



COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title		Code	
Contemporary English IV/Šiuolaikinė anglų kalba IV			
Lecturer(s)		Department(s) where the course unit (module) is delivered	
Coordinator: assoc. prof. dr Anna Ruskan Other(s): dr Ieva Stasiūnaitė, lect. Jekaterina Šukalova, jr. assist. Deividas Zibalas		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	
Face to face	Spring semester	English	
Requirements for students			
Prerequisites: English proficiency level: B2-C1 Contemporary English III		Additional requirements (if any):	
Course (module) volume in credits	Total student workload	Contact hours	Self-study hours
5	146	96	50
Purpose of the course unit (module): programme competences to be developed			
<p>The course consists of three components: 1) text interpretation (course instructors: lect. Jekaterina Šukalova, jr. assist. Deividas Zibalas) (35%), 2) academic text construction (course instructor: dr Ieva Stasiūnaitė) (35%), and 3) grammar in discourse (course instructor: dr Anna Ruskan) (30%).</p> <p>The text interpretation component aims to develop the students' skills of critical thinking and linguistic and literary interpretation via the medium of authentic research articles and literary texts. The segment consists of two parts: the linguistic part (15%) will be organised around a variety of academic articles on the topic of language ideology and its manifestations in the English language and English-speaking countries. The literary part (20%) will be structured around a variety of literary and theoretical texts, focusing on such intersections as literature and narrative space, literature and walking, poetry, and landscapes. Throughout the course, students will be introduced to essential literary terms and concepts, equipping them with the necessary tools for effective textual analysis. The students will be expected to study the seminar texts at home and discuss them during the seminars.</p>			

The **academic text construction** component aims to expand students' competence of understanding and writing formal texts in English for academic purposes. More specifically, emphasis will be placed on analysing the principal and secondary ideas in formal written texts; developing the capacity to make judgments and draw conclusions from the contents of such texts; improving skills in summarising and responding and the capacity to use the appropriate language register; revising and editing texts written in academic settings. The course also focuses on developing the students' skills in effective citing, paraphrasing and referencing and the use of metalanguage in formal written texts. Although the primary aim of this segment is to sharpen the students' skills of written communication in academic settings, the course also enhances their competences in reading, critical thinking and research skills.

The **grammar in discourse** component aims to further develop the students' practical and theoretical knowledge of English grammar and raise their overall communicative competence. The course focuses on the form and use of modal verbs, modal adjectives, nouns, adverbs, and the subjunctive mood in English. The students are expected to identify the formal characteristics of modal markers and subjunctive forms and use them appropriately in a variety of communicative contexts. The course also expands on the areas of grammar covered in English Grammar I, II, and III, such as the use of articles, multiple modifiers of nouns, tense forms in reported speech as well as passive constructions. Moreover, the course aims to develop the students' skills in editing a text in terms of grammatical accuracy and raise their awareness of distinctions between spoken and written English grammar.

Generic competences:

- 1. Responsibility:** the ability to set goals, make plans, and take responsibility for them
 - will be able to set goals, choose and use resources necessary for the completion of a task, plan their time and follow deadlines
 - will be able to take responsibility for their work/study results and learn from mistakes
- 2. Intercultural competence:** respect and openness to other cultures, the ability to work in a multicultural environment
 - will be able to study, work, and communicate with people from different cultural backgrounds and develop awareness, respect, and openness to cultural diversity
- 3. Problem solving:** the ability to solve problems by relying on analytical, critical, and creative thinking
 - will be able to identify problems and challenges in their own and related fields
 - will be able to identify problems by finding, analysing, and critically assessing relevant information, generate new ideas, choose the most optimal solutions
- 4. Openness to change:** the ability to understand the necessity of change and the intention to constantly improve oneself
 - will be familiar not only with the changes taking place in their field of interest, but also their causes, challenges, opportunities
 - will be open to new ideas, strive to change, and be creative and innovative
 - will be able to evaluate the quality of their actions and achievements and will strive to acquire the competencies necessary for future change

Subject-specific competences:

