

Syllabus of the course «Theory of the First Foreign Language»

Approved
Academic Supervisor of the Undergraduate Program
“Foreign Languages and Intercultural Communication”
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Credits	7
Contact hours	98
Self-study hours	168
Year	3rd and 4th
Course implementation	Elective, full-time

Module 1. «THEORETICAL PHONETICS»

I. Course Description

The course «Theoretical phonetics» is intended for third-year students who are training for the following majors: linguistics, cultural studies, translation and interpreting, teaching methods.

1.1. In order to master the discipline, students have to:

- have previously studied the following disciplines: «Introduction to linguistics», «Practical phonetics» and «Practical grammar»;
- have achieved the upper-intermediate level of the English language (B2+/ IELTS 6-7/ Upper-Int.);
- be able to use the English language as a tool to obtain information from foreign sources for educational purposes;
- be able to use major skills of cognitive, research and project activity;
- be able to communicate efficiently and interact in the process of collaboration;
- be able to use ICT means for educational purposes.

The course belongs to the basic part of the professional cycle for third-year students of National Research University Higher School of Economics.

This syllabus is designed for lecturers teaching the «Theoretical phonetics» course, teaching assistants and students training for major 45.03.02 Linguistics, “Foreign languages and intercultural communication” and outlines the main learning objectives and outcomes, the thematic plan of the course, the number of hours, as well as the reading list and the grading system.

II. Learning Objectives

The principal objectives of the course are:

- to provide students with theoretical and practical knowledge in the field of English phonetics and phonology;

- to extend students' professional vocabulary;
- to ensure the ongoing formation of foreign language communicative competencies, including: linguistic, sociolinguistic, discursive, sociocultural and social competencies;
- to provide research practice and to stimulate collaboration by means of independent project work;
- to teach students to comment on research articles related to the issues of theoretical phonetics;
- to provide effective strategies of speech communication and develop professional speech culture;
- to give students the opportunity to exercise in public speaking and to further develop their public speaking and presentation skills.

III. Learning Outcomes

By the end of the course students have *to know*:

- the key terms and notions from the area of theoretical phonetics;
- the current state of affairs and historical development of ideas and theories in the field of phonetic studies.

By the end of the course students have *to be able to*:

- comment on research articles related to the field of theoretical phonetics;
- conduct phonological analysis of both segmental and suprasegmental units;
- conduct phonostylistic analysis of the text;
- participate in discussions on the range of subjects enlisted in Section 4 of this syllabus and support their ideas with relevant examples;
- give a presentation on one of the territorial variants of English pronunciation.

IV. Course Plan

	Unit Title	Number of hours	Seminars	Independent work
	Phonetics as a branch of Linguistics.	5	2	3
	Segmental phonemes: the phoneme and its allophones.	7	2	5
	Segmental phonemes: the system of English consonants, the system of English vowels.	7	2	5
	Segmental phonemes: sound modifications in connected speech.	6	2	4
	Word stress in the English language.	7	2	5
	Prosody and intonation. Functions of intonation.	7	2	5
	Phonostylistics as a branch of phonetics.	7	2	5

Total	46	14	32
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V. Reading List

1.2. Required

1. Sokolova M.A. and others. Theoretical phonetics of English. Dubna, Feniks+, 2010.
2. Pervezentseva O.A. and others. Theoretical phonetics of English. Practicum. Dubna, Feniks+, 2011.

1.3.

1.4. Optional

1. V.A. Vasilyev and others. English phonetics. Vysshaya shkola, 1980.
2. Crystal, D. Encyclopedia of the English Language. Cambridge: CUP, 2000.
3. M.A. Sokolova. Practical course in English phonetics. VLADOS, 2001.
4. P. Roach. English Phonetics and Phonology. Cambridge: CUP, 2009.
5. A. Cruttenden. Gimson's pronunciation of English. Routledge, 2014.

VI. Forms and Types of Assessment

Type of assessment	Form of assessment	Module 1	Module 2
Current	Class participation	*	*
	Mini-project	*	
	Article commentary	*	
Final	Examination		*

VII. Grading System

The teacher assesses the students' work during the classes and their independent work:

<p>Students' participation in the seminars:</p> <ul style="list-style-type: none"> • Attendance –1 point; • A detailed answer (or relevant addition) to <i>one</i> question – 3 points; • A detailed answer (or relevant addition) to <i>two or more</i> questions – 5 points. <p>The points do not sum up. Each student can earn a maximum of 35 points for class participation (5x7).</p> <p>Students' autonomous work:</p> <ul style="list-style-type: none"> • Group Project “Territorial Variant of English Pronunciation” – 25 points; • Article Commentary – 10 points.
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The cumulative grade for two modules is the sum of all points gained converted into the decimal system according to the table:

