COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
Content Writing in English / Turinio kūrimas anglų kalba	

Lecturer(s)	Department(s) where the course unit (module) is delivered
Coordinator: Lect. Joe Tobin	Department of English Philology Faculty of Philology

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

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

Requirements for students	
Prerequisites: A good command of English (B2 / C1 according to CEFR)	**Additional requirements (if any):**

Course (module) volume in credits	Total student workload	Contact hours	Self-study hours
5	150	32	118

Purpose of the course unit (module): programme competences to be developed
This course consists of two aspects: 1) Digital Literacy (25%) and 2) Content Writing (75%). The **Digital Literacy component** is designed to cultivate critical thinking and information processing skills by introducing students to various digital media types within the domains of new media, online communication, and emerging technologies, as well as the latest developments and trends in digital media. Throughout this course, students will develop the ability to analyze, critically assess, and effectively communicate digital content for diverse purposes, using digital analysis tools and contemporary technologies. The **Content Writing component** is aimed to help students create well-structured and authentic written content for various purposes. Students are expected to develop the skills required to produce high-quality written materials, improving their competence in academic, professional, and creative contexts. This component is designed to support students in understanding and conveying, through the written word, key ideas presented in various topics, mediums, and genres. It also seeks to nurture an appreciation for different writing styles, stimulate the generation of original content, promote critical thinking and evidence-based conclusions, and enhance their overall ability to utilize appropriate language and craft content-rich documents.

Learning outcomes of the course unit (module)	Teaching and learning methods	Assessment methods

Generic competencies:

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.

Will exhibit proficiency in teamwork by establishing shared objectives, sharing information, and collaboratively seeking solutions.

Will possess the ability to motivate fellow team members towards the achievement of common goals.

Will be capable of comprehending the intricacies of various cultures, and analyzing and assessing cultural contexts.

Will have the capability to study, work, and communicate effectively with individuals from diverse cultural backgrounds, fostering awareness, respect, and openness to cultural diversity.

Will excel in identifying issues and challenges within their field and related domains.

Will adeptly recognize problems by sourcing, analyzing, and critically evaluating pertinent information, generating innovative ideas, and selecting the most optimal solutions.

Will stay well-informed not only about the developments in their area of interest but also about their underlying causes, challenges, and opportunities.

Will maintain an open mindset for new concepts, actively seek change, and foster creativity and innovation.

Will possess the aptitude to assess the quality of their actions and accomplishments, actively striving to acquire the competencies necessary for future adaptations.

Subject-Specific Competencies:

Proficiency in distinguishing various content forms.

Proficiency in analyzing the construction of meaning within various content pieces.

Proficiency in comprehending web-based texts in English.

Awareness of the intended audience and purpose of texts.

Competency in planning and composing web content.

Research skills, including effective reading and referencing capabilities.

Competency in utilizing logical organization and coherent discourse when presenting evidence to support a chosen stance.

Ability to assess their own research and engage in peer-review processes.

Proficiency in analyzing scientific/marketing data, which involves breaking information down into its constituent components to discern interrelationships and ideas.

Competency in synthesizing scientific/marketing

The in-class activities during the **Content Writing** 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.

Digital Literacy will primarily center around seminars, where online content (texts) will be comprehensively read in 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.

The assessment for the **Content Writing 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.

The assessment for the **Digital Literacy component** consists of the grade given for presentation which makes up 25 % of the overall grade.

data, which entails employing creativity to formulate and design original reports.

Proficiency in employing visual aids judiciously to bolster scientific/marketing 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.

Content: breakdown of the topics	Lectures	Tutorials	Seminars	Exercises	Laboratory work	Internship/work placement	Contact hours	Self-study hours	Assignments
Unit 1: Introduction to Content Writing ● Understanding the role of content in digital media ● The art of storytelling in content writing ● Types of content: articles, blogs, social media posts, web content, and more ● The importance of clarity, accuracy, and style Joe Pulizzi, *Content Inc* William Strunk Jr. and E.B. White, *The Elements of Style.* William Zinsser, *On Writing Well* Note: The teacher has the discretion to modify the reading texts as needed. Please follow the uploaded information in the emokymai.	4						4		Students will provide oral comprehension of the texts and participate in a discussion of terminology and concepts. Students will also explore the application of technologies and tools to critically examine, analyze, and define "content." *Note: The assigned readings (extracts) and supplementary materials will be accessible on the VMA platform.*
Unit 2: Writing Fundamentals ● Grammar and punctuation essentials ● Sentence structure and readability ● Developing a strong writing voice ● The editing and proofreading process William Strunk Jr. and E.B. White, *The Elements of Style* William Zinsser, *On Writing Well* Note: The teacher has the discretion to modify the reading texts as needed. Please follow the uploaded information in the emokymai.			4				4		Students will be given a poorly written piece of content and must proofread the piece, edit, and revise. *Note: The assigned readings (extracts) and supplementary materials will be accessible on the VMA platform.*