- 5. Essential knowledge and skills in linguistics:** perception of language as a phenomenon and perception of linguistics as a scientific discipline
 - will know, understand and be able to define linguistics as a scientific discipline and to properly use and interpret the basic concepts and terms of linguistics
 - will acquire knowledge of the main branches and methods of linguistics
- 6. Understanding and analysis of the English language system at various levels:** phonetics, morphology, syntax, semantics, etc.
 - will gain knowledge of the English language system
 - will be able to describe, analyse and interpret English-language phenomena at various levels (phonetic, morphological, syntactic, semantic, pragmatic, language development, etc.) and compare them with Lithuanian or another language using appropriate terminology and methods
- 7. Communication skills in English (C1-C2):** listening, reading, speaking, writing, mediation
 - will be able to understand, translate, edit and create texts of various genres in English, taking into account the communication intention, addressee, etc. and mediate in various communication situations
 - will be able to communicate correctly and effectively in English in various situations, taking into account the communication intention, addressee, social environment, etc. (C1 according to CEFR)
- 8. Competence of a researcher of language and literature:** the ability to independently conduct linguistic, literary or interdisciplinary research applying the acquired philological knowledge and skills in practice
 - will be able to identify a linguistic, literary, cultural or interdisciplinary problem and choose appropriate empirical material, research methods and bibliographic sources

- will be able to collect, analyse, systematise and critically evaluate material from various sources and adequately apply philological research methods to investigate the selected research problem
- 9. Ability to apply philological knowledge and skills in practice within and outside the University**
- will be able to apply the acquired knowledge and skills of English philology during communication and cooperation in an intercultural (and multilingual) environment, creating, translating and editing various texts, teaching English as a foreign language, etc.
 - will be able to use modern information technologies, data resources and research resources to conduct linguistic and literary analysis of English texts and present the results of analysis and/or interpretation to the public in order to contribute to the practical applicability of English philology studies (corpora, dictionaries, term banks and glossaries, thematic websites, literature maps, etc.).

Learning outcomes of the course unit (module)	Teaching and learning methods	Assessment methods
<p>Students will acquire:</p> <ul style="list-style-type: none"> - the ability to interpret academic texts, to read creatively and think critically; - the ability to monitor their speech production, especially in terms of grammatical accuracy and lexical peculiarities; - the ability to employ reading strategies for comprehension of texts, their rhetorical structure and the author's purpose and for the distinction between primary and secondary information/ideas; - the ability to summarise, paraphrase, quote from and reference authoritative sources; - the ability to write a strong response and an exploratory essay in academic English; - the ability to revise and edit texts in terms of content, structure and grammatical accuracy; - the ability to demonstrate accurate use of modal auxiliaries, modal adjectives, nouns, adverbs and subjunctive forms in a variety of communicative contexts; - the ability to explain grammar points under study by using proper metalanguage; - the ability to produce grammatically correct structures. 	<p>Homework for the linguistic text interpretation component consists of activities that are primarily concerned with the critical study of authentic academic articles in the field of linguistics. In-class activities consist of discussions of the articles in terms of their content and terminology, and the application of newly acquired notions to various practical scenarios.</p> <p>Text interpretation (literature): reading literary and theoretical texts, analysing prescribed texts, discussion. 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.</p> <p>In-class activities for the academic text construction component consist of a variety of writing exercises, pair and group work in discussions and analysis, individual feedback from the instructor. Homework includes a variety of writing tasks as well as background reading and research from various sources to investigate the topic area under analysis.</p> <p>Grammar in-class activities and homework assignments consist of a variety of exercises, such as grammar multiple-choice, gap-filling, matching, paraphrasing, error analysis, discussion of rules provided in reference grammar</p>	<p>The text interpretation component of the course is evaluated on the basis of the grades for the tasks of the linguistic assignment (15%) and final test (literature) (20%).</p> <p>The assessment for the academic text construction component consists of the grades for two writing assignments, namely, writing an in-class strong response (15%) and min three drafts of an exploratory essay at home (20%).</p> <p>The grammar in discourse component of the course is evaluated on the basis of the grades for the final test (20%) and participation in seminars (contribution to discussions, completion of homework assignments, presentations) (10 %).</p>

