



COURSE UNIT (MODULE) DESCRIPTION

| Course unit (module) title | Code |
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| Seminar of English Literature. Fictional Texts, Theoretical Models, Figurative Language (Anglų literatūros seminaras (grožiniai tekstai, teoriniai modeliai, meninė kalba) su kursiniu darbu) | |

| Lecturer(s) | Department(s) where the course unit (module) is delivered |
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| Coordinator: Dr. Linara Bartkuvienė | Department of English Philology Faculty of Philology |

| Study cycle | Type of the course unit (module) |
|-------------|----------------------------------|
| BA | Elective |

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

| Requirements for students | |
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| Prerequisites: English proficiency level: B2-C1 | Additional requirements (if any) |

| Course (module) volume in credits | Total student workload | Contact hours | Self-study hours |
|-----------------------------------|------------------------|---------------|------------------|
| 5 | 150 | 48 | 102 |

| Purpose of the course unit (module): programme competencies to be developed |
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| <p>The course aims to analyze the literature of a given period and to relate its concerns and its modes of expression to its historical/ cultural context; demonstrate an ability to interrelate texts and discourses specific to their discipline with issues in the wider context of cultural and intellectual history; demonstrate an ability to understand and analyze relevant theoretical ideas, and to draw on these ideas in a research paper. Students will also be (once again) reminded to acknowledge the narrative strategies and the figurative language of the fictional texts read and discussed throughout the course. They will enhance their research skills, and write their research paper by selecting the fictional text and the theoretical/conceptual framework or their research paper by selecting the fictional text and the theoretical/conceptual framework that is appropriate to their research question and the area of interest.</p> <p><u>Generic competences to be developed (as per the aims of the English Philology programme):</u> Responsibility: will be able to set goals, choose and use resources necessary for the completion of a task, plan their time, and follow deadlines. Cooperation: will be able to work in a team by setting common goals, sharing information, and looking for solutions together. Intercultural competence: respect and openness to other cultures, the ability to work in a multicultural environment: will be able to understand the specifics of different cultures and to analyze and assess cultural contexts; will be able to study, work, and communicate with people from different cultural backgrounds and develop awareness, respect, and openness to cultural diversity. Problem-solving: will be able to identify problems and challenges in their own and related fields; will be able to identify problems by finding, analyzing, and critically assessing relevant information, generate new ideas, and choose the most optimal solutions. Openness to change: 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.</p> <p><u>Subject-specific competences (as per the aims of the English Philology programme):</u> Essential knowledge and skills of literary science: perception of literature as a phenomenon and perception of literature as a scientific discipline. Understanding and analysis of English literature: the ability to analyze and interpret English literature as a phenomenon: will gain knowledge of the</p> |

development of English literature, the most important authors, and the most significant works; will be able to analyze, interpret, and evaluate the phenomena of English literature in the wider context of world literature, using appropriate terminology and methods. Understanding English culture: will gain knowledge of English-speaking countries (especially Great Britain) and their socio-cultural context (aspects of geography, history, public policy, literature and art, mentality and self-awareness, customs and traditions, everyday communication conventions, etc.); will be able to distinguish the most prominent features of British culture, compare the culture of English-speaking countries with Lithuanian culture, and identify and explain similarities and differences. Essential knowledge and skills of literary science: perception of literature as a phenomenon and perception of literature as a scientific discipline: will know, understand, and be able to describe literature as a phenomenon and properly use and interpret the basic concepts and terms of literary studies; will acquire knowledge of the main branches and methods of literary studies. 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 a literary analysis of English texts and present the results of analysis and/or interpretation to the public 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 |
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| <p>Subject learning outcomes: Through seminar work and presentations, students will demonstrate communication skills, and an ability to work both individually and in a group; through pre-writing assignments and term paper writing, demonstrate appropriate research and bibliographic skills, a capacity to construct coherent, substantiated argument, and a capacity to write clear and correct research-based text; through research for seminars and pre-writing assignments, demonstrate proficiency in information retrieval and analysis; through research, seminar discussion, and term paper writing demonstrate a capacity to question assumptions, to distinguish between fact and opinion, and to reflect critically on their learning process. Students will also learn to understand the relationship between literature review, theoretical framework, and conceptual framework as constitutive parts of a research paper: the students will learn to understand how literature review, theoretical framework, and conceptual framework help to build a foundation for a research paper.</p> | <p>The mode of delivery of seminars is inclusive teaching to benefit all students with their strengths and contributions to class discussions; 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 reading primary texts and 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>See Assessment Methods and Criteria (pp.4-5).</p> |

| 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 |
| Cormac McCarthy, <i>The Road</i> | | | 10 | | | | 10 | | Analysis and discussion of the texts indicated in |
| Berit Åström, "Post-Feminist Fatherhood and the Marginalization of the Mother in Cormac | | | | | | | | | |

