General assessment guidelines for

ENG2167/4167 Linguistics and literature in English

Reading

A selection of papers and book chapters made available on Canvas, some of which is supplemental. Only the central reading is listed here (in the order encountered in the course):

Chapter 1 of Chapman, R. (1982). *The Language of English Literature*. London: E. Arnold.

Chapter 2 of Leech, G. N., & Short, M. (2007). *Style in Fiction - A Linguistic Introduction to English Fictional Prose.*

Leech, G. (1985). Stylistics. In T. A. van Dijk (Ed.), *Discourse and Literature* (pp. 39–57). Amsterdam: J. Benjamins.

Chapter 10 (pp. 255–281) of Leech, G. N. & Short, M. (2007). *Style in Fiction : A Linguistic Introduction to English Fictional Prose* (2nd ed.). New York: Pearson Longman.

Chapter 1 (pp. 5–31) "Narrating" of Wood (2008) How Fiction Works. London: Jonathan Cape

Chapman, S. (2014). 'Oh, do let's talk about something else-': What is not said and what is implicated in Elizabeth Bowen's *The Last September*. In S. Chapman & B. Clark (Eds.), *Pragmatic Literary Stylistics* (pp. 36–54). Basingstoke: Palgrave Macmillan.

Wilson, D. & Sperber, D. (2012). Explaining irony. In *Meaning and Relevance* (pp. 123–145). Cambridge: Cambridge University Press.

Chapter 8, Conceptual metaphor, of Stockwell, P. (2019). *Cognitive poetics: An introduction*. Routledge.

Clark, B. (2009). Salient inferences: Pragmatics and *The Inheritors*. *Language and Literature*, *18*(2), 173–212.

Wilson, D. (2011). Relevance and the interpretation of literary works. *UCL Working Papers in Linguistics*, *23*, 69–80.

Chesters, T. (2018). The lingering of the literal in some poems of Emily Dickinson. In T. Cave & D. Wilson (Eds.), *Reading Beyond the Code* (pp. 149–163).

Banks, K. (2018). 'Look again', 'Listen, listen', 'Keep looking': Emergent properties and sensorimotor imagining in Mary Oliver's poetry. In T. Cave & D. Wilson (Eds.), *Reading Beyond the Code* (pp. 129–146)

Learning outcomes

The exam (term paper) tests the following learning outcomes as specified in the course descriptions
https://www.uio.no/studier/emner/hf/ilos/ENG2167/
https://www.uio.no/studier/emner/hf/ilos/ENG4167/

ENG2167
After completing this course you will:

- be familiar with the application of some linguistic theories to the analysis of literary texts
- have knowledge of some theoretical accounts of figurative speech and poetic effects
- have some insight into the contested notion of the meaning of a literary text
- have skills in scholarly writing that applies one or more linguistic theories to literary texts

ENG4167
After completing this course you will have:

- be familiar with the application of linguistic theories to the analysis of literary texts
- have knowledge of theoretical accounts of figurative speech and poetic effects
- have insight into the contested notion of the meaning of a literary text
- have advanced skills in scholarly writing that applies one or more linguistic theories to literary texts

Assessment: term paper

A term paper of approximately ten standard pages (where a standard page consists of 2,300 characters) with a reference list at the end of the term paper, and, optionally appendices with data e.g. extracts from literary works (the reference list and appendices can come in addition to the 23,000 characters).

This is an individually written term paper on a topic chosen by the student, related to the contents of the course and the syllabus.

The term paper should demonstrate the student's depth of knowledge of the chosen topic and the degree to which the student is able to apply theory to concrete cases or examples.

Specifically, the student is to show that he/she can apply linguistic theory to literary texts and/or examples chosen from literary texts, with the goal of providing a convincing reading of the text and/or testing linguistic theory against data from literary texts.

Knowledge and abilities that will receive credit include, *but are not limited to*:

- Knowledge of notions from stylistics – in particular, primary/secondary/tertiary deviation and foregrounding; different types of speech/thought presentation, including Free Indirect Discourse – and the ability to apply such notions to the analysis of literary texts.
- Knowledge of Gricean pragmatics – in particular the Cooperative Principle and Conversational Maxims and the notion of implicature – and the ability to apply Grice's theory to the analysis of literary texts.
- Knowledge of relevance theory – in particular the relevance-theoretic accounts of figurative speech, including irony, metaphor, and hyperbole – and the ability to apply relevance theory to the analysis of literary texts.

- Knowledge of debates about the meaning of literary texts and how and whether it relates to the author's intentions, and the ability to discuss these issues not merely in the abstract, but illustrating them with examples from literary texts.
- Knowledge of criticism of the use of linguistic theory in literary studies and responses made by relevance theorists, and the ability to discuss these issues not merely in the abstract, but illustrating them with examples from literary texts.

The best papers are not merely descriptive, but engage in linguistic and academic discussion of the topic treated. This may be achieved through advancing and supporting a claim or claims about either i) a literary work or part of a literary work or an author or a literary movement etc.; or ii) a linguistic or pragmatic theory, or iii) both. That is, the paper can either i) aim to advance our understanding of a literary text or texts using theoretical tools from linguistics, or it can ii) aim to test and question (and perhaps improve) a linguistic or pragmatic theory by testing that theory or theories on data from a literary text or texts, or it can iii) aim to do a combination of these.

The student is expected to choose a literary text or texts and data from within that/those texts to analyse.