	and analysis of grammatical patterns and units attested in different types of discourse.	
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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
Text interpretation [linguistics] (February-March) Taught by: lect. J. Šukalova									All the texts will be available on the Moodle platform: www.emokymai.vu.lt
1. Introduction to the course and overview of its content. The field of language ideology and its manifestations in the English language. Issues and approaches.		2					2		Woolard (2021: 1-18) Fuller (2018: 119-134)
2. A 'monolingual mindset': monolingual and bilingual ideologies, standard language, and language endangerment ideologies. The relationship between language, national identity, and nationalism. The us-them divide.		4					4		Subtirelu (2013: 37-65) Cho (2021: 50-70) Lawton (2008: 76-103)
3. Racial and social stereotyping, prejudice, and discrimination from a language ideological perspective.		2					2		Kircher & Fox (2021: 792-807) Shuck (2006: 259-274)
4. Exploring the idea of ideology of nativeness. The perception of English as an idealised global language.		2					2		Ferri & Magne (2021: 229-242) Wu, Leung, Yang, Hsieh & Lin (2020: 46-59)
5. The interplay of language ideologies, gender, identity, and prestige.		2					2		Cameron (2014: 281-294) Salmon (2015: 605-620)
6. The impact of conflicting age-based language ideologies.		2					2		Gates & Ilbury (2019: 109-122) Lee (2018: 22-34)
7. Midterm test		2					2		

Text interpretation [literature] (April-May) Taught by: jr. assist. Deividas Zibalas								All the texts will be available on the Moodle platform: www.emokymai.vu.lt
1. Narrating space in literature. Edinburgh as a narrative space.		6				6		Irvine Welsh, <i>Porno</i> (extracts) Marie-Laure Ryan, Kenneth Foote, and Maoz Azaryahu, <i>Narrating Space/Spatializing Narrative</i> (pp. 1-8; 16-43)
2. Literature and walking. Walking as an enunciative act.		4				4		Edgar Allan Poe, <i>The Man in the Crowd</i> Ray Bradbury, <i>The Pedestrian</i> Michel de Certeau, <i>Walking in the City</i>
3. Poetry and landscapes. Seamus Heaney's Irish landscapes.		2				2		Seamus Heaney, <i>Digging & Death of a Naturalist</i>
4. Test		2				2		
5. Feedback (text interpretation [literature])		2				2		
Total		32				32		
Academic Text Construction Taught by: dr. I. Stasiūnaitė	All seminar texts, compulsory and optional reading materials, practical tasks and other relevant Academic Text Construction course materials are outlined in the course description and made available on the webpage of Vilnius University Virtual Learning Environment (VLE): https://emokymai.vu.lt/ . So, it is the students' responsibility not only to check their institutional emails but also to refer to the VLE on a regular basis for the latest updates regarding the course, as well as to be able to access course materials and submit assignments as requested.							
1. Introduction to the course and overview of its content. Revision of the features of academic English		2				2	1	<u>Assignment</u> : writing a text on an assigned topic in class
2. Reading rhetorically to understand the content, structure and purpose of a text for summary writing: understanding and analysing the main information vs secondary ideas; effective note-taking for the purpose of reading like an expert; synthesis and condensation of the key ideas of a text; effective		4				4	2	<u>Obligatory reading</u> : Rosen (1995: 80-92); Oshima & Hogue (2006: 136-141); Swales & Feak (2012: 188-195); Bailey (2015: 43-61)

techniques of planning, drafting and writing a summary									<u>Assignments</u> : analysing texts to extract the main ideas; making notes as a stage of planning a summary; writing selective and global summaries
3. Avoiding and eliminating plagiarism: referring to outside sources through summary, paraphrase and quotation; documenting sources; sequencing of tenses, use of reporting verbs and complex noun phrases			2					2	2 <u>Obligatory reading</u> : Rosen (1995: 73-76); Bailey (2015: 25-30; 42-51; 62-71; 236-240); Bjørn Rekdal (2014: 567–585). <u>Optional reading</u> : Oshima & Hogue (2006: 127-136); Swales & Feak (2012: 196-227); Creme & Lea (2008: 110-126); Bailey (2015: 153-202). <u>Assignments</u> : various exercises to practise paraphrasing and quoting as well as using reporting verbs and complex noun phrases
4. Types of summaries in academic settings: abstracts of research papers and BA theses			2					2	1 <u>Obligatory reading</u> : Swales & Feak (1994: 210-220). <u>Assignments</u> : analysing and writing abstracts in various fields of science
5. Strong response writing: distinguishing between objective and subjective points of view; strategies for writing a rhetorical critique, an ideas critique, a reflective strong response, and a strong response as a blend; strategies to stimulate ideas for a strong response; writing a thesis for a strong response essay; focusing on the structure of a strong response essay			4					4	2 <u>Obligatory reading</u> : Ramage et al. (2015: 82-119) <u>Optional reading</u> : Meyers (2014: 169-181) <u>Assignments</u> : analysing texts to extract the main vs secondary ideas and drafting various types of response to them
6. Writing an in-class strong response (with an incorporated summary part)			2					2	<u>Assignment</u> : writing an in-class response to an assigned text to be submitted for evaluation on the basis of the course materials covered
7. Providing feedback on the students' in-class responses			2					2	1
8. Writing an exploratory essay: posing a significant and problematic question, exploring the problem and narrating your thinking process, thinking about the problem dialectically, finding relevant sources, taking effective research notes, summarizing and responding to your research sources in an annotated bibliography			6					6	4 <u>Obligatory reading</u> : Ramage et al (2015: 120-135) <u>Assignment</u> : reading and analysing exploratory essays; writing an exploratory essay at home on the given linguistic topics (1 st draft)

