



COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
Literature and Architecture/ Literatūra ir architektūra	

Lecturer(s)	Department(s) where the course unit (module) is delivered
Coordinator: Dr. Kotryna Garanašvili	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
Face to face	Autumn	English

Requirements for students	
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	32	118

Purpose of the course unit (module): programme competencies to be developed
<p>This interdisciplinary course aims to explore the architectural structure within literary texts, as well as the literary meanings that are reflected in buildings. At first glance, architecture and literature might seem to be extremely different means of creative expression. However, they are connected in several intricate ways. Throughout the course, a wide range of examples will be explored, from Pemberley in Jane Austen's <i>Pride and Prejudice</i> to the American-dream-inspired house in F.S. Fitzgerald's <i>The Great Gatsby</i> to reveal how the connection between different forms of artistic expression creates a universal language. The course will enhance the students' analytical skills and enrich their understanding of interdisciplinary research.</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 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</p>

<p>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.).</p>		
Learning outcomes of the course unit (module)	Teaching and learning methods	Assessment methods
<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 a 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	Contact hours	Self-study hours	Assignments
<p><u>Part 1. Architecture in Fiction</u></p> <p><i>Pride and Prejudice</i> by Jane Austen (1813) <i>The Little Stranger</i> by Sarah Waters (2009)</p> <p>Theoretical background: <i>Metaphor in Morphic Language</i> by Aarati Kanekar (2014)</p> <p><u>Note.</u> The main reading texts (lists) will be</p>			10			10	30	Analysis and discussion of the texts indicated in the Content segment

uploaded on the VMA platform. The teacher has the discretion to modify the reading texts and subtopics as needed.							
<p><u>Part 2. Text as a Building</u></p> <p><i>The Great Gatsby</i> by F.S. Fitzgerald (1925) <i>Rebecca</i> by Daphne du Maurier (1938)</p> <p>Theoretical background: <i>Critical Studies: The Great Gatsby</i> by Kathleen Parkinson (1987)</p> <p><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 and subtopics as needed.</p>		8			8	30	Analysis and discussion of the texts indicated in the Content segment
<p><u>Part 3. Architectural Language</u></p> <p><i>The Dutch House</i> by Ann Patchett (2019) <i>The Fountainhead</i> by Ayn Rand (1943)</p> <p>Theoretical background: <i>Architecture and Modern Literature</i> by David Spurr (2012)</p> <p><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 and subtopics as needed.</p>		10			10	30	Analysis and discussion of the texts indicated in the Content segment
Tests (parts 1 and 2)		4			4	28	
Total: 150		32			32	118	

Assessment strategy	Weight, %	Deadline	Assessment criteria
			<u>The overall grade</u> for the course is determined by two tests: Part 1 contributes 50 percent, and Part 2 contributes the remaining 50 percent. To successfully pass the course, achieving a positive grade (5) in both parts is mandatory. If a student receives a negative grade in either Part 1 or Part 2, they will fail the entire course. However, in the event of a failure in one part, students have the opportunity to retake the failed segment during the retake session.
Test: part 1	50	28 October	<p>The written test 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</p>

			format and can be accessed on the VMA platform.
Test: part 2	50	End of the semester	<p>The written test 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>
Assessment			<p>Examinations are graded on a 10-point scale ↓ (see below).</p> <p>Grades in the range of 4.5 to 4.9 are not rounded up to 5 due to the policy that negative grades are not rounded up to a positive grade. However, grades from 5.1 onwards are rounded up to the next whole number.</p> <p>Grade description</p> <p>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 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 academic standards.</p> <p>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.</p>
Attendance requirements			<p>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.</p>
Retake policy			<p>The opportunity for a retake, specifically the resubmission of a revised and enhanced term paper, is</p>

			available to both domestic and international students in the first two weeks of February 2025, 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.
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Author	Year of publication	Title	Issue of a periodical or volume of a publication	Publishing place and house or weblink
Austen, J.	1813	<i>Pride and Prejudice</i>		
Dickens, C.	1998	<i>Bleak House</i>		Oxford: Oxford World's Classics.
du Maurier, D.	1938	<i>Rebecca</i>		
Fitzgerald, F. S.	1925.	<i>The Great Gatsby.</i>		
Frank, E. E.	1979	<i>Literary Architecture. Essays Toward a Tradition</i>		Los Angeles: University of California Press.
Grillner, K., Hughes, R.	1999	<i>Room Within a View: A Conversation on Writing and Literature</i>		Amsterdam: OASE Foundation & NAI Publishers.
Kanekar, A.	2014	<i>Metaphor in Morphic Language</i>		http://ucl.ac.uk//22_kanekar.pdf
Lhamon, W. T., Jr.	1984	<i>The Essential Houses of The Great Gatsby</i>		New York: Markham
Patchett, A.	2019	<i>The Dutch House</i>		
Rand, A.	1943	<i>The Fountainhead</i>		
Ruskin, J.	2015	<i>The Seven Lamps of Architecture</i>		New York: Create Space Independent Publishing Platform.
Spurr, D.	2012	<i>Architecture and Modern Literature</i>		Michigan City: University of Michigan Press
Waters, S.	2009	<i>The Little Stranger</i>		

The course description was revised and updated on March 7th, 2024.