



### COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
ENGLISH LITERATURE I/II p.	

Academic staff	Core academic unit(s)
<b>Coordinating:</b> Associate Prof. dr. Jūratė Radavičiūtė	Kaunas Faculty, Institute of Language, Literature and Translation Studies Muitinės Str. 12, LT-44280 Kaunas
<b>Other:</b>	

Study cycle	Type of the course unit
First <input checked="" type="checkbox"/>	Compulsory Course <input checked="" type="checkbox"/> Course Unit (Module) of Individual Studies <input checked="" type="checkbox"/>

Mode of delivery	Semester or period when it is delivered	Language of instruction
face to face	Semester 5 (3 <sup>rd</sup> year of study)	English

Requisites	
<b>Prerequisites:</b> <i>English B2</i>	<b>Co-requisites (if relevant):</b>

Number of ECTS credits allocated	Student's workload (total)	Contact hours	Individual work
5	133	48	85

Purpose of the course unit		
<p>The course unit will assist students in:</p> <ul style="list-style-type: none"> <li>– developing a critical approach to literary texts;</li> <li>– learning to objectively evaluate personal and the colleague's ideas, adequately formulate argumentation both in written and oral form;</li> <li>– developing a context-related orientation in the space of Medieval – the 18<sup>th</sup> century English literature;</li> <li>– developing an aesthetic comprehension on the basis of a literary text in its original language,</li> <li>– mastering skills in close reading and interpretation of a literary text from Medieval – the 18<sup>th</sup> century English literature</li> </ul>		
Learning outcomes of the course unit	Teaching and learning methods	Assessment methods
<p>The students will know the main literary trends of the periods of Medieval – the 18<sup>th</sup> century English literature and methods of critical approach to literary texts:</p> <ul style="list-style-type: none"> <li>– they will understand the specificity of Medieval – the 18<sup>th</sup> century English literature;</li> <li>– they will learn to apply the theoretical knowledge in their analysis of a particular</li> </ul>	<p>Problem-oriented instruction, group discussion of a literary problem, individual preparatory tasks, discussion and analysis of critical and literary texts</p>	<p>Assessment of knowledge gained through seminar tasks, 1 presentation, a mid-term examination and a final examination</p>

<ul style="list-style-type: none"> <li>– literary movement or genre; the students will learn the qualitative interpretation of the literary works within the perspectives offered by contemporary literary criticism and be able to use the professional vocabulary related with literary studies; they will be able to relate Medieval – the 18<sup>th</sup> century English literature with the</li> </ul>		
<p>historical and cultural contexts and understand themselves as historically and culturally integrated personalities; they will be able to perceive an aesthetic and ethical value of a literary work.</p>		
<ul style="list-style-type: none"> <li>– they will be able to perform their tasks individually and in a required time;</li> <li>– they will develop team work skills and learn to plan multiple study activities including the performance of specific tasks;</li> <li>– they will acquire adequate skills in public expression and be able to clearly formulate the problem-oriented questions and insights during discussions, prepare and deliver qualitative presentations.</li> </ul>	<p>Team and individual work, discussions, presentations.</p>	<p>Cumulative assessment</p>

Content	Contact hours						Individual work: time and assignments		
	Lectures	Tutorials	Seminars	Workshops	Laboratory work	Internship	Contact hours, total	Individual work	Tasks for individual work
1.Characterisation of Medieval English literature. Anglo-Saxon	4		2				6	8	Reading an excerpt from

poetry: epic and lyrical poems. Anglo-Saxon prose and drama. Popular ballads.									<i>Beowulf</i> . Preparation for the analysis of the text.
2. The specificity of English knightly literature: Thomas Malory's <i>Le Mort Darthur</i> ; the anonymous poem <i>Sir Gawain and the Green Knight</i>	3		2				5	6	Preparation for the presentation on English knightly literature.
3. Urban literature and its generic aspects. Geoffrey Chaucer's <i>The Canterbury Tales</i> as a frame story; the interaction between tales and characters.	3		2				5	6	Preparation for the comparative analysis of the 1 selected tale from Chaucer's <i>The Canterbury Tales</i> .
4. The reflection of humanistic world outlook and imagination in literary works. English Renaissance prose: Thomas More and Francis Bacon. Elizabethan poetry: the impact of the Classical poetic traditions.	3		2				5	6	Preparation for the round table discussion on the topic <i>Elizabethan Literature in the Context of European Renaissance Literature</i> .
5. The structural features of the English sonnet. The phenomenon of Edmund Spenser's descriptive lyric. Sir Philip Sidney's dramatic lyric: systems and functions of imagery. The mythical background of Shakespeare's sonnets; the motifs of time, death and love.	4						4	6	Reading theoretical material.
6. The instruments of Shakespearian poetic language.			2				2	6	Preparation for the analysis of <i>Sonnet 146</i> .
7. Characteristics of Shakespeare's dramatic talent. Generic variety of Shakespeare's drama: tragedy, comedy, history play, tragicomedy (romance).	5						5	8	Reading 1 selected Shakespearian drama.
8. Christopher Marlowe's Renaissance theatre: the tragedy of the hero's boundless passion.	2						2	6	Reading theoretical material.
9. Analysis of the drama <i>The Tragic History of Dr</i>			2				2	6	Preparation for the analysis of

