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**610427-EPP-1-2019-1-EE-EPPKA2-CBHE-JP  
(2019-2023)**

# **SYLLABUS OF THE UPDATED COURSE**



## **ENGLISH STYLISTICS (BA LEVEL)**

**Prepared by the MultiEd team**

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Summary of the updated course under the umbrella of the MultiEd project # 610427-EPP-1-2019-1-EE-EPPKA2-CBHE-JP	
“English Stylistics”, BA	
V.O.Sukhomlynskyi National University of Mykolaiv	
<b>Master/bachelor level</b>	Bachelor level
<b>Branch of knowledge</b>	014 Secondary Education
<b>Specialization</b>	014.021 "English Language and Literature"
<b>Qualifications</b>	Teacher of foreign languages
<b>Form of education</b>	Full-time
<b>Status of the discipline</b>	Cycle of professional courses. Compulsory course
<b>Course prerequisites</b>	Practical Course of English, Grammar Categories and Practical Grammar of English, English Phonetics, English Lexicology, English and American Literature, Linguistics
<b>Semester of the course</b>	Year 4, semester 8
<b>Course Volume</b>	4 ECTS 120 hours 36 hours of class work 84 hours of self-study and consultations
<b>Form of final control</b>	Exam (passed - A, B, C, D, E, failed - F)
<b>Course language</b>	English
<b>Developers</b>	Myronenko Tetyana, PhD, V.O. Sukhomlynskyi National University of Mykolaiv, Dobrovolska Lesia, PhD, V.O. Sukhomlynskyi National University of Mykolaiv
Brief Course Description (up to 2000 symbols)	
<p>The course “English Stylistics” is designed for BA students whose specialty is Secondary Education (English Language and Literature). The prerequisites of the Course introducing are the following courses: Practical Course of English, Grammar Categories and Practical Grammar of English, English Phonetics, English Lexicology, English and American Literature, Linguistics. The course “English Stylistics” is a branch of general Linguistics that studies language means on all the language levels from expressiveness, emotiveness, imaginary and evaluation points of view, the effect of the author’s message and its impact on the reader or listener in the form: sender-message-receiver. The aim of this course is twofold: to get acquainted the students with the notion “Stylistics” and its derivatives, to examine the words, sounds, structure, stylistic devices in the text; to teach and encourage students to use the tools of the Stylistics during the work with additional texts. In the process of studying the course, the students learn characteristics of functional styles in native and foreign languages.</p> <p>Method of instruction: The teaching of this discipline is based on a combination of lectures, practical classes and various forms of independent work of students on the basis of blended learning.</p> <p>Course requirements: students are expected to attend classes on a regular basis, complete readings before each class, and be fully prepared for class discussion (with presentations, case studies, completed</p>	

assignments, questions and contributions).

The course employs CLIL (Content and Language Integrated Learning) approach where the subject is taught in English with the focus on both the content and the language.

The course is updated in terms of the Erasmus+ Project 610427-EE-2019-EPPKA2-CBHE-JP Foreign Language Teacher Training Capacity Development as a Way to Ukraine's Multilingual Education and European Integration (MultiEd).

### New, Updated, and Modified Components

Assessment and Feedback Approach  
Course Quality Monitoring  
Teaching and Learning Methods  
Literature and References

### A. Key Terms and Notions

Style, expressive means and stylistic devices, stylistic differentiation, connotation, denotation

### B. Course Aim

The course aims to acquaint students with the means of expression and stylistic devices in English, the formation of students' skills in stylistic interpretation of texts

### C. Competencies

Generic competencies	ability to communicate in a second language; capacity to learn and stay up-to-date with learning; ability to work in a team; ability to be critical and self-critical, to express and communicate own opinion; knowledge and understanding of the subject area and understanding of the profession; ability to evaluate and maintain the quality of work produced.
Specific competencies	identify linguistic units, the relations among them and processes affecting them; awareness of the relationship between the theoretical approaches and methodological practice; ability to reflect on one's own values and to question concepts, ideas and theories.

### D. Learning Outcomes

SEL1	to apply conceptual knowledge to differentiate among Functional Styles
SEL 2	to be able to demonstrate an understanding of the basic theories and key concepts of Stylistics of the English language
SEL 3	to comprehend, analyse and interpret the author's utterance according to stylistic components and representations
SEL 4	to be able to communicate efficiently in different settings employing various expressive means and stylistic devices
SEL 5	to be able to integrate the obtained knowledge from the subjects that are the prerequisites of the discipline by stylistic analyses of the author's utterance
SEL 6	to improve collaboration skills, to use the acquired skills in order to operate confidently in international and / or multilingual communities