Unit									Activity
Unit 3: Audience Analysis ● Identifying and understanding your target audience ● Creating user personas ● Tailoring content to audience needs and preferences ● Crafting compelling headlines and hooks Ann Handley, *Everybody Writes* Note: The teacher has the discretion to modify the reading texts as needed. Please follow the uploaded information in the emokymai.		4					4		Students will craft 10 headlines on a given subject or message and compare/evaluate with their peers regarding effectiveness. *Note: The assigned readings (extracts) and supplementary materials will be accessible on the VMA platform.*
Unit 4: SEO and Keyword Optimization ● Introduction to Search Engine Optimization (SEO) ● Keyword research and integration ● SEO best practices for content writing ● Analyzing SEO performance Ann Handley, *Everybody Writes* Note: The teacher has the discretion to modify the reading texts as needed. Please follow the uploaded information in the emokymai.		4					4		Students will receive a topic and conduct the appropriate keyword research then present their findings and discuss possible strategies/approaches for ranking content accordingly in class. *Note: The assigned readings (extracts) and supplementary materials will be accessible on the VMA platform.*
Unit 5: Content Planning and Strategy ● Developing a content calendar ● Setting content goals and objectives ● Planning for long-form and short-form content ● Content ideation and brainstorming techniques Joe Pulizzi, *Content Inc.* Note: The teacher has the discretion to modify the reading texts as needed. Please follow the uploaded information in the emokymai.		4					4		Students will begin planning for their final blog article. The class will workshop brainstorming ideas, discovering angles, and outlining their final piece of long-form content. *Note: The assigned readings (extracts) and supplementary materials will be accessible on the VMA platform.*
Unit 6: Content Promotion and Distribution ● Social media content strategies ● Email marketing and newsletters ● Content syndication and guest posting ● Measuring the effectiveness of content promotion Joe Pulizzi, *Content Inc.* Note: The teacher has the discretion to modify the reading texts as needed. Please follow the		4					4		Students will be asked to create a standard marketing campaign email complete with catchy subject line, CTAs, links, and appropriate subject matter. *Note: The assigned readings (extracts) and supplementary materials will be accessible on the VMA platform.*

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Unit / Content		Lecture				Total		Activities
uploaded information in the emokymai.								
Unit 7: Ethical Content Creation ● Ethical considerations in content writing ● Avoiding plagiarism and respecting copyrights ● Fact-checking and source verification ● Maintaining transparency and credibility ● AI and its applications Ann Handley, *Everybody Writes* Note: The teacher has the discretion to modify the reading texts as needed. Please follow the uploaded information in the emokymai.		4				4		Students will experiment using ChatGPT for content creation, provide examples of their individual outcomes, and discuss them in class. *Note: The assigned readings (extracts) and supplementary materials will be accessible on the VMA platform.*
Unit 8: Final Projects and Portfolio Building ● Students will work on a final content project of their choice (e.g., blog post, social media campaign, website content). ● Building a content writing portfolio ● Presenting and peer-reviewing final projects ● Course wrap-up and future directions in content writing Note: The teacher has the discretion to modify the example texts and rubric as needed. Please follow the uploaded information in the emokymai.		4				4		Students will plan, outline, and write a unique blog post on the topic of their choosing and post it with accompanying visuals and links to the class blog. *Note: The class blog is to be created, access information and supplementary materials will be found on the VMA platform.*
Total: 32	4	28				32		

Assessment strategy	Weight,%	Deadline	Assessment criteria (a project)
Digital Literacy			
Written test	25%	March	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 course terms and discuss concepts accurately and effectively, while drawing upon the theoretical readings assigned and discussed in class. The examination will be evaluated on a 25-point scale.
Content Writing			
In-class and at-home writing assignments	50%	January-April	In-class and at-home student writing assignments will constitute 50% of the total course work. There will be a total of 5 writing assignments over the course of the term each making up 10% of the total grade. Students will receive full-credit upon completion of the assignment and active participation in the following in-class discussion

Final blog article	25%	May	The final blog article assignment is the culmination of our Content Writing in English course. It aims to demonstrate students' comprehensive understanding of content creation, storytelling, and the application of various writing techniques. Students will have the opportunity to showcase their creativity, writing proficiency, and the ability to engage an online audience. The blog article should not only be informative and well-structured but also engaging and persuasive. Additionally, the final blog article must be submitted as a well-formatted and visually appealing post on the class blog website (to be created) including relevant images, links, or additional media that enhance the reader's experience, and ensure proper formatting and adherence to the chosen style guide (if applicable). The blog article will be evaluated based on the following criteria and the total will make up 25% of the course grade: ● Content quality and relevance to the chosen topic (30%) ● Writing style and tone consistency (20%) ● Structure and organization (15%) ● Engagement and interactivity (15%) ● Overall readability and presentation (10%) ● Grammar, spelling, and proofreading (10%)

Attendance requirements

Students must maintain a minimum attendance rate of 70% 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 June 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 Content Writing in English

A student will fail *Content Writing in English* if they are unable to complete 50% of the total course work or fail to submit/present at least one of the required in-class or at-home writing assignments.

Compulsory reading

Author	Year of publication	Title	Issue of a periodical or volume of a publication	Publishing place and house or weblink
Pulizzi, Joe	2015	*Content Inc.: How Entrepreneurs Use Content to Build Massive Audiences and Create Radically Successful Businesses*		McGraw-Hill Education Ltd.
Handley, Ann	2022	*Everybody Writes: Your Go-To Guide to Creating Ridiculously Good Content*		Wiley
Strunk Jr., William White, E.B.	2023	*The Elements of Style, Fourth Edition*		Pearson
Zinsser, William	2006	*On Writing Well: The Classic Guide to Writing Nonfiction*		Harper Perennial

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