9. Guiding rhetorically to research: understanding differences among sources; using purposeful strategies for searching libraries, databases and websites; evaluating sources for reliability, credibility, angle of vision and a degree of advocacy			4				4	2	<u>Obligatory reading:</u> Ramage et al (2015: 508-586) <u>Assignments:</u> reading and analysing exploratory essays to pinpoint ethical usage of sources; identifying and evaluating different kinds of sources
10. Giving a peer review of the 1 st draft of the home written exploratory essay			2				2	2	<u>Assignment:</u> writing at home the 2 nd draft of the exploratory essay on the basis of the peer review
11. Providing feedback on the students' home-written exploratory essays (2 nd draft). Consolidation of the course			2				2		<u>Assignment:</u> revising the materials of the course to consolidate the knowledge and skills acquired during the seminars
Total			32				32	17	
Grammar in Discourse Taught by: dr. A. Ruskan									
Markers of modality: modal verbs, adjectives, nouns and adverbs. Personal and logical modal meaning.			4				4		<u>Obligatory reading:</u> Biber et al. (2002: 174–177; 178–180).
Modal markers: permission, possibility and ability.			2				2	2	<u>Obligatory reading:</u> Leech (2004: 74–78); Yule (1998: 85–111). <u>Practice:</u> Foley & Hall (2003: 174–181).
Modal markers: obligation and necessity.			2				2	2	<u>Obligatory reading:</u> Biber et al. (2002a: 180–181); Leech (2004: 78–81); Yule (1998: 85–111). <u>Practice:</u> Foley & Hall (2003: 182–189).
Modal markers: volition and prediction.			2				2	2	<u>Obligatory reading:</u> Biber et al. (2002: 181–182); Leech (2004: 85–89); Yule (1998: 85–111). <u>Practice:</u> Foley & Hall (2003: 190–197).
Modal verbs combined with aspect and voice. Modal verbs in reported speech.			4				4	1	<u>Obligatory reading:</u> Leech (2004: 96–100; 110–112). <u>Practice:</u> Side & Wellman (1999: 52–53); Vince & Sunderland (2003: 72–77); Hewings (2005: 74–75).
The subjunctive mood.			4				4	1	<u>Obligatory reading:</u> Leech (2004: 114–115). <u>Practice:</u> Side & Wellman (1999: 82–83); Foley & Hall (2003: 130–137);

								Vince & Sunderland (2003: 54–59).
Articles: the indefinite article (referring/non-referring uses), the definite article (anaphoric reference, cataphoric reference, situational reference), the article in generic reference, and the zero article.		4				4	2	<u>Obligatory reading</u> : Biber et al. (1999: 260–268); Quirk et al. (1985: 281–297). <u>Practice</u> : analysis of the use of articles in journalistic and academic texts.
Noun phrases with multiple postmodifiers (prepositional phrases, <i>ing</i> -clauses, <i>ed</i> -clauses, <i>to</i> -clauses, relative clauses, appositive noun phrases). Types of apposition.		4				4	1	<u>Obligatory reading</u> : Biber et al. (1999: 638–644). <u>Practice</u> : analysis of noun phrases with multiple postmodifiers in journalistic and academic texts; Biber et al. (2002b: 68).
Passive constructions: form, meaning and discourse functions		2				2	2	<u>Obligatory reading</u> : Biber et al. (1999: 475–477; 481); Huddleston, Pullum (2005: 240–247). <u>Practice</u> : Side & Wellman (1999: 38–39);
Revision		2				2	1	
Final test (see assessment criteria)		2				2		
		32				32	14	
Total		96				96	50	