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| <p>McCarthy's <i>The Road</i>" (p.1-18) (uploaded on the VMA) www.emokymai.vu.lt</p> <p>Kristin J. Anderson, <i>Modern Misogyny. Anti-Feminism in a Post-Feminist Era</i> (chapters assigned on the VMA)</p> <p>Andrew Keller Estes, "Environmental Criticism and (Post)Apocalypse"; "The End of the Road: Biocentric Maps" (p.190-209)</p> <p>☞ Additional material, if there is any need for it, will be uploaded on the VMA throughout the unit.</p> | | | | | | | the Content segment ← |
| <p>F. S. Fitzgerald, <i>The Great Gatsby</i></p> <p>Norton Garfinkle, <i>The American Dream vs the Gospel of Wealth: The Fight for a Productive Middle-Class Economy</i> (chapters assigned on the VMA)</p> <p>Cal Jillson, <i>The American Dream in History, Politics, and Fiction</i> (chapters assigned on the VMA)</p> <p>Jim Cullen, <i>The American Dream. A Short History of an Idea That Shaped a Nation</i></p> <p>Roger L. Pearson, "Gatsby: False Prophet of the American Dream" (uploaded on the VMA)</p> <p>Charles Thomas Samuels, "The Greatness of "Gatsby" (uploaded on the VMA)</p> <p>☞ Additional material, if there is any need for it, will be uploaded on the VMA throughout the unit.</p> | | 10 | | | | 10 | Analysis and discussion of the texts indicated in the Content segment ← |
| <p>Kazuo Ishiguro, <i>Never Let Me Go</i></p> <p>Michel Foucault, "Society Must Be Defended" – Lectures at the Collège de France, 1975-1976</p> <p>Michel Foucault, Security, Territory, Population – Lectures at the Collège de France, 1977-1978</p> <p>Thomas Lemke, <i>Biopolitics: An Advanced Introduction</i></p> <p>Achille Mbembe, "Necropolitics." <i>Public Culture</i> 15(1):11-40.</p> <p>☞ Additional material, if there is any need for it, will be uploaded on the VMA throughout the unit.</p> | | 10 | | | | 10 | Analysis and discussion of the texts indicated in the Content segment ← |
| <p>Guidelines for writing a term paper: instructions on structure, an example of analysis, and guidance on drafting the Introduction, Theoretical Framework, Body, and Conclusion sections.</p> | | 18 | | | | 18 | Term paper writing |
| Total | 150 | 48 | | | | 48 | 102 |

| Assessment | Weight, % | Deadline | Assessment criteria |
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| strategy | | | |
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| Seminar performance | <p>40 → a) 3 written tests (1 test is worth 5 percent) = 15 percent</p> <p>b) Oral presentation is worth 5 percent →</p> <p>c) 20 percent →</p> | <p>1. After each unit throughout the term</p> <p>2. The end of Unit 3</p> <p>3. After the presentation is delivered</p> | <p>There are 3 written tests. Each test is worth 5 percent. The total amount is 15.</p> <p>1. A test is made of 5 (both closed-ended and open-ended) questions. Each question is worth 2 points. Each question falls into a few segments: one of the segments will test the knowledge of the content of the book, and the other segment(s) will ask you to identify and explain one or another aspect of the book discussed in lectures and seminars. It will also incorporate the reading materials discussed in class.</p> <p>2. The oral presentation (by the end of Unit 3) (5 percent) on the research project is from 7 to 10 minutes in length. The formal structure of the oral presentation should meet the following scheme: Preliminary title, Introduction, Theoretical Framework, Body / Analysis, Preliminary Conclusions, and List of References.</p> <p>3. Introduction (draft 1) is 10 percent (see the VMA);</p> <p>4. Theoretical and conceptual framework (draft 1) is 10 percent (see the VMA);</p> <p>5. The body part (Chapter 1; draft 1) is 20 percent (see the VMA).</p> <p>The chapters of the research paper will be presented to the instructor for assessment and feedback and selectively addressed in class, depending on the student's request for class feedback.</p> |
| Term paper | 60 | End of the semester | <p>Term paper:</p> <p>Term paper requirements: Word amount: 4,000-5,000. A minimum number of references: 10. A term paper is graded on a 10-point scale. <u>The formal structure of the paper</u> should meet the following scheme: Title Page, Abstract, Table of Contents, Introduction, Theoretical Framework, Main Body, Conclusion, References / Bibliography, Summary in Lithuanian, and Appendices (if necessary). The text length shall not go below and shall not exceed 4,000-5,000 considerably.</p> <p>1. Structure and organization: →The overall formal and conceptual structure</p> |

