



## COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
Contemporary English III/IV/ Šiuolaikinė anglų kalba III/IV	

Lecturer(s)	Department(s) where the course unit (module) is delivered
<b>Coordinator: Dr. Linara Bartkuvienė</b> <b>Other(s): Lect. Rūta Burbaitė, Dr. Dainora Maumevičienė</b>	Department of English Philology Faculty of Philology

Study cycle	Type of the course unit (module)
BA	Compulsory

Mode of delivery	The period when the course unit(module) is delivered	Language(s) of instruction
Seminars, tutorials	Autumn	English

Requirements for students	
<b>Prerequisites:</b> A good command of English (B2 according to CEFR)	<b>Additional requirements (if any):</b>

Course (module) volume in credits	Total student workload	Contact hours	Self-study hours
5	150	64	86

Purpose of the course unit (module): programme competences to be developed
<p>This course consists of two aspects: 1) Academic Reading (50%) and 2) Academic Writing (50%).</p> <p><b>The Academic Reading component</b> is divided into two segments: literary (50%) and linguistic (50%). <u>The literary segment</u>, which spans from September to October, is designed to sharpen students' analytical skills by immersing them in an array of literary genres that challenge established concepts of text and meaning construction. The reading list is structured around central themes, encompassing topics such as literature and madness, literature and heterotopia, the intersections of food and literature, history and culture. Throughout the course, students will be introduced to essential literary terms and concepts, equipping them with the necessary tools for effective textual analysis. They will learn to identify linguistic and stylistic features, explore literary elements and techniques (including figurative language, imagery, and symbolism), and critically assess how an author's choices regarding form, structure, and language contribute to the interpretation of the text. Furthermore, students will be encouraged to enhance their proficiency in literary text analysis by examining and discussing relationships and comparisons among individual literary works. This process will prompt them to scrutinize and question their perceptions of meaning as applied to both texts and the broader world. <u>The linguistic segment</u>, taking place from November to December, is designed to cultivate critical thinking and information processing skills by introducing students to various text types within the domains of applied linguistics, language, and technologies, as well as the latest developments and trends in linguistics. Throughout this course, students will develop the ability to analyze, critically assess, and effectively convey text-related information for diverse purposes, utilizing text analysis tools and modern technologies.</p> <p><b>The Academic Writing component's</b> primary objective is to assist students in crafting coherent and genuine academic English texts. Students are anticipated to acquire the proficiency necessary to produce advanced-level research papers, enhancing their competence in both academic and professional settings. This component is designed to facilitate students in</p>

comprehending and articulating, through written expression, the primary and secondary concepts presented in academic literature. It also aims to foster an understanding of research methodologies, stimulate the development of original ideas, encourage critical thinking and data-driven conclusions, and expand their overall proficiency in employing a formal language register, as well as composing data-driven reports.

