



COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
Contemporary English II / IV (EN)/ Šiuolaikinė anglų kalba II / IV (LT)	

Lecturer(s)	Department(s) where the course unit (module) is delivered
Coordinator: Lecturer Jurga Kasteckienė, Others: Dr. Kotryna Garanašvili and Rūta Burbaitė	Department of English Philology Faculty of Philology

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

Mode of delivery	Period when the course unit (module) is delivered	Language(s) of instruction
Face to face	Spring	English

Requirements for students	
Prerequisites: English B2	Additional requirements (if any):

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

Purpose of the course unit (module): programme competencies to be developed
<p>The course consists of three components: 1) Academic Writing (course instructor: lect. Jurga Kasteckienė), and 2) Academic Reading (course instructors: Kotryna Garanašvili and Rūta Burbaitė).</p> <p>The purpose of the course unit is to develop the students' communicative competence in English as well as other generic and subject-specific competences of the study programme.</p> <p>Generic competences</p> <ul style="list-style-type: none"> • Responsibility: the ability to set goals and make plans, and take responsibility for them • Co-operation: the ability to successfully work in a team • Intercultural competence: respect and openness to other cultures, the ability to work in a multicultural environment • Problem solving: the ability to solve problems by relying on analytical, critical, and creative thinking • Openness to change: the ability to understand the necessity of change and the intention to constantly improve oneself <p>Subject-specific competences</p> <ul style="list-style-type: none"> • ability to produce coherent scientific text; • ability to find and retrieve relevant information from a variety of sources (electronic and manual), handle it and integrate it into a coherent text; • ability to manage the mechanics of the scientific text; • development of the students' creative and critical understanding of literary texts; • analytical reading skills, including the ability to perform close reading and critically interpret literary texts; • ability to critically engage with a literary text and employ theoretical background to build well-structured arguments; • development of critical thinking and understanding of research methodologies; • knowledge of key linguistic and literary terms and notions; • ability to apply philological knowledge and skills in practice within and outside the University; • ability to recognise and understand the intercultural differences when producing and reproducing texts; • ability to understand the role of translation and the mission of a translator in the modern world.

Learning outcomes of the course unit (module)	Teaching and learning methods	Assessment methods
<p>Academic Writing Learning outcomes resulting from the generic competences:</p> <ul style="list-style-type: none"> - knowledge of information technologies; - capability to organize his/her work autonomously; - capability to keep track of deadlines and time; - ability to advance systematically in academic work; - ability to evaluate personal achievements properly. <p>Academic Reading Learning outcomes resulting from the subject-specific competences. On completion of the course students will:</p> <ul style="list-style-type: none"> - be able to better analyse linguistic texts, have the knowledge of the structure and writing process of a term paper, be able to search for information in scientific databases and synthesize it, be familiar with the conventions of a scientific text (quoting, in-text referencing, preparing a list of references, etc); - be able to recognise and deal with intercultural differences in the context of producing and reproducing texts; - be able to take into consideration both source text features and target audience needs when contemplating the quality of translation; - be proficient in close reading; - gain an advanced understanding of the construction of literary meanings; - achieve proficiency in distinguishing various literary genres; - achieve proficiency in analyzing the construction of meaning within literary texts; - achieve proficiency in comprehending formal written texts in English; - gain awareness of the intended audience and purpose of texts; - gain research skills, including effective reading and referencing capabilities. 	<p>Group and pair discussions, practical assignments, coherent development of paragraphs into a scientific text, peer review and revision, literature analysis, discussion, and independent work.</p> <p>[Literature]: 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>Cumulative assessment: assessment of a definition paragraph, annotated bibliography, extended outline, first 2-3 pages, and the first draft, and the final 2000-2500-word paper.</p> <p>Academic Reading [Literature] consists of the grade given for the written test during the examination session (25 %).</p> <p>Academic Reading [Linguistics]: test during the examination session.</p>

Content: breakdown of the topics	Contact hours						Self-study work: time and assignments		
	Lectures	Tutorials	Seminars	Exercises	Laboratory work	Internship/work	Contact hours	Self-study hours	Assignments
Academic Writing									
WRITING II: introduction to term-paper writing (structure, general principles, and requirements). Audience, purpose, and strategy.			2				2		<i>Practical reading and writing tasks.</i>
Choosing the topic of a term paper, analysis of literature.			2				2	4	<i>Speaking on a chosen topic for at least 3 minutes. Practical writing tasks.</i>
Strategies of summarizing and paraphrasing. Plagiarism. In-text referencing.			2				2	8	<i>Practical writing tasks.</i>

