



COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title			Code
English Literature (Review)			LINGV-IP-ARK
Lecturer(s)		Department(s) where the course unit (module) is delivered	
Coordinators: Dr. Grant Rosson Lecturer Andrius Ledas		Vilnius University Institute of Foreign Languages Universiteto 5, LT-01513 Vilnius	
Study cycle		Type of the course unit (module)	
First cycle		Optional	
Mode of delivery	Period when the course unit (module) is delivered		Language(s) of instruction
Interactive lectures, seminars, students' independent work	Semester 6		English
Requirements for students			
Prerequisites: Contemporary English I/VT-VIAT		Additional requirements (if any): None	
Course (module) volume in credits	Total student's workload	Contact hours	Self-study hours
5	93	48	45
Purpose of the course unit (module): programme competences to be developed			
To develop: general competences: analytical critical thinking; independent work and time management; subject competences: knowledge of English literature; communicative skills of the English language.			
Learning outcomes of the course unit (module)		Teaching and learning methods	Assessment methods
Students will be able to apply knowledge in academic discourse and outside it; will be able to work autonomously, designing strategies and managing time; will develop analytical and critical thinking (ability to decide on objectives, priorities, methods, time and resources available to perform a task). Students will be able to gain knowledge of the subject area, and knowledge of quality orientation (ability to advance systematically in academic work, and ability to evaluate personal achievements properly). Students will be able to understand the literary processes within the history of English literature; identify and define the distinctive features of the epochs (Early Modern, Age of Enlightenment, Romanticism, Victorianism, Modernism, Contemporary), and appreciate the aesthetics of canonic writing of England and America, major authors, works, and genres, texts and contexts.		Interactive lectures, discussions.	Formative assessment method: contribution to class discussion, presentation, reflection paper, examination.
Students will be able to analyze and interpret canonic texts; define their generic, structural, thematic features, the mechanisms of the formation of meaning. Students will be able to analyze and interpret the texts through the perspective of the poetics and aesthetics of the text and its (philosophical, cultural, religious, historical, social) contexts.		Analysis of the text, interpretation, contribution to class discussion.	Contribution to class discussion, reflection, examination.

Topics/Texts	Contact work hours							Time and tasks of self-study	
	Lectures	Consultations	Seminars	Practice	Laboratory work	Practical training	Total contact hrs	Self-study	Tasks
1. Introduction to literatures in English; William Shakespeare, <i>Macbeth</i>	2		4				6	6	Read and analyze <i>Macbeth</i> .
2. Rise of the Novel: Daniel Defoe, <i>Robinson Crusoe</i>	2		4				6	8	Read and analyze <i>Robinson Crusoe</i> .
3. Romanticism: Wordsworth, Coleridge, Keats, Shelley	2		4				6	5	Read and analyze works by Wordsworth, Coleridge, Keats, and Shelley.
4. American Transcendentalism and its afterlives: Henry David Thoreau, selections from <i>Walden</i> ; Annie Dillard, "Living Like Weasels"	2		4				6	5	Read and analyze selections from <i>Walden</i> and essay by Dillard
5. American Poetry: Walt Whitman and Emily Dickinson	2		4				6	4	Read and analyze poems by Whitman and Dickinson.
6. Modernism: T.S. Eliot, "The Love Song of J. Alfred Prufrock"; James Joyce, "The Dead"	2		4				6	4	Read and analyze poem by Eliot and story by Joyce.
7. 20 th -Century Fiction: James Baldwin, "Sonny's Blues"; Jhumpa Lahiri, "The Interpreter of Maladies"	2		4				6	4	Read and analyze stories by Baldwin and Lahiri.
8. Contemporary Novel: Kazuo Ishiguro, <i>Never Let Me Go</i>	2		4				6	8	Read and analyze novel by Ishiguro.

Assessment strategy	Weight, %	Deadline	Assessment criteria
Seminar participation and performance	20%	End of term	1 point - active contribution to class discussion, the student answers questions, raises questions, formulates problems, offers critical approach to the question(s) under discussion. 0.5 point - the student participates in class discussion, answers questions. 0 points - does not participate in discussion although is present in class; has missed more than three seminars (excused absences).
Examination	80%	Exam time	The written examination will consist of 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. The passing grade is 5 (4.9, 4.8, etc. are not rounded to 5).
Assessment of examination tasks (on a 10 point scale)			Assessment of test: 10 (Excellent): Excellent, outstanding knowledge and skills: The knowledge of the course material is excellent; the student demonstrates a holistic approach to the subject matter; he or she knows how to apply the knowledge he or she has in his or her answer to the exam question; the student coherently and logically articulates his or her approach to the analysis of the theme, persuasively develops the argument; draws on the sociohistorical, cultural, religious, philosophical context of the period. If the student uses a theoretical method in his or her analysis, it is used appropriately; the student writes in academic English.