66-70	10
62-65	9
57-61	8

52-56	7
47-51	6
42-46	5
36-41	4
26-35	3
13-25	2
0-12	1

The examination consists of two parts: 1) theoretical question and 2) article commentary. They constitute equal shares of the exam grade:

$$G_{\text{exam}} = 0,5 \cdot \text{th.question} + 0,5 \cdot \text{commentary}$$

The final grade is calculated according to the formula:

$$G_{\text{final}} = 0,5 \cdot G_{\text{acc.}} + 0,5 \cdot G_{\text{exam}}$$

VIII. Examples Of Assessment Methods

1) Presentation of Group Project “Territorial Variant of English Pronunciation”.

Topics for mini-projects included in the course as part of students’ autonomous work (one topic for each seminar, starting from the *second*; the topics can be changed at the discretion of a professor):

Social and territorial varieties

1. Received pronunciation
2. American English (General American)
3. Cockney (+Mockney)
4. South African English
5. Scottish English
6. Northern Ireland English

Project requirements:

- Time limit: 15 min
- Number of students participating: 2-5

Each student should:

- devise and employ a PP presentation and/or handouts;
- demonstrate a speech sample (audio/video);
- create a comprehensive task for the group on the topic of the talk;
- be creative and make their presentation interactive (asking questions/eliciting comments/...);
- not refer to the text of the presentation too frequently.

Presentations are demonstrated at the beginning or the end of each class (starting from the **second**).

2) Article Commentary.

Article extract sample:

One assumption we work on here, of course, is that on the whole people want to be friendly; they want to get on well with others, which involves telling jokes, making pleasantries, and the like. And the point is that a good deal of everyday humour, as well as much of the informality of domestic conversation, relies on deviance from accepted norms of one kind or another. Person A may adopt a 'posh' tone of voice in making a point to B; he may deliberately speak in an archaic, or religious, or journalistic way to get a particular effect; or he may extend a structural pattern in the language further than it is normally permitted to go – as when, on analogy with 'three hours ago'. All this might be referred to as 'stylistic' variation (using a rather restricted sense of 'stylistic' here).

Crystal, David and Davy, Derek, Advanced Conversational English. – Longman Group Limited 1979. – p. 10.

Each student should:

- work with an extract related to the topic under study (starting from the **second** seminar);
- comment on **one** article extract in written form and hand their work in on the day when the topic (to which the article refers) is being discussed in class.

Articles for commenting can be found in the textbook *Theoretical phonetics of English. Practicum* (see Section 5).

If the task's deadline is violated, the student's work is penalized:

- | |
|---|
| <ul style="list-style-type: none">• Work submitted with a 3-academic days' delay may be given a maximum of 8 points;• Work submitted with a 5-academic days' delay may be given a maximum of 6 points;• Work submitted with a 6 or over academic days' delay is given 0 points irrespective of the quality of the work. |
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IX. Assessment Criteria

See the assessment criteria for the tasks discussed in Section 8 in Appendix 1.

X. Methods of Instruction

The methods of instruction in the course include direct group and individualized instruction, as well as guided discovery method. Seminars in which interactive discussion and exchange of professional experience and expertise is encouraged form the majority of the contact sessions.

Article commentary rubric

	0	1	2	3
Comprehension	Performance below Band 1	The student lacked clear understanding of the article.	The student evidenced some understanding of parts of the article.	The student evidenced clear comprehension of the article.
Summary		Some details from the article are missing. The summary is not objective. The author or the source is not named.	Most of the main ideas and facts from the article are included. The summary is presented objectively. The author and the source are named.	All main ideas and facts from the article are included. The summary is presented objectively. The author and the source are named.
Knowledge of the subject matter		No relationship between the article and the theoretical material under study is provided.	The student demonstrates some knowledge of the theoretical material relative to the article.	The student clearly demonstrates a strong knowledge of the theoretical material relative to the article.
Language use		Terms are used with full flexibility and precision; Only rare inaccurate use of vocabulary/ grammatical structures, which does not seriously		

		interfere with the communication of the message.		
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Maximum: 10 points (3+3+3+1)

Derived	from:
http://teachers.colonelby.com/krichardson/Grade%2012/Article%20Review%20Rubric.pdf https://www.ets.org/s/toefl/pdf/accessible_toefl_ibt_quick_prep.doc	

Project Assessment Worksheet (can be used for peer assessment)

Content	Manner of presentation	Visual aids	Task	Speech sample

Maximum: 5x5=25 points

Module 2. «THEORETICAL COURSE OF ENGLISH GRAMMAR»

Pre-requisites: In order to complete this course, the students will need to work through each unit and all of its assigned materials. Each student is required to have ready access throughout the module to computer and Internet. Students should be able to use:

- Windows operating system
- PowerPoint™,
- Microsoft Word,
- A Web browser and conduct research through library databases.

