COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
Academic Communication II / II (EN)/ Akademinė komunikacija II / II (LT)	

Lecturer(s)	Department(s) where the course unit (module) is delivered
Coordinator: Lecturer Jurga Kasteckienė, Others: Dr. Justina Urbonaitė, Greta Maslauskienė	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

The course consists of three components: 1) Academic Writing (course instructor: lect. Jurga Kasteckienė), and 2) Academic Presentations (course instructor: dr. Justina Urbonaitė) and Academic Writing: Survey-based Research (course instructor: Greta Maslauskienė).

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.

Generic competences

- 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

Subject-specific competences

- 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;
- ability to communicate research-informed ideas orally in academic settings;
- ability to create and integrate clear, ethical, and academically credible visual materials into research presentations;
- ability to participate in scholarly communication, including questioning, responding, engaging in discussion and giving feedback.
- ability to conduct ethical small-scale, survey-based exploratory research, including planning the study, recruiting participants, and applying appropriate ethical principles throughout the process.
- ability to design clear, reliable, and valid survey instruments aligned with the study's research objectives.
- ability to collect, manage, and analyse participant data using suitable quantitative and/or qualitative methods while

ensuring confidentiality and responsible data handling.

- ability to effectively illustrate major empirical findings using clear, accurate, and appropriate visual aids (e.g., charts, graphs, tables).
- ability to produce a well-organised, evidence-based research report that clearly presents the survey methodology, empirical findings, and their implications.

Learning outcomes of the course unit (module)	Teaching and learning methods	Assessment methods
Academic Writing Learning outcomes resulting from the generic competences: - 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.	Group and pair discussions, presentation, practical assignments, coherent development of paragraphs into a scientific text, peer review and revision, literature analysis, discussion, and independent work.	Cumulative assessment: assessment of the annotated bibliography, a definition paragraph (in-class), extended outline, first 2-3 pages, and the final 2000-2500-word paper.
Academic Presentations Learning outcomes resulting from the subject-specific competences. On completion of the course students will: - have the knowledge of and ability to understand and distinguish between academic presentation genres; - be able to plan, structure, and deliver research-informed academic presentations using credible research sources; - be able to design clear, academically credible visual materials and present data ethically; - be able to participate in academic interaction; - be able to evaluate academic presentations using explicit, discipline-specific criteria; - use digital and AI-based tools responsibly and in line with academic integrity principles.	Interactive, practice-based seminars that support the progressive development of advanced academic communication skills. Teaching and learning methods include: group and whole-class discussions, individual and collaborative work, guided practice activities, workshops, simulated academic interaction, peer-assessment and collaborative feedback, independent preparation, engagement with authentic academic contexts.	Cumulative assessment: assessment of the work-in-progress portfolio assignments, conference evaluation report and in-class presentation of the term paper.
Academic Writing: Survey-based research: Students will be able to: - Engage in active learning, including articulating, challenging, and defending ideas respectfully in discussion. - Plan and compose a coherent research report (i.e., formulating research questions, structuring arguments, aligning evidence with purpose, drawing appropriate conclusions). - Locate, read, and evaluate academic sources, and reference them accurately using an appropriate academic text conventions. - Design effective questionnaires that demonstrate clarity, relevance, and ethical awareness. - Apply ethical research principles, including informed prior consent, confidentiality, and responsible data handling. - Use digital tools for survey creation, data collection and analysis. - Analyse collected data quantitatively and qualitatively. - Synthesise scientific findings, integrating results		**Academic Writing: Survey-based research (30%):** Cummulative assessment: assesmment of the: - mini-proposal (5%) - questionnaire form (10 %) - mini research report (2-3 pages) (15%)

into a clear and objective interpretation. - Create and use appropriate visual aids (e.g., charts, tables) to communicate data accurately and effectively. - Assess the strengths and limitations of their research, demonstrating awareness of methodological choices. - Participate in peer-review processes, giving and receiving constructive, evidence-based feedback to improve their work. - Revise and refine their work incorporating feedback and self-reflection at each stage of the research process.		