Assessment strategy	Weight, %	Deadline	Assessment criteria
Text Interpretation			
Linguistic part	15		<p>The linguistic and literary assignments will consist of a series of analytical tasks directly related to the reading material covered during the seminars. Each task will be evaluated in terms of 1) critical and independent thinking, 2) the accuracy of academic language use, 3) precision, 4) conceptual consistency, and 5) coherence of argumentation. The grading scale will be provided in the assignment.</p> <p>The linguistic assignment consists of two tasks: open-ended questions centred around the articles discussed throughout the course, and a task wherein students are asked to identify and elaborate on a specific language ideology or ideologies embedded within short extracts.</p> <p>The written test (literature) will consist of a set of open- and closed-ended questions centered around the analysis of texts covered in the course. Students are expected 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</p>
Written test (literature)	20		
N.B. The course instructor reserves the right to turn class assignments into home assignments in case of a conference, lecture or library visit, poor performance on the students' part or any other unforeseen circumstances.			

			<p>readings assigned and discussed in class. The examination will be evaluated on a 10-point scale.</p> <p>Consistent participation in discussions, good use of metalanguage, argumentative, critical thinking, and error-free language is expected.</p>
Academic Text Construction			
<p>Written assignment 1 15 (writing an in-class response to a given text)</p> <p>Written assignment 2 20 (writing an exploratory essay at home)</p>			<p>During 90 minutes, students are expected to write a response with an incorporated summary part (350-370 words) to an assigned linguistic text in academic English.</p> <p>At home, students are expected to write min three drafts of an exploratory essay on some linguistic problem (5-6 pages), including at least 5 different sources (mainly journal articles and edited volumes) and providing a reference list at the end of the text.</p> <p>Both tasks are evaluated on the basis of the following criteria:</p> <ul style="list-style-type: none"> • Content (all points covered; the writing is of an appropriate length, at least 4 sources included, which are correctly (i.e. following the conventions adhered to at the Department of English Philology) and accurately (e.g. the selected reporting verbs do not misrepresent the position of a cited author) cited and accounted for in the reference list). (4 points); • Organisation (the organization is well-structured; the appropriate layout is observed; the ideas are clearly organised through the use of a wide variety of cohesive devices; there is very little repetition of the same phrases). (4 points); • Language use (accurate grammar in simple and complex structures; the student demonstrates the ability to convey the message effectively through word choice; a sufficient range of vocabulary required for academic writing is used). Register (the writing is consistently formal). (2 points). <p>MARKING PROCEDURE: Each category is marked, points awarded and then scores totalled.</p> <p>If the writing is too short, 1 point will be subtracted per 10 words under the minimum number allowed. If the writing is too long, 1 point will be subtracted per 10 words over the maximum number allowed.</p> <p>Even though non-generative uses of AI tools (e.g., brainstorming, editing, and outlining) are seen as permissible for learning purposes, using such tools to generate text for evaluation without proper acknowledgment constitutes an act of academic dishonesty and therefore is strictly prohibited, resulting in the non-acceptance of such work. The course instructors use programs to detect AI-generated texts, which (1) typically do not have references to outside sources, including AI itself, or these sources do not exist; (2) use outdated information or contain factual mistakes; (3) are written in exceptionally fluent English,</p>