They also need to have a minimum grade of C in English.

a. Course Type: compulsory

Abstract: The aim of the course of Theoretical Grammar of the English Language is to present a theoretical description of its grammatical system, i.e. to scientifically analyze and define its grammatical categories and study the mechanisms of grammatical formation of utterances out of words in the process of speech making.

2. Learning Objectives: students will be able to

- Present an introduction to the problems of up-to-date linguistic study of English on a systemic basis;
- Give the students a grounding of basic theories, methodology and scientific approaches to the problems of theoretical aspects of English Grammar;
- Teach the students to analyze speech phenomena and find successful solution of the problems;

- Train the students for skill-based communication.

3. Learning Outcomes: At the end of the course “Theoretical Grammar”, students get an idea of Theoretical Grammar as a science, language as a system, grammatical structure of the English language, grammatical categories, morphology and syntax. After completing this course successfully, students should be able to:

- Identify the major perspectives in the field of Theoretical Grammar.
- Acquire the mechanisms of grammatical formation of utterances out of the words in the process of speech making.
- Gain insights into the inner structure of the sentence and expose the mechanism of its functioning.
- Critically assess the views held by various authors (institutional and individual).

4. Course Plan:

Section 1. Definition of Language. Language in Relation to speech. Three Main Constituent Parts of Language.

Section 2. Grammar: Different Approaches (Prescriptive\ Descriptive\ Semantico-communicative).

Section 3. The General Idea of a System. System. Subsystem. Supersystem. The Plane of Content and the Plane of Expression. Synchrony and Diachrony. Syntagmatic and Paradigmatic Relations.

Section 4. Units of Language.

Section 5. Morphology. Traditional (Functional) Classification of Morphemes. Allo-emic Theory of Descriptive Linguistics. Distribution of a Unit. Distributional Classification of Morphemes.

Section 6. The Notion of Grammatical Form and Grammatical Category. Analytical and Synthetical Grammatical Means. Immanent and Reflective Grammatical Categories.

Section 7. Opposition Types in the Language System, their Structure and Function. Oppositional Neutralization and Oppositional Transposition.

Section 8. The Problem of Parts of Speech. The Criteria of Identification of Parts of Speech. Parts of Speech in Traditional Linguistics. The Syntactico-distributional Classification of Words. Three-layer Classification of Parts of Speech. Lexical Paradigm of Nominalization.

Section 9. The Noun as the Central Nominative Lexemic Unit of Language. The Problem of the Category of Gender. The Category of Number and its Ability to Carry Quantitative Meaning. The Problem of the Category of Case. Different Approaches to the Category and their Analysis.

Section 10. Syntax as part of Grammar. Paradigmatic Syntax. Sentence as the Principle Unit of Syntax.

Section 11. Valency of the Word. Kernel Sentence. Syntactic Derivation of Sentences. Syntactic Paradigm.

Section 12. Structural Types of the Sentence. Monopredication. Polypredication. Non-sentence Utterances. Types of Relation between the Components in the Simple Sentence.

Section 13. Communicative Type Classification of Sentences. Semantic Type Classification of Sentences.

Section 9. Actual Division of the Sentence. Linguistic Categories of the Theme and Rheme.

Section 10. Section 11. Syntagmatic Connections of Words.

Section 12. The Phrase. Types of Syntagmatic Connection.

Section 13. The Composite Sentence, Its Structure and Derivation. The Compound Sentence. The Complex Sentence. The Semi-Composite Sentence.

Section 14. The Structure of the Text. The Categorical Aspects of the Text. The Informational Aspects of the Text.

5. Reading List

a. Required:

- Blokh M.Y. A Course in Theoretical English Grammar. — Дубна: Феникс+, 2017.
Blokh M.Y., Semionova T.N., Timofeeva S.V. Theoretical English Grammar. Seminars. — Moscow, 2004.