Explaining scientific terms and providing their definitions in a term paper.			4			4	8	<i>Personal feedback on the definitions.</i>
Narrowing down the topic of a term paper and preparing its plan/outline. Annotated bibliographies.			6			6	10	<i>Writing detailed outlines and annotated bibliographies.</i>
Integrating different sources. Quoting and referencing. Reference list.			8			8	12	<i>Practical writing tasks.</i>
Text composition, editing, and processing (quoting, referencing, punctuation, etc).			8			8	20	<i>Writing and editing separate parts of a term paper.</i>
Submission of the term paper.								<i>Term paper of 2000-2500 words.</i>
Academic Reading [Literature] February-March								
Part I. Betwixt and Between Genre <i>How do we define genre? How can these definitions be challenged through genre-defying literary works such as a non-fiction play and flarf poetry?</i> <u>Note.</u> The main reading texts (lists) will be uploaded on the VMA platform. The teacher has the discretion to modify the reading texts as needed.			4			4	6	Theoretical background: <i>Translation and Genre</i> by B.J. Woodstein (Cambridge University Press, 2022) Reading texts: <i>Paris</i> by Hope Mirrlees <i>Whose Play Is It Anyway</i> by Antoinette Moses <i>A Song for Sleep</i> by Bora Chung (extracts) <u>Note:</u> The assigned readings will be accessible on the VMA platform.
Part II. Art and the Art of Literature <i>How is literature interconnected with other forms of artistic expression, such as architecture, painting, and music?</i> <u>Note.</u> The main reading texts (lists) will be uploaded on the VMA platform. The teacher has the discretion to modify the reading texts as needed.			4			4	5	Theoretical background: <i>This Thing Called Literature</i> by Andrew Bennett and Nicholas Royle (Routledge, 2015) Reading texts: <i>The Little Stranger</i> by Sarah Waters <i>The Great Gatsby</i> by F. Scott Fitzgerald <i>The Price of Salt</i> by Patricia Highsmith (extracts) <u>Note:</u> The assigned readings will be accessible on the VMA platform.
Part III. Fiction and Autofiction <i>Authentic experience serve as an inspiration to literary works, but the borders between reality and imagination are not always clear-cut. It is the blend of fiction and autobiography that can reveal some of the most fascinating aspects.</i> <u>Note.</u> The main reading texts (lists) will be uploaded on the VMA platform. The teacher has the discretion to modify the reading texts as needed.			4			4	4	Theoretical background: <i>Autobiography and Autofiction</i> by Karen Ferreira-Meyers. In: <i>Writing the Self: Essays on Autobiography and Autofiction</i> (Södertörn University, 2015) Reading texts: <i>Summing Up</i> by William Somerset Maugham <i>A Man's Place</i> by Annie Ernaux <i>A Moveable Feast</i> by Ernest Hemingway <i>The Real Life of Sebastian Knight</i> by Vladimir Nabokov <i>The Tears of an Unknown Artist, or Zaytun Pasta</i> by Sang Young Park (extracts)

									<u>Note:</u> The assigned readings will be accessible on the VMA platform.
Test (Academic Reading [literature])			2				2	4	The test requirements will be provided in written form and will be accessible on the VMA platform.
Feedback (Academic Reading [literature])			2				2	2	
Academic Reading [Linguistics]									
April-May									
Part I. Semantic prosody. Cross-cultural perspectives on semantic prosody. Semantic prosody in translation.*			4				4	5	<i>Semantic Prosody: A Critical Evaluation</i> by Dominic Stewart <i>Meaning and Translation</i> by Kirsten Malmkjær (in <i>The Oxford Handbook of Translation Studies</i>)
Part II. Text analysis in translation: focus on possible relationships between source text and target text. The problem of equivalence.*			4				4	5	<i>Narrative Analysis and Translation</i> by Mona Baker <i>Text Analysis in Translation—Theory, Methodology, and Didactic Application</i> by Christiane Nord
Part III. Translator as a mediator. Cultural perspectives of translation. Interpreting and translating in the context of conflicts.*			4				4	6	<i>The Task of the Translator</i> by Walter Benjamin <i>Interpreters and Translators in the War Zone</i> by Mona Baker
Part IV. The <i>Scopos</i> theory. Faithfulness in translation. Les Belles Infideles.* <u>* Note.</u> The main reading texts will be uploaded on VMA platform. The teacher has the discretion to modify the reading texts and subtopics as needed.			4				4	5	<i>Translation as Re-Narration</i> by Mona Baker <i>The Translation of Song</i> by Charlotte Boiseax (in <i>The Oxford Handbook of Translation Studies</i>)
TOTAL			64				64	86	