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		*Practical reading and writing tasks.*
Choosing the topic of a term paper, analysis of literature.			4				4	6	*Speaking on a chosen topic for at least 3 minutes. Practical writing tasks.*
Strategies of summarizing and paraphrasing. Plagiarism. In-text referencing. Annotated bibliographies.			6				6	8	*Practical writing tasks. Writing Annotatded bibliographies*
Explaining scientific terms and choosing the term to define in a term paper. Writing a comparative definition in class.			6				6	6	*Personal feedback on the definitions.*
Narrowing down the topic of a term paper and preparing its plan/outline.			4				4	8	*Writing detailed outlines.*
Integrating different sources. Quoting and referencing. Reference list.			6				6	10	*Practical writing tasks.*
Text composition, editing, and processing (quoting, referencing, punctuation, etc).			4				4	6	*Writing and editing separate parts of a term paper.*
Submission of the term paper.									*Term paper of 2200-2500 words.*
			32				32	44	
Academic Presentations									
Advanced academic presentation genres			1				1		**Activities***:* *Genre mini-analysis; Short diagnostic micro-presentation (2 minutes; no slides) on a topic students know well; Group synthesis and next steps.* **Assignment***: Revise micro-presentation based on feedback (written reflection, 150–200 words).*
Developing content and structure. From term paper to 10-minute talk.			1				1	2	**Activities*:*** *Guided reduction exercises; Mapping task: turning paper outline into a*

									presentation outline. **Assignment*:*** *Submit an extended presentation outline (a detailed slide-by-slide plan).*
Responsible and transparent use of AI tools in academic presentations.			2				2	2	**Activities***: Hands-on task: generating sample visuals or phrasing with AI → analysing risks (hallucinations, incorrect citations, copyright issues); Case-based discussion: when AI is "assistance" vs. "outsourcing academic thinking."* **Assignment***: Short reflection (150–250 words): "What AI can and cannot do in preparing my talk?"*
Visual design and data presentation workshop.			2				2	4	**Activities*:*** *Slide redesign challenge: students are given poor-quality slides and must improve them following principles of hierarchy, readability, and academic integrity; Mini-presentations: "Explain this chart in 60 seconds" (students practise verbal-visual synchronisation).* **Assignment*:*** *Draft 6–10 slides for the term-paper talk; submit for feedback.*
Handling questions, difficult situations, and academic interaction.			2				2	1	**Activities***: Role-play of question types (clarification, challenge, misunderstanding). "Hot seat" mini-task: each student receives one real-time question about their topic. Strategies for diplomatic disagreement and repair.* **Assignment***: Add a dedicated "anticipated questions" slide to the presentation outline.*
Real-world conference experience (on-site attendance & analysis)			2					4	**Pre-conference activities***: Pre-conference briefing using the course presentation rubric; Attendance at three full presentations at the student conference 'Discourse and Society'; Structured note-taking using the provided evaluation grid.* **Assignment***: Write an evaluative report (900–1200 words) analysing three talks.* ***Criteria*** *include structure, content clarity, visual aids, delivery, and handling questions.*
Delivering presentations of the term paper (purpose and promises, preliminary structure and its justification, possible conclusions)			6				6	8	*Preparing and delivering a 10-minute in-class presentations of the term papers with slides and reference list followed by the Q&A. Assessment uses the advanced rubric below.*
			16				16	21	
Academic Writing: Survey-based research									
Introduction to Survey-based Methodology: • What is small-scale empirical research? (exploratory vs. conclusive, cross-sectional			2				2	2	

vs. longitudinal research) • Strengths and limitations of survey-based research. • Selecting a topic and refining research questions • Overview of the final mini research report structure. Basics of academic argumentation and coherence.									
Survey-based Research Design: Population, Sample & Sampling Methods • Defining **population** vs. **sample** • **Sampling methods:** random, systematic, stratified, convenience, snowball, quota, etc. • Strengths and limitations of each sampling method Choosing an appropriate sampling method for your study			2				2	2	
Questionnaire Design: Principles, Ethics & Question Types: • Writing clear, unbiased, non-leading and purposeful questions. • Different types of questionnaire items (closed, open, scales) • Ethical principles: informed prior consent, confidentiality, responsible data handling • Using digital tools for survey creation (e.g., Google/Microsoft Forms) • Piloting and refining the questionnaire			4				4	4	
Data Collection & Analysis • Administering questionnaires using your chosen sampling method • Ensuring response quality and reliability • Cleaning and organising raw data • Spreadsheet fundamentals (sorting, coding, basic formulas). Descriptive statistics (frequencies, percentages, means, medians)			2					6	
Data Visualisation & Interpretation • Choosing appropriate visual aids (bar charts, tables, etc.) • Principles of accurate, ethical, and effective data visualisation • Creating clear and properly labelled visuals Interpreting results and linking them back to research questions, population, and sample.			2					2	
Writing, Peer Review & Revision • Synthesising findings into a coherent short report. • Discussing strengths, limitations, and sampling-related issues • Peer-review workshop: giving and receiving structured feedback Revision strategies and preparing the final submission			4				4	5	
			16				16	21	
TOTAL			**64**				**64**	**86**	