<i>Faustus</i> . The Renaissance portrait of Doctor Faustus.									Faustus' final monologue.
10. The poetry of late Elizabethan period: Mannerism and Baroque features in Metaphysical poetry. The specificity of John Donne's libertine and religious poetic works: a challenge to intellect and imagination.	4						4	6	Reading theoretical material.
11. The role of wit and the Metaphysical conceit in Donne's poems and <i>Meditation XVII</i> .			4				4	<b>10</b>	Preparation for the analysis of one of the poems <i>The Flea</i> , <i>A Valediction: Forbidding Mourning</i> and <i>Meditation XVII</i> .
12. Christian and mythical motifs in John Milton's poem <i>Paradise Lost</i> .	2						2	5	Reading theoretical material.
13. The 18 <sup>th</sup> century English literature: Daniel Defoe and Jonathan Swift.	2						2	6	Reading theoretical material.
<b>Total</b>	<b>3</b> <b>2</b>		<b>16</b>				<b>48</b>	<b>85</b>	

Assessment strategy	Weight %	Deadline	Assessment criteria
Seminar tasks	10%	During semester, related to topics 1, 4, 6, 12, 13	Productive participation in discussions on the given literary topics.
1 presentation	10%	During semester	<p><u>10-9 (excellent to very good):</u> The information provided is accurate, detailed and relevant to the subject matter. The presentation is engaging. It exhibits clear and rigorous argument, logic, perceptiveness, liveliness and effective use of visual aids; demonstrates precise focus, coherent organisation, confident handling of appropriate academic vocabulary to communicate valid ideas efficiently.</p> <p><u>8 (good):</u> The information provided is well-chosen and relevant to the subject matter. The presentation exhibits clarity, logic and appropriate use of carefully selected illustrative material; most points dealt with are substantially argued. The student demonstrates good handling of proper academic vocabulary to communicate valid ideas efficiently.</p> <p><u>7 (average):</u> The information provided is generally accurate and indicates the grasp of major issues. Despite a moderate range of academic vocabulary, the presentation is</p>

			<p>sufficiently clear and logical. The development may contain some poorly chosen information, but major ideas are adequately supported.</p> <p><u>6 (fair):</u> The information provided is incomplete; there are occasional gaps and/or irrelevant material. The presentation contains some adequate illustrative material. A limited control of focus, and/or weak organisational pattern (may ramble, be repetitious, hard to follow), and/or development (may contain some inaccurate information).</p> <p><u>5 (poor):</u> The information provided contains significant gaps and/or errors and reveals limited knowledge. The argumentation is underdeveloped and not entirely clear. The interpretation of the issues dealt with is fairly superficial. Some evidence is mentioned, but not integrated into presentation.</p> <p><u>4 and below (fail):</u> The information provided is very limited and gives little evidence of even superficial understanding of the subject matter. Ineffective organisational pattern; the structure is incoherent. The interpretation of the issues dealt with is entirely superficial, there is little or no evidence discussed.</p>
Cumulative assessment of 2 colloquiums	50%	During semester	<p><u>10-9 (excellent to very good):</u> All content points fully dealt with; a wide range of ideas relevant to task Meets text type requirements including specified length Register and format consistently appropriate Valid ideas organized effectively</p> <p><u>8 (good):</u> All content points dealt with; ideas relevant to task Some inconsistencies in text type requirements Register and format on the whole appropriate Valid ideas organised clearly Good range of appropriate vocabulary</p> <p><u>7 (average):</u> Most content points dealt with; sufficient valid ideas Mainly valid ideas organised properly Moderate range of vocabulary Well-formed sentences; generally accurate expression</p> <p><u>6 (fair):</u> Some content points dealt with; few valid ideas and/or repetitive Most content points mentioned; barely meets text type requirements Attempts at appropriate register and format are inconsistent or unsuccessful Choppy, ideas organised inadequately</p> <p><u>5 (poor):</u> Hardly any relevant content points dealt with Hardly any valid ideas Many inconsistencies in text type, register and format requirements Frequent lack of logical sequencing</p> <p><u>4-0 (fail):</u></p>