HSE LIBRARY

Парадигматический синтаксис						
Предложение и его смысл : логико - семантические проблемы	Арутюнова Н. Д.	2003	УРСС	383	elibrary, 1+2 шт	https://elibrary.ru/item.asp?id=19764721 ; http
Теоретические основы грамматики : Учебник для студентов вузов	Блох М. Я.	2002	Высш. Шк.	159	elibrary, 6 шт.	https://elibrary.ru/item.asp?id=19776286 ; http
Общая лингвистика	Бенвенист Э.	2002	УРСС	447	13 шт.	http://opac.hse.ru/absopac/index.php?url=/ni
Современная американская лингвистика: фундаментальные напра	Кибрик А. А.	2010	УРСС	477	11 шт.	http://opac.hse.ru/absopac/index.php?url=/ni
Практическая грамматика английского языка: упражнения и комм	Гуревич В. В.	2013	Флинта	291	15 шт.	http://opac.hse.ru/absopac/index.php?url=/ni
Введение в общий синтаксис : Учебник	Тестелец Я. Г.	2001	РГГУ	797	82 шт.	http://opac.hse.ru/absopac/index.php?url=/ni
Понимание культур через посредство ключевых слов	Вежицкая А.	2001	Языки русской культуры	287	15 шт.	http://opac.hse.ru/absopac/index.php?url=/ni
Теоретическая грамматика английского языка : учебник	Блох М. Я.	1994	Высш. Шк.	423	2+5 шт.	http://opac.hse.ru/absopac/index.php?url=/ni
Грамматика английского языка: Морфология. Синтаксис : учеб. пос	Кобрина Н. А.	2000	Лениздат (2000, 2001), Союз (2003)	496	2+2+5 шт.	http://opac.hse.ru/absopac/index.php?url=/ni
Elements of a Functional Syntax	André Martinet	1960	WORD, 16:1	1-10	Taylor&Francis	https://doi.org/10.1080/00437956.1960.11659
An Introduction to Functional Grammar	M.A.K. Halliday, Christian	2004	Routledge	480	Taylor&Francis	https://doi.org/10.4324/9780203783771
A Communicative Grammar of English	Geoffrey Leech, Jan Svartv	2002	Routledge	456	Taylor&Francis	https://doi.org/10.4324/9781315836041

b. Optional:

- Арутюнова Н.Д. *Предложение и его смысл: логико-семантические проблемы.* — М., 1969.
Бархударов Л.С. *Структура простого предложения современного английского языка.* — М., 1966.
Блумфилд Л. *Язык.* — М., 1968.
Богданов В.В. *Семантико-синтаксическая организация предложения.* — Л., 1977.
Гальперин И.Р. *Текст как объект лингвистического исследования.* — М.: Наука, 1981.
Гумовская Г.Н. *Ритмическая структура текста как фактор гармонизации художественного произведения.* — М.: НИЦ «Университет» 2015.
6. Иванчикова Е.А. *Язык художественной литературы: синтаксическая изобразительность.* — Красноярск: Издательство Красноярского университета, 1992.
Ильиш Б.А. *Строй современного английского языка. Теоретический курс.* — М.—Л.: Просвещение, 1965.
Лайонз Дж. *Введение в теоретическую лингвистику.* — М., 1978.
Москальская О.И. *Грамматика текста.* — М., 1981.
Мухин А.М. *Синтаксемный анализ и проблема уровней языка.* — Л., 1980.
Николина Н.А. *Филологический анализ текста.* — М.: Академия, 2003.
Nida E. *Morphology.* — Ann Arbor, 1965.

12. Grading System

A (“excellent mark” (8-10 points)) Exceeds course requirements. Exceptionally well-prepared and executed completion of assigned work, indicating significant effort, individualized creative style, and demonstrating a thorough grasp and mastery of the related material. For written assignments: writing is insightful and error-free; message is communicated clearly and directly.

B (“good mark” (6-7 points)) Meets, and at times, exceeds course requirements. Student demonstrates fundamental mastery of the material. Work is creative, well-prepared, and demonstrates considerable effort. Is distinctly superior to an average or “C” effort. For written assignments: writing is generally effective with respect to clarity, directness, and conciseness; some uneven or awkward passages are apparent, as are a few errors in grammar or punctuation.

C (“satisfactory mark” (4-5 points)) Meets course requirements. Satisfactory completion of assigned work at a level of effort and competency normally expected of the majority of students (i.e.,

basic completion, average performance, reasonable effort and preparedness). Student demonstrates minimum mastery of the material. This is average work that fails to stand out in any way. For written assignments: writing is reasonably clear, concise, and direct; uneven or awkward passages are apparent, as are multiple errors in grammar or punctuation.

D-F (“unsatisfactory mark” (1-3 points)) Basic course requirements are only partially met. Student does not demonstrate minimum mastery of the material. Receiving this grade indicates the unsatisfactory completion of assigned work, either through misperceived objectives or the failure to grasp key concepts. Work is below the minimum level of acceptance. For written assignments: Writing lacks style, content, and format associated with a college-educated individual.

