



COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title		Code	
Contemporary English III/IV			
Lecturer(s)		Department(s) where the course unit (module) is delivered	
Coordinator: lect. Greta Maslauskienė Other(s): Dr. Grant Rosson		Institute of English, Romance, and Classical Studies	
Study cycle		Type of the course unit (module)	
BA			
Mode of delivery	Period when the course unit (module) is delivered	Language(s) of instruction	
Seminars, tutorials	3 rd semester (autumn)	English	
Requirements for students			
Prerequisites: A good command of English (B2 according to CEFR)		Additional requirements (if any): A pass for the course <i>Introduction to Literary Theory</i>	
Course (module) volume in credits	Total student's workload	Contact hours	Self-study hours
5	150	64	86
Purpose of the course unit (module): programme competences to be developed			
<p>This course consists of two aspects: 1) text analysis (50%), 2, academic discourse construction (50%).</p> <p>The text analysis component aims at developing the students' analytical skills by exposing them to a range of literary genres, such as horror tales and war literature that challenge our conception of text and the construction of meaning. The reading list is organized around a thematic nucleus comprising issues of poetry and society, literature and responsibility, reality and imagination, language and violence. Literary terms and concepts, introduced during the course, will provide necessary tools for successful textual analysis. Identification of linguistic and stylistic features, study of literary elements and techniques (including figurative language, imagery, and symbolism) as well as examination of the ways in which the writer's choices of form, structure, and language shape meanings will aim at improving the students' proficiency in literary text analysis. Exploring and commenting on relationships and comparisons between individual literary texts, students will be encouraged to examine and question their own notions of <i>meaningfulness</i> as inscribed onto both texts and the world.</p> <p>The academic discourse construction component aims at helping students become effective writers of formal English texts. Students are expected to develop their competence in the understanding of formal written English and in the production of texts at an advanced level in order to improve their capacity to function in a university or professional environment. More specifically, the component aims at helping students understand and analyse the principal and secondary ideas in a formal text; developing their awareness of purpose and audience by analysing the language and structure of written texts; encouraging students to make judgments and draw conclusions from the contents of a written text; expanding students' ability to use appropriate language registers and to write reports based on data.</p>			
Learning outcomes of the course unit (module)		Teaching and learning methods	Assessment methods
Students will acquire: - the ability to identify different literary genres; - the ability to analyse the construction of meaning in literary texts. - the ability to understand formal written texts in		Text analysis in-class activities include a range of exercises in close reading of selected texts.	The assessment for the text analysis component consist of the grade for the written examination.

<p>English</p> <ul style="list-style-type: none"> - the awareness of audience and purpose of texts; the ability to plan and write a scientific report. - research skills, including competence in effective reading and referencing; - the ability to use logical organization and connected speech in the presenting of evidence to support a stance taken; - ability to evaluate their own research and engage in peer-review; - the ability to analyse scientific data, i.e. to break information into its components to see interrelationships and ideas; - the ability to synthesize scientific data, i.e. to use creativity to compose and design original reports; - the ability to appropriately use visual aids supporting scientific data; - the ability to engage in active learning, i.e. to appreciate, accept or challenge ideas, defend their stance; - the ability to develop, monitor, and/or strengthen collaborative relationships with other peers. 	<p>In-class activities during the academic discourse construction seminars 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. In addition to various exercises, students will be required to conduct a research using questionnaire methodology and to write a report (individual work).</p>	<p>The assessment for the academic discourse construction component consists of the evaluation of the report (50%)</p>
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Content: breakdown of the topics	Contact hours							Self-study work: time and assignments	
	Lectures	Tutorials	Seminars	Exercises	Laboratory work	Internship/work placement	Contact hours	Self-study hours	Assignments
Text analysis									
1. Introduction to the course. How to read a poem.			4				4		<p>Billy Collins, "Introduction to Poetry"</p> <p>Howard Nemerov, "Because you Asked about the Line Between Prose and Poetry"</p> <p>Emily Dickinson, "A Route of Evanescence," "This was a Poet - It is That," "Wild Nights," "I heard a Fly buzz - when I died"</p> <p>William Shakespeare, Sonnet 116, "Let me not to the marriage of true minds"</p> <p>Walt Whitman, "When I Heard the the Learn'd Astronomer"</p>