Assessment strategy	Weight, %	Deadline	Assessment criteria
Academic Writing			
Coursework	30%	Spring term (time scheduled by the teacher to complete all assignments)	6% Annotated bibliography 6% A definition paragraph 6% An extended outline of the term paper 6% The first 2-3 pages of the term paper (900-1000 words) 6% The first draft of the paper
End-of-term assignment Term paper	20%	Paper submission deadline 31	Content (5%): control of the scope of focus; relevance of ideas and arguments Organization (5%): logical order; even distribution of

		May 2024	<p>supporting evidence; proper layout</p> <p>Academic conventions (5%): good command of linguistic terms; academic conventions maintained; proper in-text referencing a list of references;</p> <p>Language range and accuracy (5%)</p> <p>In case of plagiarism, the term paper is not evaluated at all! If the term paper handed in for evaluation is different from the drafts produced during the semester, the student may be required to defend it in front of the board.</p>
Academic Reading [Literature]	25%	<p>Test</p> <p>During the examination session (June)</p>	<p>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*.</p> <p>Detailed test instructions will be made available in written format and can be accessed on the VMA platform.</p>
Academic Reading [Linguistics]	25%	<p>Test</p> <p>During the examination session (June)</p>	<p><i>The final test (25% of the final evaluation) is assessed on a 10-point scale. The test consists of a series of open-ended questions. Students will have to show their ability to reveal and discuss problematic aspects, use examples to illustrate their arguments, correctly define concepts and use words correctly in context*.</i></p> <p><i>* For the Academic Reading segment, students must maintain a minimum attendance rate of 70% for each subsegment (Literature and Linguistics) 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 final exam. Additionally, students are encouraged to actively participate in discussions related to assigned texts and engage in individual and group tasks during practical sessions.</i></p>
			Contemporary English may not be granted a positive evaluation if a student has not accounted for at least one of its constituent courses or if at least one of its courses has been given a negative grade (the grade is from 1 to 4).

Author	Year of publication	Title	Issue of a periodical or volume of a publication	Publishing place and house or web link
Compulsory reading				
Baker, Mona	2019	<i>Researching Translation in the Age of Technology and Global Conflict</i>		London: Routledge
Bazerman, Ch.	1995	<i>The Informed Writer: Using Sources in the Disciplines</i>		Boston: Houghton Mifflin Company
Katkuvienė, L.E. & I. Šeškauskienė	2005	<i>Research Matters</i>		Vilnius: Vilnius University Press.
Malmkjær, K. & Windle, K.	2011	<i>The Oxford Handbook of Translation Studies</i>		Oxford: Oxford University Press
Oshima, A. & A. Hogue	2012	<i>Longman Academic Writing Series: Essays</i>		NY: Pearson Education
Stewart, D.	2010	<i>Semantic Prosody: A</i>		New York, London: Routledge

		<i>Critical Evaluation</i>		
Other texts accessible on the VMA platform				
Optional reading				
Bennett, A., Royle, N.	2015	<i>This Thing Called Literature</i>		Routledge
Gibaldi, J.	1995	<i>MLA Handbook for Writers of Research Papers</i>		New York: The Modern Language Association of America
Katkuvienė, L.E.	2003	<i>Writing Matters</i>		Vilnius: Vilnius University Press
Oshima, A. & A. Hogue	2006	<i>Writing Academic English</i>		Longman
Shands, K., Grillo Mikrut, G., Pattanaik, D. R. , Ferreira-Meyers, K. (eds)	2015	<i>Writing the Self: Essays on Autobiography and Autofiction</i>		Södertörn University
Swales, J.	1990	<i>Genre Analysis: English in Academic and Research Settings</i>		Cambridge: CUP
Woodstein, B.J.	2022	<i>Translation and Genre</i>		Cambridge University Press,
Wray, A., K. Trott & A. Bloomer	2003	<i>Projects in Linguistics. A Practical Guide to Researching Language</i>		London: Arnold

The course description updated 31 January, 2024