13. Guidelines for Knowledge Assessment

The expected from students level of knowledge and competence should be assessed according to the description given in the section “Grading System”. The credits should be counted during the whole module, which should result in equidistributed estimate of students’ knowledge and competence.

14. Methods of Instruction

Instructional strategies, or teaching methods, depend on a number of factors such as the developmental level of students, goals, intent and objectives of the teacher, content, and environment including time, physical setting and resources.

In the most general terms, there are four or five different models of instructional strategies or teaching methods.

- Didactic-Direct teaching; Verbal and typically in the form of a lecture or presentation.
- Modeling-Direct teaching; Visual and typically in the form of demonstration and practice.
- Managerial-Indirect or Interactive teaching; Facilitation, individualization and group management.
- Dialogic-Indirect Interactive teaching; Socratic Technique of dialogue, questions and thought provocations.

In the Direct Instruction models, the teacher imparts knowledge or demonstrates a skill. In the Indirect Instruction models, the teacher sets up strategies, but does not teach directly; the students make meaning for themselves. In the Interactive Instruction models, the students interact with each other and with the information and materials; the teacher is organizer and facilitator. Experiential Learning models mean that the students experience and feel; they are actively involved. In Independent Study models, the students interact with the content more or less exclusive of external control of the teacher. Some theorists prefer to reduce these to three general methods: Transmissive, transactive and transformative teaching.

•Transmissive teaching, or direct instruction, means that the teacher delivers status quo content via some method such as lecturing or demonstrating.

•Transactive teaching, or indirect instruction, means that the teacher and students arrive at status quo content to be learned through transactions and dialogue.

•Transformative teaching, or a combination of direct and indirect instruction, means that the teacher and students reject status quo content and focus on a transformation of themselves or their world. (adopted from «Instructional Methods and Learning Styles»: <http://people.uwplatt.edu/~steck/Petrina%20Text/Chapter%204.pdf>)

15. Special Equipment and Software Support (if required):

№	Product name	Access
1.	Microsoft Windows 10	<i>University Intranet (See the agreement)</i>
2.	Microsoft Office Professional Plus 2010	<i>University Intranet (See the agreement)</i>

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Module 3. «ENGLISH LEXICOLOGY»

I. COURSE OBJECTIVES AND LEARNING OUTCOMES. PREREQUISITES

The overall aim of the course “English Lexicology” is to inform students with the research view of the English vocabulary as a system, both synchronically and diachronically.

Upon completion of the course, students are expected to arrive at the following learning outcomes:

- awareness of fundamental concepts and terms of lexicology;
- awareness of modern methods and techniques of vocabulary study;
- awareness of Russian and international research advances in the field of lexicology;
- ability to detect specific features of the English vocabulary as a system relying upon the extensive and intensive study of the English word stock;
- awareness of ways of replenishing the English word stock;
- improving skills of language analysis.

Prerequisites

Students are expected to have completed the following courses: Practical English Course (grammar; phonetics; vocabulary; language skills); Introduction to Linguistics; Language and Linguistics; Theoretical Phonetics.

II. COURSE PLAN

Topic 1. Lexicology as a branch of linguistics. English lexicology: what does it study? Main and subordinate aims of English lexicology. Theoretical and practical value of lexicology. Links between lexicology with other branches of linguistics and domains of knowledge outside the field of linguistics.

Topic 2. Word as one of the basic units of languages. Theories of the word. Defining the word. Features of the word as a two-facet unit: semantic unity; formal unity / indivisibility; positional mobility.

Topic 3. Semasiology, or semantics. Approaches to word meaning. Referential approach. Functional approach. Operational approach. Motivation and “inner form” of the word. Types of motivation.

Topic 4. Polysemy. Lexico-semantic variants of polysemantic words. Homonymy. Classifications of homonyms. Paronyms. Polysemy vs homonymy. Sources of polysemy and homonymy.

Topic 5. Semantic relations within the English vocabulary. Synonyms. Classification of synonyms. Antonyms. Classification of antonyms.

Topic 6. Word-structure. Morpheme as the basic unit of the word structure. Word-structure and word formation. Ways of word formation: affixation; conversion; compounding; shortening; back formation; stress interchange; sound interchange; sound imitation.

Topic 7. Word groups. Free and semi-free word groups. Idioms. Classifications of idioms. Proverbs, sayings, and familiar quotations.

Topic 8. Etymological survey of the English word stock. Native words vs loan words. International words.

Topic 9. Varieties of English. Comparison and contrast of the British English and American English word stocks.