Learning outcomes of the course unit (module)	Teaching and learning methods	Assessment methods
<p><b>Generic competencies:</b></p> <p>Will have the ability to establish objectives, select and deploy essential resources for task completion, formulate time-management plans, and adhere to deadlines; Will demonstrate accountability for their work/study outcomes and embrace opportunities for learning from mistakes.</p> <p>Will exhibit proficiency in teamwork by establishing shared objectives, sharing information, and collaboratively seeking solutions.</p> <p>Will possess the ability to motivate fellow team members towards the achievement of common goals.</p> <p>Will be capable of comprehending the intricacies of various cultures, and analyzing and assessing cultural contexts.</p> <p>Will have the capability to study, work, and communicate effectively with individuals from diverse cultural backgrounds, fostering awareness, respect, and openness to cultural diversity.</p> <p>Will excel in identifying issues and challenges within their field and related domains.</p> <p>Will adeptly recognize problems by sourcing, analyzing, and critically evaluating pertinent information, generating innovative ideas, and selecting the most optimal solutions.</p> <p>Will stay well-informed not only about the developments in their area of interest but also about their underlying causes, challenges, and opportunities.</p> <p>Will maintain an open mindset for new concepts, actively seek change, and foster creativity and innovation.</p> <p>Will possess the aptitude to assess the quality of their actions and accomplishments, actively striving to acquire the competencies necessary for future adaptations.</p> <p><b>Subject-Specific Competencies:</b></p> <p>Proficiency in distinguishing various literary genres.</p> <p>Proficiency in analyzing the construction of meaning within literary texts.</p> <p>Proficiency in comprehending formal written texts in English.</p> <p>Awareness of the intended audience and purpose of texts.</p> <p>Competency in planning and composing scientific reports.</p> <p>Research skills, including effective reading and referencing capabilities.</p> <p>Competency in utilizing logical organization and coherent discourse when presenting evidence to</p>	<p>The in-class activities during the <b>Academic Writing</b> seminars encompass a range of writing exercises, collaborative discussions and analysis in pairs and groups, and personalized feedback from the instructor. Homework assignments encompass diverse writing tasks along with supplementary background reading and research from multiple sources. Furthermore, in addition to the various exercises, students will be tasked with conducting research using questionnaire methodology and composing an individual research paper.</p> <p><b>Academic Reading (Literature):</b> The mode of delivery of seminars is inclusive teaching to benefit all students with their strengths and contributions to class discussions; and to have a wider range of views and experiences which can lead to a more critical understanding of a subject.</p> <p>In-class activities consist of a variety of tasks such as discussion on the passages of the primary and background reading in class; adequately reporting on the content of the text (its extracts) read in class; thought-mapping, literary maps, and individual feedback from the instructor (if required).</p> <p>Homework assignments include not only reading primary texts but also background reading and research from various sources to investigate the topic area in question, carrying out individual small-scale research, and preparing and delivering it in class.</p> <p><b>Academic Reading [Linguistics]</b> will primarily center around seminars, where linguistics-related texts will be comprehensively read in</p>	<p>The assessment for the <b>Academic Writing</b> component comprises the assessment of the research paper proposal presentation, accounting for 25% of the total grade, and the evaluation of the final research paper, which constitutes 25 % of the overall assessment.</p> <p>The assessment for the <b>Academic Reading [Literature]</b> component consists of the grade given for the written examination test (25 %). The assessment for the <b>Academic Reading [Linguistics]</b> component consists of the grade given for presentation that makes up 25 % of the overall grade.</p>

<p>support a chosen stance.          Ability to assess their own research and engage in peer-review processes.          Proficiency in analyzing scientific data, which involves breaking information down into its constituent components to discern interrelationships and ideas.          Competency in synthesizing scientific data, which entails employing creativity to formulate and design original reports.          Proficiency in employing visual aids judiciously to bolster scientific data.          Capability to participate in active learning, which involves appreciating, accepting, or challenging ideas while defending their positions.          Ability to cultivate, monitor, and enhance collaborative relationships with peers.</p>	<p>advance and then critically reviewed and evaluated during the sessions. Throughout the rest of the course, the main methods of learning and teaching will include reflection, critical reading, discussions, presentations, and the application of design thinking.</p>	
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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	Assignments
<b>Academic Reading [Literature] (September- October)</b>									
<p><b>Unit 1. Literature and Madness. The theme of madness in literature.</b></p> <p><u>Note: The teacher has the discretion to modify the reading texts as needed. Please follow the uploaded information in the emokymai.</u></p> <p>Ken Kesey, <i>One Flew Over the Cuckoo's Nest</i> (extracts)</p> <p>☞ Theoretical Readings: Michel Foucault, <i>Discipline and Punish: The Birth of the Prison</i>          Michel Foucault, <i>Psychiatric Power</i></p> <p>☞ ☞ Supplementary materials, if deemed necessary, will be made available on the VMA platform throughout the unit.</p>			6				6		<p>Ken Kesey, <i>One Flew Over the Cuckoo's Nest</i> (extracts)          Michel Foucault, <i>Discipline and Punish: The Birth of the Prison</i> (extracts)          Michel Foucault, <i>Psychiatric Power</i> (extracts).  <u>Note: The assigned readings (extracts) will be accessible on the VMA platform.</u></p>
<p><b>Unit 2. Literature and Heterotopia.</b></p> <p><u>Note: The teacher has the discretion to modify the reading texts as needed. Please follow the uploaded information in the emokymai.</u></p>			4				4		<p>Susan Clarke, <i>Piranesi</i> (extracts)          Jorge Luis Borges, <i>The Library of Babel</i>          Michael Foucault, <i>Of Other Spaces</i></p> <p><u>Note: The assigned</u></p>