Assessment strategy	Weight, %	Deadline	Assessment criteria
Academic Writing			
Coursework	20%	Spring term (time scheduled by the teacher to complete all assignments)	5% Annotated bibliography 5% A definition paragraph 5% An extended outline of the term paper 5% The first 2-3 pages of the term paper (min 1000 words)
End-of-term assignment Term paper	20%	Paper submission deadline 29 May 2026	**Content (5%):** control of the scope of focus; relevance of ideas and arguments **Organization (5%):** logical order; even distribution of supporting evidence; proper layout **Academic conventions (5%):** good command of linguistic terms; academic conventions maintained; proper in-text referencing a list of references; **Language range and accuracy (5%)** **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.**
Academic Presentations			
Work in progress portfolio	10%	Throughout the semester	The segment includes: • Revised diagnostic micro-presentation (2%); • Extended outline (2%); • AI-reflection task (2%); • Improved slides (2%); • Responsible participation in peer-assessment (2%)
In-class presentation of the term paper.	10%	Three final seminars	**Assessment Criteria** **Content (3%)** – Clear articulation of the *preliminary* purpose, research questions, and scope of the term paper; – Relevance and academic credibility of the initial literature base and emerging arguments; – Appropriate presentation of early findings, expected directions, or planned methodological steps (as applicable). **Organization (2%)** – Logical and coherent organisation of content suitable for a 10-minute academic talk; – Effective introduction–body–conclusion structure; – Clear signposting and smooth transitions between parts of the presentation. **Use of Visual Aids & Academic Integrity (2%)** – Slides that are clear, readable, and professionally designed; – Ethical use of visuals, images, data, and templates (copyrights acknowledged where necessary); – Transparent referencing of authors, sources, and any AI-assisted tools used in preparation. **Delivery & Language Use (2%)** – Confident and comprehensible oral delivery using

			appropriate academic register; – Effective pacing, articulation, eye contact, and body language; – Accurate grammar and vocabulary in spoken academic English. **Handling Questions (1%)** – Ability to respond to questions professionally, demonstrating understanding of the topic; – Willingness to clarify, explain, or elaborate on preliminary ideas and receive feedback from the audience.
Conference evaluation report	10%	Report submission deadline 24 April 2026	900–1200-word analytical report on 3 student conference presentations delivered in the on-site student conference *Discourse and Society* held on 16–17 April 2026. **Assessment Criteria** **Content (3%)** – Control of scope and analytical focus; – Accurate identification of the key strengths and weaknesses of each presentation; – Relevance and depth of observations supported by concrete examples from the conference. **Organization (2%)** – Logical, coherent structure (introduction – analysis – comparison – concluding remarks); – Clear paragraphing and balanced treatment of all three presentations; – Appropriate sequencing of ideas and smooth transitions. **Academic Conventions (3%)** – Consistent use of academic register and discipline-appropriate terminology; – Proper integration of references to conference presentations (following the course guidelines); – Accurate citation of any academic sources mentioned; – Transparent acknowledgement of any AI-assisted tools used. **Language Range and Accuracy (2%)** – Clear, precise, and controlled academic English; – Adequate variety of structures and vocabulary; – Accurate grammar, spelling, and punctuation.
Academic Writing: Survey-based research			Cummulative assessment: - mini-proposal (5%) - questionnaire form (10 %) - mini research report (2-3 pages) (15%)
Mini-proposal	5%		**Mini-Proposal (5%) — 10-Point Evaluation Scale:** 1. **Topic Formulation – 2 points** Clear, focused, and relevant language-related survey topic. 2. **Research Question(s) Formulation – 2 points** Specific, well-defined, and logically aligned with the aims of the proposed survey. 3. **Sample Formation, Inclusion/Exclusion Criteria & Ethics – 3 points** -Identification of the intended population and sample. - Explanation and justification of **sampling method** and **recruitment strategy**. - Presentation and justification of the student's own **data inclusion and exclusion criteria**.