Topic 10. Methods of research into vocabulary. Lexicography.

III. GRADING SYSTEM

The course grade is calculated in the following manner:

$$G_{\text{course}} = G_{\text{cum}} * 0.6 + G_{\text{fin.exam}} * 0.4$$

The cumulative grade is calculated in the following manner:

$$G_{\text{cum}} = G_{\text{classwork}} * 0.4 + G_{\text{final test}} * 0.4 + G_{\text{self-study}} * 0.2$$

Classwork features pair- and groupwork, valid contributions to problem solving activities and discussions, and writing quizzes.

The final test consists of an essay question which relates to one of the final exam questions. A student is expected to produce an at least 250-word written response in class within 15 – 20 minutes.

Self-study comprises home assignments asking students to complete exercises from the core textbook and do independent research in the form of mini-papers.

The final speaking exam features a theoretical question and a practical assignment which involves a case /cases of vocabulary analysis.

The course does not feature any blocking elements, failure of which will result in failing the course.

If a student fails the course, he/she is entitled to retake the final exam twice. The first retaking repeats the procedure of the final exam. The course instructor calculates the course grade taking into account the cumulative grade which cannot be improved. The second attempt is taking the exam in front of a board (at least 3 faculty members). This time, the cumulative grade may be disregarded.

IV. GRADING SYSTEM

SAMPLES OF ASSESSMENT TOOLS

1. Answer the following questions:

- a) What is understood by the formal and semantic unity of a word?
- b) What are syntagmatic and paradigmatic relations between words?
- c) What approaches to studying and defining meaning are singled out in lexicology?
- d) How can the concept of context be defined?
- e) What are the types of word meaning? What are the subcomponents of the lexical component of meaning?

2. Do the definition quiz:

Quiz 1 (Introduction + Semasiology) Version 1

Grade (see the grading chart below): total ___ / 10 (Max 10)

1.	Concept		
2.	Synchronic approach		
3.	Grammatical meaning		
4.	Denotational aspect of lexical meaning		
5.	Distribution of the word		
2 points per definition	1 point	Content	Clearly highlights key features and gives neither inaccurate nor illogical nor incomplete information
	1 point	Language	Lexical and grammatical means do not impede communication, uses appropriate vocabulary

3. Establish the meanings of the underlined polysemantic adjectives in the contexts:

1) A. I had not seen a dead man since the war (N. Gordimer). B. I sat him at a table, where he dropped into a dead sleep (J. Reed). 2) A. Most often we hear about great deeds of men who fear nothing; of giants who turn the tide of battle by a single brave act (D. d'Amato). B. There was a brave and conspicuous assemblage in the dining saloon of a noted hostelry where Fashion loves to display her charms (O'Henry).

4. Sample essay questions:

1. Sources of synonymy in English (within the diachronic approach).
2. Causes of semantic change.
3. Stylistic synonyms: the case of fiction.
4. Lexical and grammatical valency as a word-formation factor.
5. French borrowing and their roles in the development of the English language.

5. Sample final exam questions:

1. The English Vocabulary as the Object of Linguistic Studies. The Subject of Lexicology.
2. WORD as the Basic Unit of Language.
3. The Interaction of Meaning and Function.
4. The Concept and Definition of Meaning. Meaning and Use.
5. Meaning and Motivation.

V. READING LIST

1. Required

Antrushina, G.B. Lexicology of the English Language: a textbook for undergraduate students / G.B. Antrushina, O.V. Afanasieva, N.N. Morozova. — Moscow: Urait Publishers, 2013 (and later editions). — 287 p. — URL: www.biblio-online.ru/book/2E674F43-8E38-4398-88A8-1B866527990A. — Urait Online Database.

2. Optional

Gvishiani, N.B. Modern English: Lexicology: a coursebook for undergraduate students / N.B. Gvishiani — Moscow: Urait Publishers, 2013 (and later editions) — 273 p. — URL: www.biblio-online.ru/book/1233E667-6ECD-4B53-9B8A-63E1A52539B3. — Urait Online Database.

Minaeva, L.V. English lexicology and lexicography: a coursebook for undergraduate and graduate students / L.V. Minaeva — Moscow: Urait Publishers, 2017 (and later editions). — 225 p. — URL: www.biblio-online.ru/book/D223F4C1-24F8-46DE-AE4A-21A09DD1EB0B. — Urait Online Database.

Lipka, Leonhard. An Outline of English Lexicology: Lexical Structure, Word Semantics, and Word-Formation, De Gruyter, Inc., 1990. URL: <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=978582>. — ProQuest Ebook Central Database.

