

Course Name : Text Analysis I							
Course Code	Course Type	Regular Semester	Lecture (hours/week)	Seminar (hours/week)	Lab. (hours/week)	Credits	ECTS
ELL 211	B	Fall	4.00	0.00	0.00	4.00	5.00
Lecturer Albana Cekrezi, PhD							
Assistant							
Course language English							
Course level Bachelor							
Description The text analysis course encourages advanced reading and analysis skills (writing) for various genres of texts: narrative, poetry, academic materials, articles, etc. The course focuses on the analysis of literary text, after introducing to students the scope of text analysis and the ways of conducting it. A special importance is given to short stories.							
Objectives This course aims to guide students into understanding, analyzing types of texts, their structure, purpose, style and techniques used specifically in short stories. In addition, the objective is to improve analytical skills, understanding, and student's abilities in identifying themes, symbols, connections with other texts, etc.							
Core Concepts Text analysis, types of analysis, literary analysis, short stories, symbols, themes, images, foreword, irony, etc.							
Course Outline							
Week	Topic						
1	Why studying text analysis? Language is a huge source of data about complex phenomena. Texts can be either a trace of something larger or something interesting to study on their own. There are some types of Structured Textual Analysis. Content analysis examines small text units in isolation, e.g. categories (yields e.g., category schemes, frequencies, trends). Semantic analysis is to examine the relationship between content units, e.g. associations and grammar (yields e.g., scripts, networks of associated concepts, causal maps). Narrative analysis refers to structure of larger text units, e.g. elements, turns, plots in a story (yields more complex stories and rhetorical practices and beliefs). Discourse analysis includes several texts, e.g. broad regimes interpretation (yields broad ideologies, institutional myths and political contradictions).						
2	Students will explore literary theories and criticism, including frameworks like feminism and psychoanalysis. The course will cover narrative structure and techniques, examining elements such as plot, character, and theme. Rhetorical analysis can help students identify strategies like ethos, pathos, and logos, while contextual analysis emphasizes the importance of historical and cultural backgrounds. Genre studies and intertextuality will enhance their understanding of how different genres and texts influence one another. Finally, introducing digital text analysis tools will allow students to engage with texts using modern methods and approaches.						
3	The Fall of the House of Usher Introduction. The first session of the analysis introduces the reader to the main characters, the setting, the imagery. The narrator of the story remains nameless throughout. We learn right away that he is a childhood friend of Roderick Usher and is there for a visit. The story is told from a first-person limited point of view, which means it is told from his point of view and is going to be limited to his experiences. This is important as we meet the other characters. This session leads students to analyze key words that contribute to the imagery and themes.						
4	The Fall of the House of Usher 2-The main character of the short story are analyzed through the words they say, their actions. Roderick Usher is explained as a mysterious character. His house is analyzed in detail with the inside and outside. The house is treated as a separate character with duality in the physical structure and the genetic patterns of the family.						

5	The Fall of the House of Usher 3- This session concludes the analysis. Students are requested to think beyond the words, phrases in the text. They consider how the imagery at the beginning of the story signalizes the mood of the story. The central themes are discussed: loneliness, isolation, fear etc. Many symbols, character analysis is included as well.
6	Annabel Lee is a rhyming poem. It describes the love between two people, one Annabel Lee and the speaker, who is a male persona possibly based on the poet himself. It is said to be referring to the love he shared with his younger cousin Virginia. There is a sense of the supernatural set up in this poem, with mention of an angelic and demonic order attempting to separate the two lovers.
7	First published in 1845, "The Raven" launched Edgar Allan Poe into literary fame and remains his signature work to this day. The forlorn atmosphere, the raven's cryptic message, and the sweeping formal beauty all make for an unforgettable poem. "The Raven" is a classic tale of loss and grief. Our unnamed protagonist, a scholar, sits in his study on a bleak winter night. The man's undying sorrow for his deceased lover, Lenore, appears to him in the form of a raven.
8	Midterm
9	The Raven 2- As Poe attests in his essay, he was not struck by a sudden inspiration to pen an account of lost love. Rather, he developed "The Raven" through a series of calculated decisions. Having decided upon a hundred lines as the proper length and beauty as the proper effect, Poe chose melancholy as "the highest manifestation of Beauty" and "the most legitimate of poetical tones." By his account, the story of the death of the beautiful Lenore came to him after the conceit of the raven's refrain of "Nevermore"—a refrain chosen for its sonorous qualities. The story of Lenore, then, serves as a solution, a topic that is melancholy enough to match the raven's dark refrain.
10	The Cask of Amontillado" (1846). The terror of "The Cask of Amontillado," as in many of Poe's tales, resides in the lack of evidence that accompanies Montresor's claims to Fortunato's "thousand injuries" and "insult." Revenge and secret murder as a way to avoid using legal channels for retribution. Law is nowhere on Montresor's—or Poe's—radar screen, and the enduring horror of the story is the fact of punishment without proof.
11	The Black Cat- Key issues in "The Black Cat" include guilt and conscience, as the narrator struggles with the effects of his violent actions. Alcoholism serves as a catalyst for his descent into madness and moral degradation. The story addresses themes of violence and abuse, particularly in the mistreatment of animals. Supernatural elements contrast with rational explanations, raising questions about reality. Finally, the narrator's loss of identity reflects the self-destructive consequences of his choices.
12	"The Tell-Tale Heart" is a short story by Edgar Allan Poe told by an unnamed narrator who tries to convince the reader that he is not mad, but sane. While doing so, he confesses a murder he has committed. The victim is an old man with a "vulture-eye". The murder is carefully calculated, and the murderer hides the body by dismembering it and hiding it under the floorboards. Ultimately the narrator's guilt manifests itself in the form of the sound—possibly hallucinatory—of the old man's heart still beating under the floorboards.
13	In "Equally Unequal" students can explore the theme of systemic inequality and how it manifests in various societal structures. They should analyze the intersectionality of race, class, and gender, and how these factors influence individuals' experiences. The narrative challenges the notion of equality by highlighting the disparities that persist despite formal legal frameworks. Students can also examine the author's use of statistics and personal anecdotes to reinforce their arguments. Finally, the text invites a critical discussion on potential solutions and the importance of collective action in addressing inequality.
14	Presentations
15	Presentations
16	Final Exam