### Assessment and feedback approach

#### Teacher-based approach

Type of work, activity, task	Max points	Extra information
The student's participation in:	Total 20 (5*4)	Feedback is given regularly during the classes

<ul style="list-style-type: none"> <li>– class and/or online discussions;</li> <li>– independent work</li> <li>– individual work</li> <li>– work in Moodle</li> </ul>		
Test	Total 20 (4*5)	<p>During the course at the end of each Module</p> <p>A test online consists of 10 questions with the four variants of the answer. Each correct answer equals 0,5 point.</p> <p>Questions represent theoretical and practical issues introduced within the course.</p> <p>Explanation for every question is embedded in the test automatic feedback.</p>
<b>Peer assessment</b>		
Presentation	30 (2*15)	<p>*2 during the course (Module 4,5)</p> <p>Delivering a 10-minute oral presentation. Can be done in small groups.</p> <p>Written/oral feedback is given after the presentation.</p>
<b>Course Final Assessment</b>		
<b>Type of work, activity, task</b>	<b>Max points</b>	<b>Extra information</b>
Essay	30	<p>A comprehensive essay on the course theme subject up to 250 words.</p> <p>Relevance to the topic, correct introduction, logically connected paragraphs, conclusion, original ideas and correct grammar.</p>
<b>Total:</b>	100	

Criteria / Points	Assessment Criteria for Presentation (PPT) – (15 points )			
	Descriptors			
	15 Excellent	11 Good	7 Satisfactory	3 Unsatisfactory
<b>Content</b>	The content fully meets the objectives of the task	The presentation is coherent and covers the main tasks, but the conclusions are not clearly defined	The content of the presentation does not fully cover the task, though it is relevant to the main goal	The project is not coherent, the goals and conclusions are missing
<b>Language</b>	The presentation is well delivered (clear, accurate and well-organized speech) with a wide range of advanced grammatical constructions and advanced vocabulary	Students use a wide range of advanced grammatical constructions, vocabulary is advanced with some minor grammatical, pronunciation mistakes	Students use simple grammatical constructions and vocabulary, making minor mistakes	Students use simple grammatical constructions and vocabulary, making major mistakes
<b>Structure</b>	Logical and coherent presentation of the topic: information has a logical structure, flows from one section to another, and can be	The information is logically structured, successfully used charts, audio, video and visual effects with minor timing mistakes	The information is structured, charts, audio, video and visual effects are used, but not logically	The information is not well-structured, charts, audio, video and visual effects are not used

	easily followed and understood. Successful use of charts, audio, video and visual effects			
<b>Research</b>	Profound research relevant to the topic with up-to-date resources used, it is presented adhering to the principles of academic integrity	Research relevant to the topic, though some contemporary resources are missing with minor mistakes in their presentation	Basic research relevant to the topic with minor mistakes in their presentation	Elementary research based on a limited number of resources with major mistakes in their presentation
	*2 – the work does not reach a standard described by any of the descriptors given above *0 – the work has not been done			
<b>Criteria / Points</b>	<b>Assessment Criteria for Essay ( 30 points)</b>			
	<b>Descriptors</b>			
	<b>30 Excellent</b>	<b>22 Good</b>	<b>14 Satisfactory</b>	<b>6 Unsatisfactory</b>
<b>Content</b>	Relevance to the topic. Substantial, specific and illustrative content demonstrating strong development and sophisticated ideas	Sufficiently developed content with adequate elaboration or explanation	Limited content with inadequate elaboration or explanation	Superficial or limited content
<b>Language</b>	Use precise language, varied sentence beginnings, and varied sentence patterns to express ideas. Precise, illustrative use of variety of words. Evident control of grammar, mechanics and spelling	Generic use of variety of words. Sufficient control of grammar, mechanics and spelling	Limited use of variety of words. Limited control of grammar, mechanics and spelling	Minimal use of variety of words. Minimal control of grammar, mechanics and spelling
<b>Structure</b>	Correct introduction, logically connected paragraphs, conclusion, original ideas. Sophisticated arrangement of content with evident and subtle transition	Paragraphs are logically connected with functional arrangement of content that sustains a logical order with some evidence of transition	The paragraphs are structured but not logically with confused or inconsistent arrangement of content with attempts at transition	Minimal control of content arrangement and sentence structure

<b>Research</b>	Profound research relevant to the topic with up-to-date resources adhering to the principles of academic integrity.	Research relevant to the topic, though some contemporary resources are missing with minor mistakes	Basic research relevant to the topic with minor mistakes	Elementary research based on a limited number of resources with major mistakes
	*5 – the work does not reach a standard described by any of the descriptors given above *0 – the work has not been done			

<b>Course Quality Monitoring</b>
1. Syllabus feedback from internal and external (peer-)reviewers 2. Feedback from enrolled students 3. Students' performance in the course