



COURSE UNIT (MODULE) DESCRIPTION

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

Lecturer(s)	Department(s) where the course unit (module) is delivered
Coordinator: Doc. dr. Jūratė Radavičiūtė Other(s):	Kaunas Faculty of Humanities, Institute of Language, Literature and Translation Studies Muitinės Str. 12, LT-44280 Kaunas

Study cycle	Type of the course unit (module)
Bachelor (first cycle)	Obligatory or Subject of individual studies

Mode of delivery	Period when the course unit (module) is delivered	Language(s) of instruction
face to face	Semester 5 (3 rd year of study)	English

Requirements for students	
Prerequisites: <i>English B2</i>	Additional requirements (if any):

Course (module) volume in credits	Total student's workload	Contact hours	Self-study hours
5	133	50	83

Purpose of the course unit (module): programme competences to be developed

The course unit will assist students in:

- developing a critical approach to literary texts;
- learning to objectively evaluate personal and the colleague's ideas, adequately formulate argumentation both in written and oral form;
- developing a context-related orientation in the space of Medieval – the 18th century English literature;
- developing an aesthetic comprehension on the basis of a literary text in its original language,
- mastering skills in close reading and interpretation of a literary text from Medieval – the 18th century English literature.

Learning outcomes of the course unit (module)	Teaching and learning methods	Assessment methods
The students will know the main literary trends of the periods of Medieval – the 18 th century English literature and methods of critical approach to literary texts: <ul style="list-style-type: none"> – they will understand the specificity of Medieval – the 18th century English literature; – they will learn to apply the theoretical knowledge in their analysis of a particular 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 18th century English literature with the 	Problem-oriented instruction, group discussion of a literary problem, individual preparatory tasks, discussion and analysis of critical and literary texts	Assessment of knowledge gained through seminar tasks, 1 presentation, a mid-term examination and a final examination

<p>historical and cultural contexts and understand themselves as historically and culturally integrated personalities;</p> <ul style="list-style-type: none"> – they will be able to perceive an aesthetic and ethical value of a literary work. 		
<ul style="list-style-type: none"> – they will be able to perform their tasks individually and in a required time; – they will develop team work skills and learn to plan multiple study activities including the performance of specific tasks; – 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. 	Team and individual work, discussions, presentations.	Cumulative assessment

Content: breakdown of the topics	Contact hours							Self-study work: time and assignments	
	Lectures	Tutorials	Seminars	Exercises	Laboratory work	Internship/work placement	Contact hours	Self-study hours	Assignment
1. Characterisation of Medieval English literature. Anglo-Saxon poetry: epic and lyrical poems. Anglo-Saxon prose and drama. Popular ballads.	4		2				6	8	Reading the poem <i>The Wanderer</i> and an excerpt from <i>Beowulf</i> . Preparation for the analysis of the ballad <i>The Three Ravens</i> .
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 2 selected tales 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 an excerpt <i>All the World's a Stage</i> and <i>Sonnet 146</i> .
7. Characteristics of Shakespeare's dramatic talent. Generic variety of Shakespeare's drama: tragedy,	5						5	8	Reading 1 selected Shakespearian drama.

	comedy, history play, tragicomedy (romance).									
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 Faustus</i> . The Renaissance portrait of Doctor Faustus.			2				2	6	Preparation for the analysis of 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	8	Preparation for the analysis 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 th century English literature: Daniel Defoe and Jonathan Swift.	2						2	6	Reading theoretical material.
	Consultations		2					2		
	Total	32	2	16				50	83	

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	20%	During semester	<p>10-9 (excellent to very good): 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. The student gives extensive evidence of original, independent, mature thought. The presentation is perfectly timed and well-organised. The student is engaged well with the group, responds well or reasonably well to questions; exhibits no or hardly any grammar and pronunciation errors.</p> <p>8 (good): 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. The presentation is timed and well-organised. The student is engaged with the group and responds well to questions but makes a few grammar and/or pronunciation errors.</p> <p>7 (average): The information provided is generally accurate and indicates the grasp of major issues. Despite a moderate range of academic vocabulary, the presentation is sufficiently clear and logical. The development may contain some poorly chosen information, but major ideas are adequately supported. The presentation is of</p>

			<p>more or less right length. The student responds reasonably well to questions but makes occasional grammar and pronunciation errors.</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). The presentation is of more or less right length, but some material is not covered properly. The student demonstrates little attempt to engage with the group, mostly uncomfortable responding to questions, frequent grammar and pronunciation errors.</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. The presentation is not always clear or easy to follow; unimaginative and not engaging; significantly over time. The material is fairly disorganised. The student demonstrates uncomfortable responding to questions and no attempt at engaging with the group.</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. The oral performance is clumsy, difficult to follow and dull. The presentation is significantly under or over time and disorganised. The student demonstrates no engagement with the group and inability to respond to any question appropriately.</p>
Cumulative assessment of 2 colloquiums	40%	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 A wide range of appropriate academic vocabulary to express valid ideas efficiently No or hardly any grammar and spelling errors</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 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</p>

			<p>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 Most content points mentioned; barely meets text type requirements Attempts at appropriate register and format are inconsistent or unsuccessful Choppy, ideas organised inadequately Communication or purpose of writing sometimes obscured, repetitive Limited range of vocabulary</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 Hardly any appropriate linking devices Very limited range of structures and vocabulary Frequent errors distract the reader</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>
Final (oral) examination	30%	Examination session (June)	<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</p>

			<p>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>
--	--	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Author	Year of publication	Title	Issue of a periodical or volume of a publication	Publishing place and house or web link
Compulsory reading				
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.
Optional reading				
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