			<p>but their analysis is superficial and the ideas are repetitive. Thus, if the student wants to use a citation from an AI-generated text, it must be acknowledged not only in his/her text but also in the list of references according to all academic conventions as any other outside source. Additionally, in this case, the transcript of a full AI-generated text must be added to the appendices of the student's work.</p> <p>Course policies and expectations</p> <p><u>Attendance:</u> Students' attendance and consistent participation during seminars and completion of all in-class and homework assignments is obligatory. A student who misses a seminar is responsible for covering the topic individually.</p> <p><u>Making up for mandatory assignments:</u> A student who misses any of the mandatory assignments without a valid excuse (e.g. illness justified by valid documents, i.e. a doctor's note) is not allowed to make up for the assignment. The student is fully responsible for notifying the course instructor of the justifiable reason for his/her absence.</p> <p><u>Additional remarks:</u> The course instructors reserve the right to turn class assignments into home assignments in case of a conference, lecture, library visit, or any other unforeseen circumstances. The course instructors can also modify homework assignments, the sequence of seminar topics and dates of seminars outlined in the course syllabus to facilitate the students' learning process and make up for missed seminars or topics which were not covered due to the students' poor preparation for seminars, etc.</p>
Grammar in Discourse			
Participation	10		<ol style="list-style-type: none"> Attendance and completion of homework and in-class assignments. Presentation on a grammar topic from the course (summary of materials from 3 reference grammars, illustration of authentic examples from newspapers, fiction, research articles, identification of problem areas and typical mistakes).
Final test (modal markers, the subjunctive mood, articles, apposition, nouns with multiple postmodifiers, passive constructions)	20		<p>The test focuses on the students' ability to apply rules to practice and produce grammatically correct structures and forms. Focus is also laid on the students' ability to understand, discuss and synthesise the theoretical grammar points found in reference grammar, providing examples.</p> <p>The final test consists of 7–13 tasks (open questions / explain and illustrate, true/false statements, multiple-choice, gap filling, paraphrasing, error analysis and, more specifically, identifying the meanings of modal markers). The maximum number of points for the test is 100, which is equal to 10 as a grade. The same requirements apply to retake tests.</p> <p>A student who fails the component of <i>Grammar in Discourse</i> retakes the test during the retake session (the mark awarded for the test will determine the overall grade for the course <i>Grammar in Discourse</i>, i.e. 30% of the Contemporary English IV course).</p>

			<p>A student who misses any of the assignments or tests (final/retake test) without a valid excuse (e.g. illness) is not allowed to make up for the assignment. In the case of an illness, a student has the opportunity to take the test two weeks after the end of the illness. Each student is fully responsible for notifying the lecturer of the justifiable reason for the absence and a retake is scheduled via mutual agreement within two weeks after the end of an illness.</p> <p><u>Attendance:</u> Students' attendance and active participation during seminars is obligatory.</p> <p><u>Additional remarks:</u></p> <p>Course instructors reserve the right to modify homework assignments, the sequence of seminar topics and dates of seminars outlined in the course syllabus to facilitate the students' learning process and make up for missed seminars or topics which were not covered due to the students' poor preparation for seminars, etc.</p> <p>Course instructors reserve the right not to share with the students seminar slides and other materials used during the seminar. All compulsory and optional reading is outlined in the course description and made available on the webpage of Vilnius University Virtual Learning Environment (VLE): https://emokymai.vu.lt/. A student who misses a seminar is responsible for covering the topic individually.</p> <p>Students are required to regularly check their institutional emails and refer to the course on https://emokymai.vu.lt/ for the latest updates regarding the course.</p>
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Requirements for passing the course

If a student fails any of the above-indicated components of Contemporary English 4, the whole course of Contemporary English 4 is considered failed.

Academic integrity

In accordance with the university regulations (see article 53.2 of Study Regulations of Vilnius University (https://www.vu.lt/site_files/Studies/Study_regulations/Study_regulations_of_VU.pdf) and articles 14 and 19 of the Code of Academic Ethics of Vilnius University (https://www.vu.lt/site_files/Studies/Study_regulations/Code_of_academic_ethics_VU.pdf), a student who commits an act of academic dishonesty (such as plagiarism or other form of cheating) will receive a failing grade on the work in which the dishonesty occurred. In addition, any act of academic dishonesty will result in the failure of the whole course and the student who has committed the act may be subject to the dismissal from the University.

Course policy regarding the use of electronic devices in class

The usage of electronic devices (laptops, tablets, cell phones, smartphones, e-readers, music players, etc.) during class is only allowed for study and research purposes, when it is required for in-class assignments (assigned by the course instructor), for contacting group members (when such need arises), or in cases of emergency. Mobile phones should be silenced and put away during the entire seminar unless they are used for above-mentioned learning purposes and prior permission to use them from the course instructor is granted. If a student has an emergency situation which requires to keep his/her phone on, he/she must inform the course instructor beforehand. Taking photos, videos and making sound recordings in class are forbidden, unless instructed otherwise by the professor or unless students provide documents which outline the requirements for necessary accommodations of the use of electronic devices due to disability or other diagnosed health issues.