Prerequisites	The student must attend the course at a minimum rate of 75%.
Literature	<ul style="list-style-type: none"> • Barden E., Thomas; Thomas, Piri; Wetherell, W. D.; Munro, Alice; Boccaccio, Giovanni; Spark, Muriel. (2010). <i>Short Stories for Students-Presenting Analysis, Context, and Criticism on Commonly Studied Short Stories</i>. (S. Constantakis, Ed.) Detroit, New York, San Francisco, Conn, Maine and London: Gale, Cengage Learning. • Roberts, J. L. (1980). <i>Poe's Short Stories</i>. Nebraska: Cliffs Notes, Inc. • Baraban, E. V. (2004). The Motive for Murder in "The Cask of Amontillado" by Edgar Allan Poe. <i>Rocky Mountain Review of Language and Literature</i>, 47-62. • Burns, S. (1974). "The Cask of Amontillado": Montresor's Revenge. <i>Poe Studies</i> (1971-1985), 25. • DiSanza, R. (2014). On Memory, Forgetting, and Complicity in "The Cask of Amontillado". <i>The Edgar Allan Poe Review</i>, 194-204. • Eddings, D. W. (2013). MAD About "The Raven". <i>The Edgar Allan Poe Review</i>, 144-162. • Esplin, E. (2013). Borges's Philosophy of Poe's Composition. <i>Comparative Literature Studies</i>, 458-489. • Hester, V., & Segir, E. (2014). Edgar Allan Poe: "The Black Cat," and Current Forensic Psychology. <i>The Edgar Allan Poe Review</i>, 175-193. • Moreland, C. T., & Rodriguez, K. (2015). "Never Bet the Devil Your Head": Fuseli's The Nightmare and Collapsing Masculinity in Poe's "The Black Cat". <i>The Edgar Allan Poe Review</i>, 204-220. • Hayes, T. (2020). Poe, insanity, and containing the feminine monstrous. <i>Palgrave Communications</i>, 6, 105. https://doi.org/10.1057/s41599-020-0415-3
References	<ul style="list-style-type: none"> • Lima, M. A. (2010). Poe and Gothic Creativity. <i>The Edgar Allan Poe Review</i>, 22-30. • Bailey, J. O. (1964). What Happens in "The Fall of the House of Usher"? <i>American Literature</i>, 445-466.
Course Outcome	
1	Students will understand text analysis and the types of analysis.
2	Students will analyze context, symbols, main themes, etc.
3	Students will improve their skills in analyzing and writing essays, thus reflecting critical thinking during the analysis of texts.

Course Evaluation			
In-term Studies	Quantity	Percentage	
Midterms	1	20	
Quizzes	0	0	
Projects	0	0	
Term Projects	1	20	
Laboratory	0	0	
Class Participation	1	10	
Total in-term evaluation percent		50	
Final exam percent		50	
Total		100	
ECTS Workload (Based on Student Workload)			
Activities	Quantity	Duration (hours)	Total (hours)
Course duration (Including the exam week: 16x Total hours of the course)	16	4	64
Study hours outside the classroom (Preparation, Practice, etc.)	14	4	56
Duties	1	2	2
Midterms	1	2	2
Final Exam	1	2	2
Other	0	0	0
Total Work Load			126
Total Work Load / 25 (hours)			5.04
ECTS			5.00