<p>Susan Clarke, <i>Piranesi</i> (extracts)  Jorge Luis Borges, <i>The Library of Babel</i></p> <p>☞ Theoretical readings: Michael Foucault, <i>Of Other Spaces</i></p> <p>☞ ☞ Supplementary materials, if deemed necessary, will be made available on the VMA platform throughout the unit.</p>								<p><u>readings (extracts) will be accessible on the VMA platform.</u></p>
<p><b>Unit 3. Literature and Food. Food and hunger. Food and family: memory, identity, ethnicity.</b>  <u>Note: The teacher has the discretion to modify the reading texts as needed.</u>  <u>Please follow the uploaded information in the emokymai.</u></p> <p>Cara de Silva, <i>In Memory's Kitchen</i>  Marcel Proust, <i>On the Madeleine</i> (from <i>Remembrance of Things Past</i>)  Austen Clarke, Pig Tails 'n Breadfruit. ("Souise, but no Black Pudding").  Audre Lorde, Zami ("Spices").  Louise DeSalvo, Crazy in the Kitchen ("The Bread").</p> <p>☞ Supplementary materials, if deemed necessary, will be made available on the VMA platform throughout the unit.</p>			2				2	<p><i>A Norton Anthology of Food Writing</i> (edited by Sandra M. Gilbert and Roger J. Porter) (see the VMA)</p> <p><u>Note: The assigned readings will be accessible on the VMA platform.</u></p>
Test (Academic Reading [literature])			2				2	The test requirements will be provided in written form and will be accessible on the VMA platform.
Feedback (Academic Reading [literature])			2				2	
<b>Total:</b>			<b>16</b>				<b>16</b>	
<b>Academic Reading [Linguistics] (November – December)</b>								
<p><b>Unit 1. Applied linguistics and the map of linguistic studies.</b></p> <p>NOTE: the main reading texts (lists) will be uploaded on Moodle. The teacher has the discretion to modify the reading texts as needed.</p>			4				4	<p>Critical evaluation and assessment tasks of the texts for reading. Oral comprehension of the texts. Discussion of terminology and text genres. The application of technologies and tools to critically examine and analyze texts.</p>
<p><b>Unit 2. Language and technologies.</b>  Different text analysis-related tools, the use of generative Artificial intelligence solutions, and their critical perception.</p>			4				4	<p>Critical evaluation and assessment tasks of the texts for reading. Oral comprehension of the texts.</p>

NOTE: the main reading texts (lists) will be uploaded on Moodle. The teacher has the discretion to modify the reading texts as needed.								Discussion of terminology and text genres. The application of technologies and tools to critically examine and analyze texts.
<b>Unit 3. Current trends in linguistics and linguistics-related research.</b>  NOTE: the main reading texts will be uploaded on Moodle. The teacher has the discretion to modify the reading texts as needed.			4				4	Critical evaluation and assessment tasks of the texts for reading. Oral comprehension of the texts. Discussion of terminology and text genres. The application of technologies and tools to critically examine and analyze texts.
Presentation as final assessment (Academic reading [linguistics])			2				2	All requirements for presentation as well as the main criteria for the assessment will be uploaded and available on Moodle.
Reflection and feedback (Academic Reading [linguistics])			2				2	
<b>Total:</b>			<b>16</b>				<b>16</b>	
<b>Academic Writing</b>								
1. Introduction to the course.			2				2	
2. The structure of a research article in the humanities and social sciences. Constructing a literature review (types and functions).			2				2	1. Analysing the provided research article. Including it in a literature review ( <i>Introduction</i> ) (peer task).
3. Research paper proposal (RPP) and research paper (RP): structure and requirements. Use of academic databases.			2				2	1. Formulating potential topics for the RP. Narrowed down the topic to be provided by 30 September. 2. Working with databases: finding academic articles relevant to the RP Introduction.
4. CARS: Creating a research space			4				4	1. Workshop: Finalizing the Introduction and providing peer reviews, focusing on the CARS application.
5. Introduction to methodology: research design, sampling, data collection, and analysis.			4				4	1. Reading, presenting, and discussing (based on the academic material) research design, sampling, data collection, and analysis methods.

6. Constructing <i>Methodology and Data</i> section. Following the stylistic conventions of the field vs. pushing boundaries thereof.			2				2		1. Developing the <i>Methodology and Data</i> (collection) section. Planning the sample of the research (1)
8. Planning the sample, and selecting the sample method to be used. Designing a questionnaire. Question wording.			4				4		2. Planning the sample of the individual research (2) and addressing targeted respondents. 3. Preparing the first draft of the questionnaire to be used for the pilot study (10-15 questions). 4. Improving the questionnaire. 5. Prepare to briefly describe the findings of the pilot study and necessary alterations done afterward.
9. Constructing <i>Results and Discussion</i> and conclusions			4				4		1. Drafting <i>Results and Discussion</i> + <i>Conclusions</i> sections.
10. Presentation of research paper proposals. Peer reviews are to be presented and discussed.			6				6		1. Preparing and delivering RPP presentations (up to 10 minutes). 2. Preparing and delivering peer reviews.
11. Individual consultations		2					2		1. Preparing RP-related questions to be clarified with the lecturer and updating the RP accordingly
<b>Total: 32</b>		<b>2</b>	<b>30</b>				<b>32</b>		

