vo. 12: 196-210 *

Wale, K. Stylistics Vo. 12: 213-217

Biber, D. Register: Overview. Vo. 10: 476-482

Emmott et al. Sentence Fragmentation: Stylistic Aspects. Vo. 11: 241-251,

Sanders, T. & Paat, H.P. Cohesion and Coherence: Linguistic Approach. Vo.2: 591-595

Bateman, J. & Delin, J. Rhetorical Structure Theory. Vo. 10: 589-597

Hoey, M. Problem–Solution Patterns. Vo. 10: 112-115

Sanford, A. Coherence: Psychological Approach. Vo. 2: 585-591

Buffon, Discourse on Style. Essays in Stylistic Analysis. New York: Harcourt Brace Jovanovich Inc., 1972

Stockwell, P. Invented Language in Literature. Vo. 6: 3-10

Peer, W. van and J. Hakemulder, Foregrounding. Vo. 4: 546-550

Jakobson, R. 1958. "Closing statement: Linguistics and Poetics", In Weber, J. J. (ed.) The Stylistic Reader—From Roman Jakobson to the Present. Arnold, 1996.

Halliday, M.A.K. "An inquiry into the language of William Goldings's *The Inheritors"* In Weber, J. J. (ed.) The Stylistic Reader—From Roman Jakobson to the Present. Arnold, 1996.

Thompson, G. & Hunston, S. Evaluation in Text. Vo. 4: 305-312

Leeuwen, T. van. Critical Discourse Analysis. Vo.3: 290-294

Mills, S. Feminist Stylistics. Vo. 12: 221-223;

Cameron, D. Gender, V4: 733-757

Burton, D. Through glass darkly: through dark glasses. In Weber, J. J. (ed.) The Stylistic Reader—From Roman Jakobson to the Present. Arnold, 1996.

MacMahon, B. Stylistics: Pragmatic Approaches, Vo. 12: 232-236

Short, M. Discourse Analysis and the Analysis of Drama. In Weber, J. J. (ed.) The Stylistic Reader—From Roman Jakobson to the Present. Arnold, 1996.

Zyngier, S. Stylistics: Pedagogical Applications. Vo. 12: 226-232

Cook, G. Texts, Extracts, and Stylistic Texture. In Brumfit, C.J. and Carter, R.A.(ed), Literature and Language Teaching. Oxford: Oxford University Press, 1986.

McKay, S. Literature in the ESL Classroom. In Brumfit, C.J. and Carter, R.A.(ed), Literature and Language Teaching. Oxford: Oxford University Press, 1986.

Sanders, T. & Sander, J. Text and Text Analysis. Vo. 12: 597-607

Burke, M. Cognitive Stylistics. Vo. 12: 218-221

Wynne, M. Stylistics: Corpus Approaches, Vo. 12: 223-226,

Stockwell, P. Schema Theory: Stylistic Applications. Vo. 11: 8-13

Semino, E. Mind Style. Vo. 8: 142-148

Burke, M. Emotion: Stylistic Approaches. Vo. 14: 127-129

Toolan, M. Representation of Speech and Thought. Vo. 11: 698-710

Corbett, J. Genre and Genre Analysis. Vo. 5: 26-32

* Brown, Keith (editor-in-chief), Anderson, Anne H. et al. *Encyclopedia of language & linguistics* [M]. Amsterdam; London: Elsevier, 2006.