Hirtle, Walter. Making Sense out of Meaning: An Essay in Lexical Semantics, MQUP, 2013. URL: <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=3332658>. — ProQuest Ebook Central Database

Lieber, Rochelle. Morphology and Lexical Semantics, Cambridge University Press, 2004. URL: <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=266591>. ProQuest Ebook Central Database.

VI. SPECIAL EQUIPMENT AND SOFTWARE SUPPORT

№	Product name	Access
1.	Microsoft Windows 10	University Intranet (See the agreement)
2.	Microsoft Office Professional Plus 2010	University Intranet (See the agreement)

1. Online databases and resources

#	Product name	Access
<i>Professional databases and reference systems</i>		
1.	Consultant Plus	University Intranet (See the agreement)
2.	Urait Online Library	URL: https://biblio-online.ru/
3.	ProQuest Ebook Central Database	URL: https://ebookcentral.proquest.com/
<i>Internet Resources</i>		
1.	MacMillan Online Dictionary	URL: https://www.macmillandictionary.com/
2.	Merriam-Webster Online Dictionary	URL: https://www.merriam-webster.com/
3.	Online Dictionary and Thesaurus “Dictionary.Com. Thesaurus.Com”	URL: https://www.thesaurus.com/
4.	British National Corpus	URL: http://www.natcorp.ox.ac.uk/
5.	Corpus of Contemporary American English	URL: https://corpus.byu.edu/COCA/

2. Classrooms and equipment

To teach English lexicology, needed are classrooms equipped with the following: a desktop computer (laptops are accepted as well); overhead projector with a remote control; Internet access, MS Office software.

Модуль 4. «СТИЛИСТИКА»

I. ЦЕЛЬ, РЕЗУЛЬТАТЫ ОСВОЕНИЯ ДИСЦИПЛИНЫ И ПРЕРЕКВИЗИТЫ

Целями освоения дисциплины «Стилистика» является формирование комплекса умений иноязычной коммуникативной и профессиональной компетенции распознавания стилистических ресурсов языка, более глубокого понимания и раскрытия формальной и содержательной структуры текста, а также умение оперировать данными понятиями в практической профессиональной деятельности, формирование готовности к использованию полученных в результате изучения дисциплины знаний и умений в профессиональной деятельности.

В результате освоения дисциплины студент должен:

знать:

- концептуальные положения стилистики английского языка, составляющие основу теоретической и практической профессиональной подготовки обучаемого специалиста, а также специальную терминологию изучаемой дисциплины;
- стилистическую дифференциацию языковых средств английского языка; стилистические ресурсы английского языка;
- специфические особенности организации и функционирования различных текстов функционально-стилевой системы английского языка;
- особенности языковых средств, используемых в текстах для достижения определенных коммуникативных задач;

уметь:

- применять полученные теоретические знания на практике в процессе профессиональной деятельности, а также в процессе межкультурной коммуникации;
- работать с научной литературой;
- на основе полученных знаний самостоятельно ставить исследовательские задачи и находить адекватные методы их решения;
- устанавливать закономерное соотношение между планом выражения и планом содержания в рамках текста как речевого произведения;
- самостоятельно проводить комплексный филологический анализ текста с учетом его типологических характеристик и особенностей (структурно-композиционных, функционально-стилевых, культурологических);

владеть:

- наследием отечественной научной мысли, направленной на решение общегуманитарных задач;
- культурой устной и письменной речи, а также культурой мышления, способностью к анализу, обобщению информации, постановке целей и выбору путей их достижения;
- системой лингвистических знаний, включающей в себя знание основных фонетических, лексических, грамматических, словообразовательных явлений и закономерностей функционирования изучаемого иностранного языка, а также его функциональных разновидностей;
- основными особенностями официального, нейтрального и неофициального регистров общения.

II. СОДЕРЖАНИЕ УЧЕБНОЙ ДИСЦИПЛИНЫ

Тема 1. Предмет, содержание и задачи стилистики

Лингвистическая стилистика как раздел языкознания. Место и роль стилистики среди других лингвистических дисциплин. Основные понятия, категории стилистики (стиль, норма и отклонение от нее, нейтральность и стилистическая окраска слов).

Тема 2. Слово и его значение (денотативное и коннотативное). Экспрессивность

Взаимодействие денотативного и коннотативного значений слов. Понятие коннотации в стилистике. Эмоциональная, оценочная и стилистическая составляющая коннотации. Экспрессивность как свойство единицы языка или текста, служащее для эмоционального и логического усиления.