Assessment strategy	Weight, %	Deadline	Assessment criteria (a project)
<b>Academic Reading (Literature)</b>			
Written test	25%	January	The written examination will comprise a set of open- and closed-ended questions centered around the analysis of texts covered in the course. Students should aim to craft well-structured responses that make a compelling argument. Additionally, it is important to employ literary terms and concepts accurately and effectively, while drawing upon the theoretical readings assigned and discussed in class. The examination will be evaluated on a 10-point scale.  Detailed test instructions will be made available in written format and can be accessed on the VMA platform.
<b>Academic Reading (Linguistics)</b>			
Student reflection	25%	End of December	Student reflection constitutes 15 percent as is individual work that includes self-reflection on the tasks performed and personal insights on lessons learned, and challenges faced. Accumulative grading of 10 percent of the 25 percent is related to the assessment of student progress during the semester when the total average is arithmetically calculated for the submitted tasks.

Academic Writing			
Research paper proposal	25%	To be uploaded on the VMA platform by November 30th and presented during the seminar as per the scheduled date.	<p><b>The assessment of the research paper proposal presentation (25 points):</b></p> <p>Content (15 points)</p> <p><i>Introduction (5 points)</i></p> <ul style="list-style-type: none"> <li>• Substantial background to and context of the research.</li> <li>• Statement of the research problem, question(s), hypothesis, aims and significance.</li> <li>• A sufficient literature review (at least 3 academic sources).</li> </ul> <p><i>Methodology and Data (5 points)</i></p> <ul style="list-style-type: none"> <li>• Explanation of the scope of the study.</li> <li>• The planned research methodology, including data selection criteria.</li> </ul> <p><i>Questionnaire (5 points)</i></p> <ul style="list-style-type: none"> <li>• Form including 10-15 (demographic questions not included) questions on the research topic.</li> </ul> <p>Delivery (10 points): coherence, accuracy, field terminology, interaction with the audience.</p>
Research paper	25%	To be uploaded on VMA during the January exam session (exact date to be specified).	<p>The assessment of the research paper (25 points):</p> <p><i>Introduction (5 points)</i></p> <ul style="list-style-type: none"> <li>• Substantial background to and context of the research.</li> <li>• Statement of the research problem, question(s), hypothesis, aims and significance.</li> <li>• A sufficient literature review (at least 4 academic sources).</li> </ul> <p><i>Methodology and Data (5 points)</i></p> <ul style="list-style-type: none"> <li>• Explanation of scope of the study</li> <li>• Use of a research methodology appropriate to the aim (the use of a questionnaire as a research instrument, with the minimum amount of 30 respondents, equally distributed according to the main variables).</li> </ul> <p><i>Results and Discussion (5 points)</i></p> <ul style="list-style-type: none"> <li>• Analysis of the gathered empirical data and the research sources (their synthesis, evaluation, connection) used to address the research questions.</li> </ul> <p><i>Conclusion (3 points)</i></p> <ul style="list-style-type: none"> <li>• The hypothesis proved or negated; research questions answered.</li> </ul> <p><i>Structure and Writing (5 points)</i></p> <ul style="list-style-type: none"> <li>• Appropriate paragraphing, and use of linkers.</li> <li>• Appropriate grammar, sentence structure, word spelling and punctuation.</li> <li>• Accurate use of academic language.</li> <li>• Appropriate length of the report (2,000-2,300 words) and its component parts.</li> </ul>

			<p><i>Presentation and Referencing (2 points)</i></p> <ul style="list-style-type: none"> <li>• Appropriate pagination, layout, margins, typographical accuracy, consistent and appropriate citation style, etc.</li> <li>• Correct attribution of sources through citations.</li> <li>• The presence of at least 1 visual aid (table, chart, graph, etc.) appropriately illustrating obtained results.</li> </ul> <p>Additionally, students are expected to actively participate in discussions related to homework and classroom tasks and submit written assignments punctually. Written assignments should be submitted through the designated platforms, either VMA (emokymai.vu.lt) or Teams. Deadline extensions will only be granted under exceptional circumstances, such as illness, and students are required to provide a valid explanation for late submissions. Failure to meet the submission deadline for the final written assignment (research paper proposal and research paper) will result in a failing grade. Late submissions without valid justifications will not be accepted.</p>
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#### **Attendance requirements**

Students must maintain a minimum attendance rate of 70% for each (sub)segment separately, as there is a well-established and significant link between class attendance and academic performance. If a student's seminar attendance drops below 70%, they will not be eligible to take the January exam. Additionally, students are encouraged to actively participate in discussions related to assigned texts and engage in individual and group tasks during practical sessions.