2. Modernist poetry. Imagism. Close reading and analysis of selected texts.			2				2	<p>William Carlos Williams, "Red Wheelbarrow," "This is Just to Say"</p> <p>Ezra Pound, "In a Station of the Metro"</p> <p>Elizabeth Bishop, "Poem"</p> <p>Wallace Stevens, "Thirteen Ways of Looking at a Blackbird," "Anecdote of a Jar"</p> <p>Margaret Atwood, "This is Not a Photograph of Me"</p> <p>David Ayers, <i>Modernism: A Short Introduction</i> (pp.1-11)</p>
3. Poetry and memory. The role of the poet. Close reading and analysis of selected texts.			4				4	Natasha Trethewey, <i>Native Guard</i>
4. Narrative fiction. Close reading and critical analysis of selected texts.			2				2	Kate Chopin, "The Story of an Hour"
5. Horror tales. Gothic fiction. The Uncanny. Close reading and critical analysis of selected texts.			2				2	<p>Edgar Allan Poe, "The Black Cat"</p> <p>Andrew Smith, "Gothic Literature" (pp. 2-15)</p>
6. Mystery and crime. Features of Victorian detective fiction. Close reading and critical analysis of selected texts.			2				2	<p>Arthur Conan Doyle, "A Scandal in Bohemia"</p> <p>Carl Rollyson (ed.), <i>Critical Survey of Mystery and Detective Fiction</i> (pp. 529-536)</p>
7. Peculiarities of modernist writing. 'Iceberg' principle of writing. Close reading and analysis of selected texts.			2				2	<p>Ernest Hemingway, "Hills Like White Elephants"</p> <p>David Bradshaw & Kevin J. H. Dettmar (eds), <i>A Companion to Modernist Literature and Culture</i> (pp. 1-5)</p> <p>Roger Lathbury, <i>American Modernism (1910-1945)</i> (pp. 22-28)</p>
8. Global literature. Close reading and critical analysis of selected texts.			2				2	Bharati Mukherjee, "The Management of Grief"

9. Science fiction. Close reading and critical analysis of selected texts.			2				2		Ted Chiang, "Exhalation" Edward James & Farah Mendlesohn (eds), <i>The Cambridge Companion to Science Fiction</i> (pp. 1-12)
10. Literature and time. Close reading and analysis of selected texts.			4				4		Tom Stoppard, <i>Arcadia</i> Bran Nicol, <i>The Cambridge Introduction to Postmodern Fiction</i> (pp. 1-16)
13. Revision			2				2		
14. Final test			2				2		
15. Feedback			2				2		
Total:			32				32		
Academic Discourse Construction									
1. Introduction to the course.			2				2		
2. Argumentative essay structure revisited. Research articles based on questionnaire and interview methodology.		1		1			2	2	To revise argumentative essay structure and to analyse two essays. To start considering topics for the report project.
3. Report types and structure. Introduction to experimental methodology.		1	1				2	2	To discuss research articles based on questionnaire and interview methodology and to consider topics for individual reports.
4. The structure of a research article in the humanities and social sciences: similarities and differences.		1	1				2	4	To read two research articles and to compare their structure, paying special attention to the literature review. To discuss background literature on the topic of individual reports.
5. Presentation of mini proposals.			2				2	2	To present a mini proposal of the report project.
6. Analysis of sample reports. Introduction to designing a questionnaire and processing its data.		2					2	2	To read two sample reports and to analyse their content, structure, language accuracy and text-internal references to previous research.
7. Discussion of preliminary questionnaires.			2				2	3	To analyse sample questionnaires and to design the first draft of the questionnaire.
8. Presenting questionnaires. Writing the introduction section.		1	1				2	4	To design and present the second draft of the questionnaire, test it with a pilot group.
9. Finalizing the first draft of the introduction section. Writing the methods and data section.		1	1				2	4	To write the first draft of the introduction section.