		<p>9 (Very good): Solid, very good knowledge and skills: The knowledge of the course material is very good, the student knows how to apply it in his or her answers to the exam questions; his or her arguments are logical, well-argued; the student knows and understands the key concepts; in his or her analysis he or she draws on the sociohistorical, cultural, religious and philosophical context. If the student uses a theoretical method in his or her analysis, it is used appropriately; the student writes in academic English.</p> <p>8 (Good): Above the average knowledge and skills: Good knowledge of the course material; the answers to the exam questions are correct; however, examples are given, but not interpreted; the knowledge of the major concepts is good although occasional mistakes are observed; in his or her analysis the student refers to the sociohistorical, cultural, religious and philosophical context; in his or her analysis the student draws on literary criticism; uses correct academic English.</p> <p>7 (Highly satisfactory): Average performance, knowledge and skills with unessential shortcomings: the student is familiar with the course programme, is able to use his or her knowledge independently; there are, however, unessential shortcomings in his or her answers to the exam questions; the answers lack in-depth knowledge, some errors, discrepancies, alogisms are observed; not always does the student refer to the sociohistorical, cultural, religious and philosophical context; the academic English that he or she uses has flaws.</p> <p>6 (Satisfactory): Knowledge and skills are below average performance: the student knows much of the course programme materials, but as he or she discusses it he or she shows lack of consistency, and logical structure; gives few examples; it seems that the student did not invest a sufficient amount of time and effort into studying the subject; the student shows an inconsistent knowledge of the subject matter; or no knowledge at all; he or she hardly draws on the sociohistorical, cultural, religious and philosophical context; academic English that he or she uses has many flaws.</p> <p>5 (Sufficient) : Knowledge and skills meet minimum criteria: the knowledge of the course programme that the student has meets the minimum requirements of the course to pass; as he or she writes he or she makes major mistakes; hardly knows how to apply the knowledge he or she managed to obtain throughout the course; the knowledge he or she obtained is scarce; the student does not draw on the sociohistorical, cultural, religious and philosophical context of the period; his or her academic English is poor; the informal register is used throughout.</p> <p>4,3,2,1 (Insufficient)</p> <p>Knowledge and skills do not meet minimum criteria: the student failed to master the course programme materials; has very poor knowledge of the subject matter; or has no knowledge at all; or the knowledge that he or she has is irrelevant and insufficient; the student is not able to answer the exam questions properly. The student has not read the required texts on the Required Reading List; the student does not use academic English; informal register is used.</p>
It is required to read all books on the Required Reading List (not their summaries or plot descriptions available online).	Throughout the term	If the answer to the test question clearly shows that the text has not been read, the answer is considered invalid; it is awarded a zero.
Attendance Requirements	The attendance of seminars is recommended and expected. Students who choose not to attend the seminars accept the responsibility for mastering the course material on their own: should there be questions related to the material or the term paper, the students have to tackle these issues independently. The professor is not responsible for the students' ignorance.	

Author	Year of publication	Title	Issue of periodical or volume	Publication or web link
Compulsory reading				
Shakespeare, W.	1609; 1623	<i>Macbeth</i>		Course website
Defoe, D.	1719	<i>Robinson Crusoe</i>		Course website
Wordsworth, W.	1798	Selected Poems: Preface to <i>Lyrical Ballads</i> , "Tintern Abbey"		Course Website
Coleridge, S.T.	1817	Selected Poems: excerpt from <i>Biographia Literaria</i> , "Eolian Harp"		Course website
Shelley, P.	1818-1820	Selected poems		Course website
Keats, J.	1819	Selected poems		Course website
Thoreau, H.D.	1854	Selection from <i>Walden</i>		Course website
Whitman, W.		Selected poems		Course website
Dickinson, E.		Selected poems		Course website
Eliot, T.S.	1915	"The Love Song of J. Alfred Prufrock"		Course website
Baldwin, J.	1970	"Sonny's Blues"		Course website
Dillard, A.	1982	"Living Like Weasels"; "Eclipse"		Course website
Lahiri, J.	1999	"The Interpreter of Maladies"		Course website
Ishiguro, K.	2005	<i>Never Let Me Go</i>		
Optional reading				
Vendler, Helen	1999	<i>The Art of Shakespeare's Sonnets</i>		Cambridge, MA: Belknap Press
Hammond, P.	2009	<i>The Strangeness of Tragedy</i>		Oxford: Oxford University Press
Watt, Ian	1974	<i>The Rise of the Novel: Studies in Defoe, Richardson, and Fielding</i>		Los Angeles: University of California Press
Bloom, Harold	2003	English Romantic Poetry		New York: Chelsea House Publishers
Fisher, Benjamin F.	2002	"Poe and the Gothic Tradition," in <i>Cambridge Companion to Edgar Allan Poe</i>		Cambridge: Cambridge University Press
Packer, Barbara	2007	<i>The Transcendentalists</i>		Athens, GA: University of Georgia Press
Cavell, Stanley	1981	<i>The Senses of Walden: An Expanded Edition</i>		Chicago: University of Chicago Press
Athenot, Eric and Cristanne Miller	2018	<i>Whitman & Dickinson: A Colloquy</i>		Iowa City: University of Iowa Press
Mays, J.C.C.	1994	"Early Poems," in <i>Cambridge Companion to T.S. Eliot</i>		Cambridge: Cambridge University Press
Johnson-Roullier, Cyraia	1999	"(An)Other Modernism: James Baldwin, Giovanni's Room, and the Rhetoric of Flight," in <i>Modern Fiction Studies</i>	Vol. 45, No. 4	Baltimore: Johns Hopkins University Press
Srikanth, Rajini	2004	<i>The World Next Door: South Asian American Literature and the Idea of America</i>		Philadelphia: Temple University Press
Seltzer, Mark	2016	<i>The Official World</i>		Durham: Duke University Press
Course outline	Signature	Course outline approved by	Signature	Date
Grant Rosson Andrius Ledas				
Course Description Updated: January 26, 2020				