



LiFT-2

Book Scan: Indicators of literary complexity

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Please elaborate upon the dimensions of the following table (1000-1200 words per book). To indicate levels, please consult the framework (<http://www.literaryframework.eu/>). **You can decide to score a precise level per indicator, a average level of the whole dimension, or both.**

Authoress of the book / title (language of origin and English) / year of (first) publication / approximate grade/age

introductory remarks: representative to what extent / link to national heritage - world literature – intercultural literature / cross-media-relations / cultural resonances (valued / much spoken off / present in the media...)

For example Nootboom, *Rituals* (<http://www.literaryframework.eu/Matrix/show/upper/level6-/books.html>)

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Dimension	Level	Indicator	Description (complicating factors)
STUDENT <i>General demands for engaging in the book</i>		Time	To what extent does the text require an investment of time (number of pages)?
		Interests	To what extent does the text draw on themes meeting students' interests (which are likely to differ with regard to age, sex, cultural background and individual factors)?
		General knowledge	To what extent does the text call for general knowledge, such as world knowledge (societal, historical) and anthropological knowledge (intercultural, social, psychological)?
		Domain specific knowledge and experience	To what extent does the text call for experience with literature and domain specific knowledge, such as the history of literature (literary periods), genre, narratology, stylistics, intertextuality?
<i>Familiarity with literary style</i>		Vocabulary	To what extent does the text call for a certain familiarity with certain registers of language use?: the level of abstractness, the nearness of the represented world, and the diversity of vocabulary (archaic or regional varieties), possibly because of a historical distance (non-contemporary literature)
		Sentence construction	To what extent does the text call for a certain level of familiarity with complex sentence constructions (length, embedding, sequence of meaning elements), possibly because of a historical distance (non-contemporary literature)?
		Stylistics	To what extent does the text call for knowledge of literary language use and its change over time? Refer to the extent to which language is figurative, multi-interpretable, and refers to conventions and stylistics.
BOOK <i>Familiarity with literary procedures</i>		Act	To what extent does the text hold the reader's attention (suspense)? This includes the pace of actions and the sequence and intensity of dramatical events as well as story elements that interrupt the course of actions and/or complicate the reading (internal monologues, reflections, descriptions, elaborations and expositions).
		Chronology	To what extent does the text demand flexibility with respect to the chronology and continuity of the action? Shifts in time, references to the past (flashbacks) and references to the future all complicate the reading process.
		Storyline(s)	To what extent does the text require to simultaneously follow different story lines and link them to each other? The number of strands and the links between them (primary, secondary, embedded) influence the level of complexity.
		Perspective	To what extent does the text require to distinguish between different perspectives? The level of reliability of a perspective and how that can be played out (manipulation) forms an additional complicating factor. The 1 st person narrative used along the whole text is often more accessible because the reader has only one centre of orientation within the fictional world. In general, changes of perspective are a complicating factor (multiple perspectives). The omniscient narrator is considered less complex: this narrator has a clear intermediary status between reader and story.
		Meaning	To what extent does a text require to recognise and connect various levels and elements of meaning (e.g. irony and parody)? Complexity increases with the number of levels (reality, psychological, political, philosophical, literary, etc.) and elements (motifs, themes, ideas) that are included. Also a high degree of implicit information makes the reading more complex.
<i>Familiarity with literary personages</i>		Character	To what extent does a text require to fathom out both character and character development? This refers to the level of characterisation as well as character development (type and character). The level of (un-)predictability is a complicating factor, so are the distance (of the reader) to the morals and behaviour of the characters, their historical status (old texts) or level of abstraction (literary persona)
		Number	To what extent does a text require to differentiate between main and subsidiary characters? The number of characters involved is a complicating factor.

		Relations	To what extent does text require to fathom out the relationships between characters? The nature of the relationships (psychological, sociological, intercultural) and any changes in those are complicating factors.
Summary: Learning potential		Transitions	In what way does the text challenge students at different levels. What are the main transitions, e.g. from level 1 to level two? LINK: relevant transitions.
		Suggestions for tasks and activities around this book (optional?)	1) 2) 3)

This format is introduced and developed in:

Witte, T.C.H., Rijlaarsdam G.C.W & Schram, D.H. (2012). An empirically grounded theory of literary development. Teachers' pedagogical content knowledge on literary development in upper secondary education. *L1 Educational Studies in Language and Literature*, 12, 1-33.