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| | | | <p>and organization (at both macro and micro levels): (25%) The term paper contains an intellectually engaging introduction introducing the thesis of the paper, a body that provides substantive support for the thesis, and a conclusion that goes beyond a mere summary, offering a connection to a broader but relevant point; cohesion, and coherence of statements, arguments, and examples.</p> <p>2. Content (analytical skills/ insights and consistent critical argumentation (25%); the paper contains sufficient intellectual content to explain and support the paper's thesis and the analysis and interpretation; provides examples, definitions, and research that supports points made within the paragraphs, and follows logical rigor.</p> <p>3. Language Use and Punctuation (5%) Simple and complex language structures are used correctly, and the appropriate (academic) register is used.</p> <p>4. Academic Conventions (5%): the use of required formatting patterns, academic register, reputable sources, reliable referencing, citations, etc. (appropriate layout, margins, and fonts are used, the total number of words meets the requirements, consistent documentation and referencing are displayed, appropriate bibliography is provided).</p> <p>Term paper as a Whole: The term paper addresses the topic within chosen theoretical and conceptual frameworks, follows the instructions, fits the image of a quality university term paper discussion, and is submitted in a neatly presented 1,5 spaced Times New Roman 12 font format. Pages numbered.</p> <p>Stylesheet: *Laima Katkuvienė & Inesa Šeškauskienė, <i>Research Matters</i> (2006) (Uploaded on the VMA)</p> <p>Scientific databases:</p> <ul style="list-style-type: none"> • For quality research articles, please use Vilnius University Library Database (for example, EBSCO, JSTOR, etc.) https://biblioteka.vu.lt/ and Martynas Mažvydas National National Library of Lithuania https://www.lnb.lt/en/ <p>Grade description 10 (Excellent) Knowledge and Skills: Exhibits exceptional understanding and application of the research material and theoretical framework. The student demonstrates comprehensive mastery over the subject matter, articulating their analytical approach with clarity, logic, and persuasion. The argument is</p> |
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| | | | <p>well-developed, underpinned by a proficient use of theoretical methods. The writing is fluent in academic English.</p> <p>9 (Very Good) Knowledge and Skills: Displays solid knowledge and skills. The research material and theoretical framework are well understood and effectively applied in the term paper. Arguments are logical, coherent, and convincingly presented. The student has a strong grasp of key concepts and makes appropriate use of theoretical methods in analysis. The academic English used is of high quality.</p> <p>8 (Good) Knowledge and Skills: Shows above-average understanding and skills. The knowledge of the research material and theoretical framework is good, with examples provided but not fully interpreted. Understanding of major concepts is generally good, though some inconsistencies may be present. The structure and organization of the paper may occasionally lack coherence. The analysis draws on literary criticism, and the academic English used is correct.</p> <p>7 (Highly Satisfactory) Knowledge and Skills: Reflects average performance with certain minor flaws. The student is acquainted with and can independently utilize the research material and theoretical framework, but the analysis sometimes lacks depth, revealing discrepancies and logical inconsistencies. The analysis incorporates literary criticism. The academic English used shows some errors.</p> <p>6 (Satisfactory) Knowledge and Skills: Demonstrates a performance that is below average. While the student is familiar with a significant portion of the research material and theoretical framework, their discussion reveals inconsistencies and a lack of coherent logical structure. Examples are scarce, suggesting that the student may not have devoted adequate time and effort to understanding the subject. Knowledge of the subject matter appears uneven or, in some cases, absent. The student rarely engages with the socio-historical, cultural, religious, and philosophical contexts or with literary criticism. The academic English employed contains numerous errors.</p> <p>5 (Sufficient) Knowledge and Skills: Barely meets the course's minimum requirements. The student's understanding of the research materials and theoretical framework is just enough to pass. The writing is plagued by significant errors, indicating a shaky grasp of how to apply acquired knowledge, which itself is minimal. There is a lack of engagement with the socio-historical, cultural, religious, and philosophical contexts. The term paper is poorly structured and lacks coherence, with academic English being notably weak and an informal tone prevailing throughout.</p> <p>4, 3, 2, 1 (Insufficient) Knowledge and Skills: Fall short of the minimum criteria. The student has not successfully assimilated the research materials or theoretical framework, showing very poor or no understanding of the subject matter. Any knowledge possessed is either irrelevant or too insufficient to be of academic value. Academic English is not utilized, highlighting a fundamental deficiency in meeting the course's</p> |
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| | | | academic standards. Note on Academic Integrity In alignment with the university’s regulations, as detailed in Article 53.2 of the Study Regulations of Vilnius University (view document), any form of academic dishonesty—including but not limited to plagiarism or cheating—will result in the student receiving a failing grade for the assignment involved. Furthermore, engaging in academic dishonesty will lead to failing the entire course. Additionally, students found guilty of such actions may face expulsion from the University. |
| Attendance requirements | | | Students are required to attend a minimum of 70 percent of classes, reflecting the established correlation between academic performance and class attendance. Failure to meet this attendance threshold disqualifies students from submitting their papers in June. Additionally, if questions arise regarding the authenticity of a student’s paper, they may be required to validate their work through a viva voce defense. Should a student miss over 30 percent of the classes, they will be advised to retake the course and submit their papers after a year. |
| | | | Retake policy The opportunity for a retake, specifically the resubmission of a revised and enhanced term paper, is available to both domestic and international students in the first two weeks of September 2024, on a date determined by the course instructor. Retakes are permitted exclusively for students who have met the 70 percent attendance requirement but did not pass the course. Additionally, retakes are intended for passing the course rather than grade improvement. |