			<p>No relevant content points dealt with          Confusing ideas disconnected; lack of logical sequencing          Inadequate range of vocabulary          Frequent errors obscure communication</p>
Final (written) examination	40%	Examination session	<p><u>10-9 (excellent to very good):</u>          All content points fully dealt with; a wide range of ideas relevant to task          Valid ideas organized effectively          A wide range of appropriate academic vocabulary to express valid ideas efficiently          No or hardly any grammar or stylistic errors</p> <p><u>8 (good):</u>          All content points dealt with; ideas relevant to task Valid ideas organised clearly          Good range of appropriate vocabulary Language is generally accurate          Possibly some errors but errors do not impede communication Demonstrates mastery of basic grammatical structures</p> <p><u>7 (average):</u>          Most content points dealt with; sufficient valid ideas          Mainly valid ideas organised properly          Moderate range of vocabulary          Well-formed sentences; generally accurate expression          Possibly a number of errors but errors do not impede communication.</p> <p><u>6 (fair):</u>          Some content points dealt with; few valid ideas and/or repetitive          Ideas organised inadequately          Communication sometimes obscured, repetitive Limited range of vocabulary</p> <p><u>5 (poor):</u>          Hardly any relevant content points dealt with Hardly any valid ideas          Frequent lack of logical sequencing          Very limited range of structures and vocabulary Frequent errors distract the listener</p> <p><u>4-0 (fail):</u>          No relevant content points dealt with          Confusing ideas disconnected; lack of logical sequencing          Inadequate range of vocabulary          Frequent errors obscure communication</p>

**REGARDING THE EXTERNAL EXAMINATION OF THE COURSE UNIT**

Mark <input checked="" type="checkbox"/>		If permitted, please provide the conditions	
Not permitted	<input checked="" type="checkbox"/>	Permitted	<input type="checkbox"/>

Mark <input checked="" type="checkbox"/>		If permitted, please provide the conditions	
Not permitted	<input checked="" type="checkbox"/>	Permitted	<input type="checkbox"/>

**REGARDING THE USE OF GENERATIVE ARTIFICIAL INTELLIGENCE (GenAI) TOOLS (SUCH AS "CHATGPT", ETC.) WHEN STUDYING THE COURSE UNIT**

Mark <input checked="" type="checkbox"/>		If permitted, please provide the conditions	
Not permitted	<input checked="" type="checkbox"/>	Permitted	<input type="checkbox"/>

Mark <input checked="" type="checkbox"/>		If permitted, please provide the conditions	
Not permitted	<input checked="" type="checkbox"/>	Permitted	<input type="checkbox"/>

**REGARDING ACADEMIC PROGRESS**

A student who (1) **throughout the semester consistently** fails to demonstrate **progress in achieving the expected learning outcomes of a subject (module)** during the practical classes (seminars, exercises, laboratory work, etc.) and (2) fails to complete all interim assessment requirements and tasks within the time specified in the course description, is not allowed to participate in the examination session.

Author (-s)	Publishing year	Title	Issue of a periodical or volume of a publication	Publishing house or web link
<b>Required reading</b>				
Pincombe, M.	2001	<i>Elizabethan Humanism: Literature and Learning in the Later 16th Century.</i>		London: Longman
Dowden, E.	2003	<i>Shakespeare: A Critical Study of His Mind and Art</i>		New Delhi: Atlantic Publishers and Distributors
Krūminienė, J.	2006	<i>Modes of Intricate Literary Expression: Reading Technologies</i>		Vilnius: Vilnius University Press
Sanders, A.	2004	<i>The Short Oxford History of English Literature</i>		Oxford: Oxford University Press.
<b>Recommended reading</b>				
Greenblatt, S. et al., eds.	2005	<i>The Norton Anthology of English Literature, Volume A: The Middle Ages</i>		New York: W.W. Norton and Company
Greenblatt, S. et al., eds.	2005	<i>The Norton Anthology of English Literature, Volume B: The Sixteenth Century/The Early Seventeenth Century</i>		New York: W.W. Norton and Company
Lewis, C. S.	1998	<i>Studies in Medieval and Renaissance Literature</i>		Cambridge: Cambridge University Press

**NOTE:** Including Open Educational Resources in the reading list is recommended