			- Demonstrated awareness of feasibility, limitations, and ethical considerations (e.g., informed consent, confidentiality, responsible data handling). 4. **Review of Two Survey-Based Studies – 2 points** -Accurate summaries of each study's key findings. -Brief description of methods used *(e.g., sample size, population characteristics, sampling method, data collection procedures, inclusion/exclusion criteria, analytical approach)*. -Demonstrates basic understanding of how these studies inform or contextualise the student's project. 5. **Academic Writing & Referencing – 1 point** Clear academic style, coherent structure, and accurate referencing.
Questionnaire form	10%		**Questionnaire Form (10 %) — 10-Point Evaluation Scale:** 1. **Question Clarity and Relevance – 3 points** Items are clearly worded, focused, and directly aligned with the research questions. 2. **Question Design Quality – 3 points** -Effective use of appropriate question types (e.g., closed, Likert-scale, open-ended). -No leading, ambiguous, biased, or double-barrelled questions. 3. **Logical Organisation and Layout – 2 points** -Coherent structure with a logical sequence of questions. -User-friendly and accessible layout. 4. **Ethical Considerations – 1.5 points** -Includes a clear informed-consent statement and ensures confidentiality. **-No unnecessary personal or sensitive data are collected**, in line with research-ethics principles. -Demonstrated awareness of responsible and ethical data handling. 5. **Technical Accuracy and Presentation – 0.5 points** -Professionally formatted and fully functional as a digital or paper-based survey.
Mini research report	15%		**Mini Research Report (min. 800 words) — 10-Point Evaluation Scale** **1. Methodology – 3 points** **- Concise methodological overview (1 point):** Provides a succinct and accurate summary of the sample size, sampling method, recruitment procedures, mode of data collection, and the overall focus of the questionnaire. **- Inclusion and exclusion criteria (1 point):** Clearly states and justifies the criteria applied in determining which responses were included or excluded; demonstrates adherence to ethical principles, including the avoidance of unnecessary personal data. **- Methodological coherence and appropriateness (1 point):** The methodological choices are clearly articulated, internally consistent, feasible within the scope of the study, and appropriately aligned with the research question(s). **2. Results and Discussion – 5 points** **- Accuracy of data analysis (2 points):** Employs appropriate descriptive statistical techniques (e.g.,

			frequencies, percentages, measures of central tendency) accurately, without misrepresentation or overgeneralisation of findings. **- Quality and effectiveness of visual representation (1 point):** Includes at least one well-constructed visual aid that: presents a meaningful pattern, trend, or comparison; conveys information that cannot be summarised adequately in a single sentence; is precisely labelled, legible, and directly pertinent to the research question(s). *Trivial or non-informative visuals (e.g. pie-charts that might be replaced by 1 sencence) do not satisfy this requirement.* **- Integration of results into the discussion (2 point):** Interprets findings clearly and logically, demonstrating an explicit and coherent connection to the research question(s). **3. Conclusions – 2 points** **-Alignment with research question(s) (1 point):** Conclusions directly address the research question(s) and follow logically from the presented findings, without unwarranted extrapolation. **- Clarity, coherence, and academic rigour (1 point):** Conclusions are concisely formulated, coherently expressed, and demonstrate an appropriate level of critical reflection regarding the study's scope and limitations. Students must **submit the anonymised raw data matrices** (e.g., exported spreadsheet or table of responses) together with the mini research report. These data matrices must contain **no personal identifiers** and must reflect the applied inclusion and exclusion criteria. **In the absence of an anonymised raw data matrix, the mini research report will not be evaluated**, as the integrity and authenticity of the reported findings cannot be verified.

Use of Vilnius University electronic learning system
All of the texts, compulsory and optional study materials, handouts and other relevant course materials will be made available on the webpage of Vilnius University Virtual Learning Environment (VLE) at https://emokymai.vu.lt. It is students' responsibility to refer to the course website on a regular basis to be able to access course materials and submit assignments as requested. Unless indicated otherwise by the course instructor, all home assignments must be uploaded in due time on the course website.
Academic integrity
All assignments must be completed independently by the students complying with the requirements of academic conventions of fair citing, paraphrasing and referencing. In accordance with the university regulations (see articles 49 and 77.2 of the Study Regulations of Vilnius University (https://www.vu.lt/site_files/Vertimai/EN_Translation_Vilniaus_universiteto_studij%C5%B3_nuostatai_30_April_2025.pdf) and articles 21–22 of the Code of Academic Ethics of Vilnius University (https://www.vu.lt/site_files/Studies/Study_regulations/Code_of_academic_ethics_VU.pdf)), a student who commits an act of academic dishonesty (such as plagiarism or any other form of cheating) shall receive a failing grade on the work in which the dishonesty occurred. In addition, any act of academic dishonesty shall result in the failure of the module and the student who has committed the act may be subject to the dismissal from the University. In their applications of AI tools in academic settings, students must comply with the Guidelines on Artificial Intelligence Usage at Vilnius University (https://www.vu.lt/site_files/Vertimai/EN_Translation_Dirbtinio_intelekto_naudojimo_Vilniaus_universitete_gair%C4%97s.pdf).
Lateness of task completion
All of the mandatory assignments (Tests and in-class essays) are obligatory for all the students and are carried out only once. The course instructor informs the students beforehand about the time and date of the assessed assignments. In the case of missed classes, it is the student's responsibility to find out the time and the requirements of relevant tasks and to complete them until the set deadline. Failing to show up for the presentation or any other mandatory in-class task at the assigned time