Author	Year of publication	Title	Issue of a periodical	Publishing place and house or web link
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			or volume of a publication	
Compulsory reading				
Bailey, S.	2015	<i>Academic Writing: A Handbook for International Students.</i>	4 th edition	London & New York: Routledge
Biber, D., S. Johansson, G. Leech, S. Conrad & E. Finegan (eds.)	2021	<i>Grammar of Spoken and Written English</i>		London: Longman
Biber, D., S. Conrad & G. Leech	2002	<i>Longman Student Grammar of Spoken and Written English</i>		Amsterdam/Philadelphia: John Benjamins Publishing Company
Bjørn Rekdal, O. B.	2014	<i>Academic citation practice: A sinking sheep?</i>	<i>portal: Libraries and the Academy</i> , 14/4, 567–585.	
Bradbury, R.	1952	<i>The Pedestrian from Timeless Stories For Today And Tomorrow</i>		New York: Bantam Books
Cameron, D.	2014	<i>Gender and Language Ideology</i>	2 nd edition	John Wiley & Sons, Ltd.
Cargill, M. & P. O'Connor	2009	<i>Writing Scientific Research Articles</i>		West Sussex: Wiley-Blackwell
Cho, J.	2021	'That's not how we speak': interpreting monolingual ideologies in courtrooms	<i>Griffith Law Review</i> , 30:1, 50-70	https://www.tandfonline.com/doi/full/10.1080/10383441.2021.1932234
Creame, Ph. & M. Lea	2008	<i>Writing at University: A guide for students</i>	3 rd edition	Maidenhead, UK: Open University Press.
de Certeau, M.	1984	<i>The Practice of Everyday Life</i>		Berkley: University of California Press
Ferri, G. & Magne, V.	2021	<i>Exploring the language ideology of nativeness in narrative accounts of English second language users in Montreal</i>	<i>Critical Inquiry in Language Studies</i> 18:3, 229-246	
Foley, M. & D. Hall	2003	<i>Longman Advanced Learners' Grammar</i>		London: Longman
Fuller, J. M.	2018	Ideologies of Language, Bilingualism, and Monolingualism	<i>The Cambridge Handbook of Bilingualism</i> , pp. 119 - 134	Cambridge: CUP
Gates, S. M. & Ilbury, C.	2019	<i>Standard Language Ideology and the Non-Standard Adolescent Speaker</i>		York: White Rose University Press
Heaney, S.	1966	<i>Digging</i> <i>Death of a Naturalist</i>		https://www.poetryfoundation.org/poems/47555/digging

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Hewings, M.	2005	<i>Advanced Grammar in Use</i>		Cambridge: CUP
Huddleston, R. & G. K. Pullum	2005	<i>A Student's Introduction to English Grammar</i>		Cambridge: CUP
Kircher, R. & Fox, S.	2021	<i>Multicultural London English and its speakers: a corpus-informed discourse study of standard language ideology and social stereotypes</i>	<i>Journal of Multilingual and Multicultural Development</i> 42:9, 792-810	
Lawton, R.	2008	Language policy and ideology in the United States: A critical analysis of 'English Only' discourse	<i>Linguistics & Language Teaching, Vol. 2</i>	https://www.lancaster.ac.uk/fass/events/laelpgconference/papers/v02/05-Lawton.pdf
Lee, C.	2018	Conflicting ideologies of English in Korea: Study of bilingual adolescents	<i>Linguistics and Education</i> 48(2018) 22–34	https://www.sciencedirect.com/science/article/abs/pii/S0898589817303339?via%3Dihub
Leech, G.	2004	<i>Meaning and the English Verb</i>		London: Longman
Meyers, A.	2014	<i>Longman Academic Writing Series 5: Essays to Research Papers</i>		NY: Pearson Education, Inc.
Oshima, A. and A. Hogue	2006	<i>Writing Academic English</i>	4 th edition	White Plains [N.Y.]: Longman
Poe, E. A.	2008	<i>The Man in the Crowd from Edgar Allan Poe: Selected Tales</i>		Oxford: Oxford University Press
Quirk, R., S. Greenbaum, G. Leech & J. Svartvik (eds.)	1985	<i>A Comprehensive Grammar of the English Language</i>		London, New York: Longman
Ramage, J. D. and J. C. Bean, J. Johnson	2015	<i>The Allyn and Bacon Guide to Writing</i>	7 th edition	NY: Pearson
Rosen, L. J.	1995	<i>Discovery and Commitment: A Guide for College Writers.</i>		Boston: Allyn and Bacon
Ryan, M. L., Kenneth K. Foote & M. Azaryahu	2016	<i>Narrating Space/Spatializing Narrative: Where Narrative Theory and Geography Meet</i>		Columbus: The Ohio State University Press
Salmon, W.	2015	<i>Language Ideology, Gender, and Varieties of Belizean Kriol</i>	<i>Journal of Black Studies</i> 46:6, 605-625	
Shuck, G.	2006	<i>Racializing the Nonnative English Speaker</i>	<i>Journal of Language, Identity, and Education</i> 5:4, 259-276	
Side, R. & G. Wellman	1999	<i>Grammar and Vocabulary for Cambridge Advanced and Proficiency</i>		London: Longman