| Author | Year of publication | Title | Issue of a periodical or volume of a publication | Publishing place and house or weblink |
|--|---------------------|---|--|---------------------------------------|
| Compulsory reading | | | | |
| Anderson, J. Kristin | 2014 | <i>Modern Misogyny. Anti-Feminism in a Post-Feminist Era</i> | | Oxford: Oxford University Press |
| Aström, Berit | 2018 | “Post-Feminist Fatherhood and the Marginalization of the Mother in Cormac McCarthy’s <i>The Road</i> ” (p.1-18) | | Uploaded on the VMA |
| Bloom, Harold | 2009 | <i>Cormac McCarthy</i> | | New York: Infobase Publishing |
| Bloom, Harold (ed.); Blake, Hobby (volume ed.) | 2009 | <i>The American Dream</i> p. 67-81 “The Great Gatsby: The Tragedy of the American Dream on Long | | New York: Bloom’s Literary Criticism |

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| | | Island's Gold Coast" (by Tanfer Emin Tunc) | | |
| Estes, Keller Andrew | 2013 | <i>Cormac McCarthy and the Writing of American Spaces</i> | | Amsterdam, New York, NY: Rodopi |
| Fitzgerald, Francis Scott | 2007 | <i>The Great Gatsby</i> | | UK, Ireland: Broadview Editions |
| Foucault, Michel | 1995 | <i>Discipline and Punish</i> | | New York: Vintage Books |
| Foucault, Michel | 2003 | <i>Society Must Be Defended – Lectures at the Collège de France, 1975-1976</i> | | London, New York: Picador |
| Foucault, Michel | 2007 | <i>Security, Territory, Population – Lectures at the Collège de France, 1977-1978</i> | | London, New York: Palgrave Macmillan |
| Garfinkle, Norton | 2006 | <i>The American Dream vs the Gospel of Wealth: The Fight for a Productive Middle-Class Economy</i> | | New Haven and London: Yale University Press |
| Hiller, M. Russell | 2015 | <i>Morality in Cormac McCarthy's Fiction</i> | | London, New York: Palgrave Macmillan |
| Lemke, Thomas | 2011 | <i>Biopolitics: An Advanced Introduction</i> | | New York: New York University Press |
| Mbembe, Achille | | "Necropolitics" | <i>Public Culture 15(1):11-40.</i> | Uploaded on the VMA |
| Pearson, L. Roger | 1970 | "Gatsby: False Prophet of the American Dream" Source: The English Journal, May 1970, Vol. 59, No. 5 (May 1970), pp. 638-642+645 | | Uploaded on the VMA |
| Samuels, Thomas Charles | 1966 | "The Greatness of "Gatsby" Source: The Massachusetts Review, Autumn, 1966, Vol. 7, No. 4 (Autumn, 1966), pp. 783-794 | | Uploaded on the VMA |
| Schwan, Anne and Shapiro, Stephen | 2011 | <i>How to Read Foucault's Discipline and Punish</i> | | London: Pluto Press |
| Optional reading | | | | |
| Bauman, Zygmunt and Donskis, Leonidas | 2013 | <i>Moral Blindness. The Loss of Sensitivity in Liquid Modernity</i> | | Cambridge: Polity Press |
| Hawkins, Ty | 2017 | <i>Cormac McCarthy's Philosophy</i> | | London, New York: Palgrave Macmillan |

The course description was revised and updated on February 1st, 2024.