with no justifiable reason results in failing the task (marked 0) with no chance of make-up. To be able to make up for the missed assignment, the student is fully responsible for notifying the course instructor of their absence and provide a justifiable reason for it (cases of documented medical and other justifiable reasons). Documentary proof for the excused absence must be submitted to the course instructor and/or (upon request) to the Studies Division of the Dean's Office. In the case of documented medical reasons or other justifiable absences, make-up time will be allowed either at the end of the

Author	Year of publication	Title		Issue of a periodical or volume of a publication	Publishing place and house or web link
Compulsory reading					
Alley, M.	2013	*The Craft of Scientific Presentations: critical steps to succeed and critical errors to avoid.*	2nd edition		New York: Springer
Bazerman, Ch.	1995	*The Informed Writer: Using Sources in the Disciplines*			Boston: Houghton Miflin Company
Beebe, S. A. & S. J. Beebe	2018	*Public Speaking: An Audience-Centered Approach*	10th edition		Upper Saddle River: Pearson Education
Booth, W.C., G.G. Colomb, J.M. Williams	1995	*The Craft of Research*			London: The University of Chicago Press
Chivers, B. & M. Schoolbred	2007	*A Student's Guide to Presentations: Making Your Presentation Count*			London: Sage
Davis, M.	2005	*Scientific Papers and Presentations*	2nd edition		San Diego: Academic Press
Hamilton, C.	2015	*Essentials of Public Speaking*	6th edition		Stamford, CT: Cengage Learning.
Oshima, A. & A. Hogue	2012	*Longman Academic Writing Series: Essays*			NY: Pearson Education
Powell, M.	2010	*Dynamic Presentations*			Cambridge: CUP
van Emden J. & L. Becker	2004	*Presentation Skills for Students*			Basingstoke: Palgrave MacMillan
Wallwork, A.	2022	*Giving an Academic Presentation in English: Intermediate Level*			Cham: Springer
Wallwork, A.	2024	*AI-Assisted Writing and Presenting in English.*			Cham: Springer
Williams, E. J.	2008	*Presentations in English*			Oxford: OUP
Other texts accessible on the VMA platform					
Optional reading					
Gibaldi, J.	1995	*MLA Handbook for Writers of Research Papers*			New York: The Modern Language Association of America
Katkuvienė, L.E.	2003	*Writing Matters*			Vilnius: Vilnius

					University Press
Oshima, A. & A. Hogue	2006	*Writing Academic English*			Longman
Swales, J.	1990	*Genre Analysis: English in Academic and Research Settings*			Cambridge: CUP
Wray, A., K. Trott & A. Bloomer	2003	*Projects in Linguistics. A Practical Guide to Researching Language*			London: Arnold

semester or at an allocated time during the examination session.

Requirements for passing the course Academic Communication

A student fails the **Academic Writing, Academic Presentations, Academic Writing: Survey-based research** component if the mark awarded is lower than 4.5 (the final marks for each component are not rounded).
The entire course **Academic Communication II/II** is considered failed if a student fails at least one of the three components (Academic Writing, Academic Presentations, Academic Writing: Survey-based research).
If a student successfully passes both components, the raw (non-rounded) marks for each component are added together, and the final cumulative mark for the course **Academic Communication II/II** is then rounded up.

Final grade calculation policy

The final assessment is based on a cumulative grade which is calculated in accordance with the proportions established in the description of this course unit (module) (see Section on Assessment Strategy above). The scores granted for each mandatory assignment are not rounded up or down. Only the sum of the grades of all mandatory assignments (with the proportions established in the description above) is rounded.

Attendance policy

Regular attendance, active participation in seminars, and completion of in-class and homework assignments are expected. If more than 35% of seminars are missed, the course component may need to be retaken the following year.

Course policy regarding the use of electronic devices in class

The usage of electronic devices (laptops, tablets, cell phones, smartphones, e-readers, music players, etc.) during class is only allowed for study and research purposes, when it is required for in-class activities (assigned by the course instructor). All the electronic devices must be put away at all times to facilitate the study process for all participants and to maintain favourable learning environment. Taking photos, videos and making sound recordings in class are strictly forbidden, unless instructed otherwise by the professor or unless students provide documents which outline the requirements for necessary accommodations of the use of electronic devices due to disability or other diagnosed health issues.

The course description updated 19 November, 2025