The term paper should present and explain the topic (or the question) in a clear manner. The term paper should include an accurate presentation of material relevant for addressing the term paper topic (or the term paper question), such as, for example, theories, concepts, arguments and/or evidence, from the syllabus and/or from other relevant scholarly literature in cases when the topic of the term paper is not directly covered by the syllabus. The term paper should contain a clear discussion of material relevant for addressing the topic (or the question). The material presented and discussed in the term paper (such as, theories, concepts, discussions, arguments, evidence, etc.) should support the conclusion(s) of the term paper.

The term paper should be based on relevant and serious (i.e. peer-reviewed) sources, some of which will ideally be relevant texts from the syllabus. When relevant, the term paper may draw on non-peer-reviewed sources (in addition to peer-reviewed sources), such as articles from (online or printed) newspapers and magazines (those will need to be referenced in the text and at the end together with other sources). There must be proper references in the main text and a reference list at the end of the paper.

In order to pass the course, the student must at least present the term paper topic (or the term paper question), as well as present in a more or less clear and accurate manner at least some of the material relevant for addressing the term paper topic (the term paper question), such as, theories, concepts, arguments, and/or evidence.

In order to get the grade C, the student must present the term paper topic (or the term paper question), as well as present and discuss material relevant for the term paper topic (the term paper question), such as, theories, concepts, arguments, and/or evidence, in an overall clear and accurate manner and display an adequate understanding of them.

In order to get the grade A, the student must provide a clear and accurate presentation of the term paper topic (or the term paper question) and of material relevant for addressing the term paper topic (the term paper question), such as, theories, concepts, arguments, and/or evidence, as well as show a very good understanding of these. The relevant material needs to be presented and discussed thoroughly and independently in a way which clearly shows how it addresses the term paper topic (or the term paper question) and supports the conclusion(s) of the term paper.

The quality of the candidates' own written academic English is also assessed. The term paper must comply with the rules for correct use of sources and citations.

More detail on grades

Grades are awarded according to the national qualitative descriptions of letter grades (https://www.uio.no/english/studies/examinations/grading-system/index.html):

Symbol	Description	General, qualitative description of evaluation criteria
A	Excellent	An excellent performance, clearly outstanding. The candidate demonstrates excellent judgement and a high degree of independent thinking.
B	Very good	A very good performance. The candidate demonstrates sound judgement and a very good degree of independent thinking.
C	Good	A good performance in most areas. The candidate demonstrates a reasonable degree of judgement and independent thinking in the most important areas.
D	Satisfactory	A satisfactory performance, but with significant shortcomings. The candidate demonstrates a limited degree of judgement and independent thinking.
E	Sufficient	A performance that meets the minimum criteria, but no more. The candidate demonstrates a very limited degree of judgement and independent thinking.
F	Fail	A performance that does not meet the minimum academic criteria. The candidate demonstrates an absence of both judgement and independent thinking.

More specifically, since the work is a term paper, the following criteria apply:

The term paper will be assessed as a whole, with no specific percentage of marks for any one aspect. Instead, the examiner(s) will be making an overall judgement of the quality of the piece of work as a whole. Weaknesses in one area of the criteria may be compensated for by particular skill in another.

The descriptors above can be satisfied in various ways. Here are some *indicative guidelines*:

Very good (A or B):

1. Work at the highest levels will assert an argument, through the use of a thesis statement which is argumentative (i.e. it could also be disputed), specific (it is not overly general or vague) and substantiated (there is evidence to support it). It will offer a sense of why the topic in question is significant, and the implications of exploring the texts in this way, in relation to linguistic theory or literary criticism or both.
2. The argument is delivered through the use of a clear, logical essay structure. The student considers the flow of the argument from paragraph to paragraph and sustains the argument throughout. The various points made are all relevant to the topic and argument under consideration in the essay, and that relevance is made explicitly clear.
3. The essay engages in detailed textual analysis, considering literary strategies and/or linguistic phenomena that can be identified in the texts considered, and relating these strategies to the essay's overall argument.
4. The essay engages in a detailed way with academic literature, building on or challenging existing critical viewpoints to situate itself firmly in a wider critical debate.

5. The essay is written in formal English of a high standard, with no mistakes of grammar or spelling and in a suitable register for academic work. It adopts an objective, but persuasive academic tone which reinforces the argument that the student is making.
6. The essay references academic literature in a correct and consistent format, with complete footnotes/in-text references and bibliography.

Good (C):

1. The essay includes an argument, which is for the most part sustained throughout.
2. The essay adopts a clear structure and the points made are relevant to the topic under consideration throughout.
3. The essay engages in detailed analysis, with some use of relevant academic material.
4. The essay attempts to engage with academic work, but may not build on or challenge it to a great extent.
5. The essay is written for the most part in correct English, with only minor mistakes of grammar or spelling.
6. The references and bibliography are, for the most part, correctly formatted and sufficiently detailed.

Poor (D or E):

1. The argument is excessively general or lacks substantiating evidence.
2. The structure lacks logic, and the points made are occasionally irrelevant to the topic and argument under consideration.
3. The essay engages in some analysis. The essay makes only occasional use of examples from literary texts.
4. The essay does not engage with academic sources to a significant degree. It may use one or two examples but does not explain why these are important or build on them.
5. There are errors in grammar and spelling, though these do not prevent understanding of the essay text.
6. The bibliography and references are incorrectly formatted or lack essential information.

Unacceptable (F):

1. The essay lacks an argument.
2. The structure is illogical and confusing. The points made lack relevance.
3. The essay lacks analysis and doesn't engage with textual and linguistic features.
4. The essay makes little or no use of academic sources.
5. The essay is poorly written with numerous errors of grammar and spelling. The tone may be excessively colloquial.
6. The bibliography and references are non-existent or incomplete.