Тема 3. Стилистическая дифференциация словарного состава современного английского языка

Лексика, не закрепленная в функционально-стилевом отношении (общеупотребительная/нейтральная). Лексика, закрепленная в функционально-стилевом отношении (книжная/литературная/формальная-разговорная/нелитературная/неформальная). Формальная лексика (слова высокого стилистического тона): поэтизмы, архаизмы, иностранные слова и варваризмы, термины. Неформальная лексика (слова сниженного стилистического тона): разговорные слова или коллоквиализмы, сленгизмы, жаргонизмы, профессионализмы, вульгаризмы, диалектизмы.

Тема 4. Выразительные средства языка и стилистические приемы

Различные подходы к классификации выразительных средств языка. Понятие стилистического приема. Стилистические функции выразительных средств и стилистических приемов. Фонетические выразительные средства и стилистические приемы (аллитерация и ассонанс, звукоподражание, рифма, ритм). Графические приемы. Лексические стилистические приемы. Тропы. Синтаксические стилистические приемы.

Тема 5. Функциональная стилистика современного английского языка

Проблема функционально-стилевой дифференциации английского языка. Стиль художественной литературы. Использование элементов разных стилей в художественной литературе. Публицистический стиль. Ораторская разновидность публицистического стиля. Научный стиль. Типы научных текстов и их языковые особенности. Официально-деловой стиль и его параметры. Медиастиль и его специфика.

III. ОЦЕНИВАНИЕ

1.5. В оценку по дисциплине входят следующие компоненты: посещение занятий - 0,5 / 1 (0,5 – за

присутствие на семинаре, 1 балл за активное участие в работе), контрольная работа - 3 балла и выполнение индивидуального задания – 2 балла. При написании контрольной работы оценивается правильность ответов. Самостоятельное задание включает в себя выполнение творческого задания на одну из предложенных тем или презентацию самостоятельно собранного материала в форме портфолио.

IV. ПРИМЕРЫ ОЦЕНОЧНЫХ СРЕДСТВ

Типовые вопросы для проведения устного опроса (фронтального и индивидуального) по теме «Предмет, содержание и задачи стилистики»

1. What are the branches of stylistics?
2. What is the etymology of the word ‘style’?
3. Give the definition of the word ‘style’, explain why it is difficult to offer a universal and all-embracing definition of style.
4. What is the main concern of practical stylistics?
5. What does functional stylistics study?

Типовые задание с вопросами перекрестного выбора по теме «Стилистическая дифференциация современного английского языка»

- | | | |
|-------|-----------------|--------------------------|
| 1.6. | | |
| 1.7. | Matching | |
| 1.8. | Literary | face / visage / mug |
| 1.9. | Neutral | spouse / hubby / husband |
| 1.10. | Colloquial | horse / steed / nag |
| 1.11. | | rags / attire / clothes |
| 1.12. | | child / kid / infant |
| 1.13. | | |
| 1.14. | | |

Примеры заданий итоговой контрольной работы по теме «Функциональная стилистика современного английского языка»

Identify the functional style of each text and state a function / functions it fulfils. Underline its features

1. With reference to your letter concerning the visa refusal, we would like to inform you that in compliance with the paragraph 2 Section 17 of the *Immigration law* of Latvia the officials, who have refused to issue a visa, shall not be obliged to state the grounds of such decision. Moreover, the Paragraph 2 of the above mentioned Article stipulates that a decision regarding the refusal to issue a visa shall not be subjected to dispute or appeal.

Functional style _____

Function _____

Its style-forming features are: 1. objectivity 2. subjectivity 3. emotionality 4. lack of emotivity 5. clarity of expression 6. rich imagery

1.15.

1.16.

V. Ресурсы

5.1 Основная литература

1. Арнольд И. В. *Стилистика. Современный английский язык.* – М.:Наука, 2004. – 384 с. – 5-89349-363-X
2. Гуревич В. В. *English stylistics. Стилистика английского языка: учеб.пособие.* – М.: Флинта, 2011. – 72 с. – 978-5-89349-814-1
3. Знаменская Т. А. *Стилистика английского языка: основы курса: учеб.пособие для вузов.* – М.: УРСС, 2006. – 208 с. – 802(075) 3-724

1.17.

5.2 Дополнительная литература

Интернет-ресурсы (электронные образовательные ресурсы)

1. Открытое образование [URL:https://openedu.ru](https://openedu.ru)

5.3 Программное обеспечение

№ п/п	Наименование	Условия доступа/скачивания
1	Microsoft Windows 8.1 Professional RUS	Из внутренней сети университета (договор)
2	Microsoft Office Professional Plus 2010	Из внутренней сети университета (договор)