10. Presenting numerical and visual data (1). Writing the results and discussion section.		1		1			2	4	To submit the first draft of the introduction section.
11. Peer review of the introduction section.			2				2	4	To do peer review of the introduction section in terms of content, structure, language accuracy and text-internal references to previous research.
12. Presenting numerical and visual data (2). Writing the conclusion section.			1	1			2	4	To present numerical and visual data and to write an outline of the results and discussion section.
13. Discussing the final drafts of reports. Redundancy in texts.		1	1				2	4	To edit reports. Exercises in redundancy.
14. Submission of reports.			2				2	4	To finalize and submit reports.
15. Individual feedback on reports.			4				4		
Total:		9	20	3			32	43	

Assessment strategy	Weight, %	Deadline	Assessment criteria
Text Analysis			
Written examination (final test)	50%		The written examination will consist of a series of open- and close-ended questions based on the analysis of the texts discussed during the course. Students are expected to present a coherently-argued case in their responses. The examination is assessed on a 10-point scale.
Academic Discourse Construction			
Report	50%	Exam session in January (the exact date to be specified)	<p>Aspects of the research paper (report) that are relevant to the determination of a final grade are as follows:</p> <p><i>Problem Definition and Methodology</i> (2,5 points)</p> <ul style="list-style-type: none"> Statement of the research problem, the research question(s), the aims of the paper and the significance of the research. Explanation of scope of the study. Use of a research methodology appropriate to the task (the use of a questionnaire as a research instrument, with the minimum amount of 50 respondents, equally distributed according to the main variables). A discerning selection of the relevant literary sources. <p><i>Analysis and Argumentation</i> (2,5 points)</p> <ul style="list-style-type: none"> A sufficient selection of the relevant literary sources (5-6 literary sources) supplied in the reference list. Analysis of research sources used to address the research problem, their synthesis, evaluation, connection. Use of logical argument (all claims based on scientific data, rather than author's own personal opinions/experiences). <p><i>Structure and Writing</i> (2,5 points)</p> <ul style="list-style-type: none"> Articulation and progression of major components of the research paper (Abstract, Introduction, Data and Methods,

			<p>Results and Discussion, Conclusions, References, Questionnaire (presented in the Appendix)).</p> <ul style="list-style-type: none"> • Appropriate paragraphing, use of linkers. • Appropriate grammar, sentence structure, word spelling and punctuation. • Accurate use of academic language. • Appropriate length of the report (2,000-2,300 words ~ 6-7 pages) and its component parts (Abstract ≈ 150 - 170 words, Introduction ≈ 1,5 page, Data and Methods ≈ 1 page, Results and Discussion ≈ 3,5 pages, Conclusions + References ≈ 1 page). <p><i>Presentation and Referencing (2,5 points)</i></p> <ul style="list-style-type: none"> • Appropriate pagination, layout, margins, typographical accuracy, consistent and appropriate citation style, etc. • Correct attribution of sources through citations. • The presence of least 1 visual aid (table, chart, graph, etc.) appropriately illustrating obtained results. <p>Students are required to follow the academic writing conventions outlined in: Katkuvienė, L. E. & I. Šeškauskienė. 2006. <i>Research Matters</i>. Vilnius: Vilnius University Press. 2nd edition.</p> <p>The students are expected to take active part in the discussions of homework assignments (analysis of research articles, essays, peer review of introductions, questionnaires, etc.) and submit written assignments on time.</p> <p>An extension of the deadline is possible only under special circumstances such as a serious illness. In order to receive an extension students are expected to explain the special circumstances to justify late work.</p> <p>Assignments are submitted via the VLE (emokymai.vu.lt). Failure to submit your written assignment in time results in failing it. Late submissions are not accepted and result in failing the task (marked 0).</p>
Attendance requirements			
The attendance of seminars is recommended. Students are expected to take active part in the discussions of selected texts.			
Requirements for passing the course Contemporary English III/IV			
<p>A student fails the academic reading or writing component if he/she is rewarded a mark that is lower than 4.5 (the final marks for each component are not rounded).</p> <p>The whole course of Contemporary English III/IV is considered failed if a student fails at least one of the components (academic reading or writing)</p> <p>If a student successfully passes each component, the raw (not rounded) marks for each component are added up and the final mark for the course Contemporary English III/IV is then rounded up.</p>			