#### **Requirements for passing the course Contemporary English III/IV**

A student will fail the academic reading or writing component if they receive a mark lower than 4.5 (final marks for each component are not rounded). However, if a student successfully passes both components, their raw (unrounded) marks for each component are totaled, and the final mark for the course "Contemporary English III/IV" will be rounded up.

<b>Author</b>	<b>Year of publication</b>	<b>Title</b>	<b>Issue of a periodical or volume of a publication</b>	<b>Publishing place and house or weblink</b>
<b>Compulsory reading</b>				
<b>Academic Reading (Literature)</b>				
<b>PRIMARY TEXTS</b>				
Borges, J. L. (translated by Andrew Hurley)	1941	"The Library of Babel" (in <i>Collected Fictions</i> )		Available on the course emokymai
Clarke, S.	2020	<i>Piranesi</i>		New York: Bloomsbury Publishing
Foucault, M. (translated by Alan Sheridan)	1977	<i>Discipline and Punish: The Birth of the Prison</i>		New York: Vintage Books
Foucault, M. (translated by Graham Burchell)	2003	<i>Psychiatric Power</i>		New York: Palgrave Macmillan
Foucault, M.	1997	"Of Other Spaces" (in <i>Rethinking Architecture: A Reader in Cultural Theory</i> . Edited by Neil Leach)		New York: Routledge
Gilbert S.M. and Porter M.J.) (eds.)	2015	<i>Eating Words. A Norton Anthology of Food Writing</i>		New York: W.W.Norton & Company
Kesey, K.	1962	<i>One Flew Over the Cuckoo's Nest</i>		London: Signet

<b>Academic Reading (Linguistics)</b>				
Rogers, L.	2011	<i>Reading Skills</i>		Peaslake: DeltaPublishing
Adamou, B.	2019	<i>Games and gamification</i>		Oxford: Oxford University Press
McLuhan, M.	2001	<i>Understanding Media</i>		Available online (link provided on Moodle)
<b>Academic Writing</b>				
Bowden, John	2010	<i>Writing a Report: How to Prepare, Write and Present Really Effective Reports</i>		Trowbridge: The Cromwell Press. Access (using VU VPN credentials): <a href="https://www.cambridge.org/core/books/planning-proposing-and-presenting-science-effectively/0423B1AD1FB4E6D4CA3BD3AE35325B93">https://www.cambridge.org/core/books/planning-proposing-and-presenting-science-effectively/0423B1AD1FB4E6D4CA3BD3AE35325B93</a>
Decker, Christian & Werner, Rita	2016	<i>Academic Research and Writing: A Concise Introduction</i>		Frankfurt am Main: Icademicus
Galán, José Gómez	2016	<i>Educational Research in Higher Education: Methods and Experiences</i>		Gistrup: River Publishers. Uploaded on the VMA platform.
Katkuvienė, Laima Erika & Šeškauskienė, Inesa	2005	<i>Research matters</i>		Vilnius: Vilnius University Press
Nichols, Austin Lee & Edlund, John	2023	<i>The Cambridge Handbook of Research Methods and Statistics for the Social and Behavioral Sciences</i>		Online: Cambridge University Press. Access (using VU VPN credentials): <a href="https://www.cambridge.org/core/books/the-cambridge-handbook-of-research-methods-and-statistics-for-the-social-and-behavioral-sciences/5110EBF396AA71C416A0B6EDE39A96EF">https://www.cambridge.org/core/books/the-cambridge-handbook-of-research-methods-and-statistics-for-the-social-and-behavioral-sciences/5110EBF396AA71C416A0B6EDE39A96EF</a>
Swales, John M. & Feak, Christine B.	2012	<i>Academic Writing for Graduate Students, 3<sup>rd</sup> Edition: Essential Skills and Tasks</i>		Michigan: ELT
Swales, John M. & Feak, Christine B.	2009	<i>Telling a Research Story. Writing a Literature Review</i>		Michigan: The University of Michigan Press
Several recent academic articles				Uploaded on the VMA platform. Note: <u>The teacher has the discretion to modify the material as needed. Please follow the uploaded information on the VMA platform.</u>

Last updated: September 2023