Sileika, A.	1997	"Going Native", in <i>Buying on Time</i> .		Toronto: Porcupine's Quill.
Subtirelu, N. C.	2013	<i>English... it's part of our blood': Ideologies of language and nation in United States Congressional discourse</i>	<i>Journal of Sociolinguistic</i> 17:1, 37-65	
Swales, J.	1990	<i>Genre Analysis: English in Academic and Research Settings</i> .		Cambridge: CUP
Swales, J. & Ch. Feak	1994	<i>Academic Writing for Graduate Students: Essential tasks and skills</i>		Michigan: ELT
Swales, J. & Ch. Feak	2012	<i>Academic Writing for Graduate Students: A Course for Non-native Speakers</i> .		Ann Arbor: University of Michigan Press
Vince, M. & P. Sunderland	2003	<i>Advanced Language Practice</i>		London: Macmillan
Welsh, I.	2002	<i>Porno</i>		London: Vintage Books
Woolard, K. A.	2021	<i>Language Ideology</i>		John Wiley & Sons, Inc.
Wu, M., G. Leung, J. Yang, I. H. Hsieh & K. Lin	2020	"A Different Story to Share": <i>Asian American English Teachers in Taiwan and Idealized "Nativeness" in EFL</i>		https://www.tandfonline.com/doi/full/10.1080/15348458.2020.1777870
Yule	1998	<i>Explaining English Grammar</i>		Oxford: OUP
Optional reading				
Bazerman, Ch.	1995	<i>The Informed Writer: Using Sources in the Disciplines</i> . 5 th edition.		Boston: Houghton Mifflin Company.
Booth, W. C., G. G. Colomb & J. M. Williams	2008	<i>The Craft of Research</i>		Chicago & London: The University of Chicago Press
Croning, B.	1984	<i>The Citation Process</i>		Londong: Taylor Graham
Haines, S. & M. Nettle	2007	<i>Advanced Grammar in Use. Supplementary Exercises</i>		Cambridge: CUP
Hewings, M.	2009	<i>Grammar for CAE and Proficiency</i>		Cambridge: CUP
Katkvienė, L. E. & I. Šeškauskienė	2006	<i>Research Matters</i> .		Vilnius: Vilnius University Press
Kolin, Ph. C.	1998	<i>Successful Writing at Work</i> . 5 th edition.		Boston & New York: Houghton Mifflin Company
Nilsen, A. P.	1999	<i>Living Language: Reading, Thinking, and Writing</i>		Boston: Allyn and Bacon
Raimes, A.	1999	<i>Keys for Writers: A Brief Handbook</i> . 2 nd edition.		Boston & New York: Houghton Mifflin Company

Woolard, K. A.	1992	<i>Language Ideology: Issues and Approaches</i>	<i>Pragmatics</i> 2:3, 235-249	
Woolard, K. A.	2021	<i>Language Ideology</i>		John Wiley & Sons, Inc.
Woolard, K. A. & Schieffelin, B. B.	1994	<i>Language Ideology</i>	<i>Annual Review of Anthropology</i> 23, 55-82	

The course unit (module) description was updated on January 31, 2024.