Author	Year of publication	Title	Issue of a periodical or volume of a publication	Publishing place and house or web link
Compulsory reading				
Text Analysis				
PRIMARY TEXTS				
Atwood, Margaret		"This is Not a Photograph of Me"		On course website
Bishop, Elizabeth		"Poem"		On course website
Chiang, Ted		"Exhalation"		On course website
Chopin, Kate		"The Story of an Hour"		On course website
Collins, Billy		"Introduction to Poetry"		On course website
Dickinson, Emily		"A Route of Evanescence," "This was a Poet - It is That," "Wild Nights," "I heard a Fly buzz - when I died"		On course website
Doyle, Arthur Conan		"A Scandal in Bohemia"		On course website
Hemingway, Ernest		"Hills Like White Elephants"		On course website
Mukherjee, Bharati		"The Management of Grief"		On course website
Nemerov, Howard		"Because you Asked about the Line Between Prose and Poetry"		On course website
Poe, Edgar Allan		"The Black Cat"		On course website
Pound, Ezra		"In a Station of the Metro"		On course website
Shakespeare, William		Sonnet 116, "Let me not to the marriage of true minds"		On course website
Stevens, Wallace		"Thirteen Ways of Looking at a Blackbird," "Anecdote of a Jar"		On course website
Stoppard, Tom		<i>Arcadia</i>		New York: Faber & Faber
Trethewey, Natasha		<i>Native Guard</i>		On course website
Whitman, Walt		"When I Heard the the Learn'd Astronomer"		On course website
Williams, William Carlos		"Red Wheelbarrow," "This is Just to Say"		On course website
THEORETICAL MATERIAL				
Ayers, David	2004	<i>Modernism: A Short Introduction</i>		Malden/Oxford/Carlton: Blackwell Publishing
Bradshaw, David & Kevin J. H. Dettmar (eds)	2006	<i>A Companion to Modernist Literature and Culture</i> (pp. 1-5)		Malden/Oxford/Carlton: Blackwell Publishing

James, Edward & Farah Mendlesohn (eds)	2003	<i>The Cambridge Companion to Science fiction</i> (pp. 1-12)		Cambridge: Cambridge University Press
Lathbury, Roger	2006	<i>American Modernism</i> (1910-1945) (pp. 22-28)		New York: DWJ Books LLC
Nicol, Bran	2009	<i>The Cambridge Introduction to Postmodernism</i> (pp. 1-16)		Cambridge: Cambridge University Press
Rollyson, Carl (ed.)	2008	<i>Critical Survey of Mystery and Detective Fiction</i> (pp. 529-536)		Pasadena: Salem Press
Smith, Andrew	2007	<i>Gothic Literature</i> (pp. 2-15)		Edinburgh: Edinburgh University Press
Academic Discourse Construction				
Bailey, Stephen	2011	<i>Academic Writing: A Handbook for International Students</i>		Oxon: Routledge [third edition]
Booth, Wayne, Gregory Colomb, and Joseph M. Williams	2003	<i>The Craft of Research</i>		Chicago / London: The University of Chicago Press. [second edition]
Bowden, John	2009	<i>Writing a Report: How to Prepare, Write and Present Really Effective Reports</i>		Trowbridge: The Cromwell Press. [fourth edition]
Gargill, Margaret & Patrick O'Connor	2009	<i>Writing Scientific Research Articles</i>		West Sussex: Wiley-Blackwell
Forsyth, Patrick	2007	<i>How to Write Reports and Proposals</i>		London/Philadelphia: Kogan
Katz, Michael Jay	2009	<i>From Research to Manuscript: A Guide to Scientific Writing</i>		Springer
Swales, John M. Christine B. Feak	2012	<i>Academic Writing for Graduate students, 3rd Edition: Essential Skills and Tasks</i>		Michigan: ELT

Last updated: 14 September 2020