



COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
Seminar of English Translation (Creative Translation) with a term paper/ Anglų vertimo seminaras (kūrybinis vertimas) su kursiniu darbu	

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	Spring	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	48	102

Purpose of the course unit (module): programme competencies to be developed
Translation is, by definition, extraordinarily applicable. It comprises both literature and linguistics. On the one hand, translation is an art form in its own right, on the other hand, it is a prism through which other spheres of philology can be explored. In both cases, it is highly creative. Principles of translation can be adapted in comparative literature, creative writing, applied linguistics and multiple other areas, allowing us to access and enrich them. In this course, we will explore both theory and practice of translation. The seminars will involve major translation theories as well as a variety of practical exercises. The exercises will involve analysing translations, determining a number of elements that need to be taken into consideration when evaluating them, comparing the original text with the translation, performing comparative analysis of different translations, as well as crafting and editing our own translations and writing commentaries on our translation process and choices. We will be able to put our knowledge into practice in a research paper, which can combine creative translation with critical commentary, focusing on either literary or linguistic aspect of the analysis. Through this course, we will deepen our understanding of translation as a wide-ranging subject and a technique which combines artistic craft with scientific insight, enhancing our research skills in both literature and linguistics. <u>Generic competences to be developed (as per the aims of the English Philology programme):</u> Responsibility: the students will develop the ability to set goals, choose and use resources necessary for the completion of a task, plan their time, and follow deadlines. Cooperation: ability 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: ability to understand the specifics of different cultures and to analyze and assess cultural contexts; ability to study, work, and communicate with people from different cultural backgrounds and develop awareness, respect, and openness to cultural diversity. Problem-solving: ability to identify problems and challenges in their own and related fields; ability to identify problems by finding, analyzing, and critically assessing relevant information,

generate new ideas, and choose the most optimal solutions. Openness to change: openness to new ideas, strive to change, and be creative and innovative; ability to evaluate the quality of their actions and achievements and will strive to acquire the competencies necessary for future change.

Subject-specific competences (as per the aims of the English Philology programme):

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 and world literature: the ability to analyze and interpret English literature as a phenomenon: the students 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 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
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 writing assignments, demonstrate appropriate research and bibliographic skills, a capacity to construct coherent, substantiated argument, and a capacity to write clear and correct research-based text as well as perform and critically engage with creative tasks; through research for seminars and pre-writing assignments, demonstrate proficiency in information retrieval and analysis; through research, seminar discussion, and writing assignments demonstrate a capacity to question assumptions, to distinguish between fact and opinion, and to reflect critically on their learning process.	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. In-class activities consist of a variety of tasks such as translating short passages of literary texts; composing various pieces of creative writing; performing comparative analysis; 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). 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.	See Assessment Methods and Criteria (pp. 4-5).

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
<u>Part 1. Translation and Writing</u> Translation is closely related to creative writing. Because of inherent differences between languages and cultures, it is not a straightforward process where one word can be seamlessly replaced with another. Therefore, translation can be considered as a form of creative writing in itself. In order to perform a cultivated translation, we need to thoroughly understand the original work and what comprises it. Only after realizing the author’s choices can we go on to find ways of transferring them into other languages. In this part of the course, we will look into different linguistic and literary aspects that need to be considered in the process of translation, as well as when analysing existing translations. <u>Key reading materials and theoretical background:</u> -<i>The Remains of the Day</i> by Kazuo Ishiguro -<i>The Namesake</i> by Jhumpa Lahiri -<i>Violent Phenomena: 21 Essays On Translation</i>, ed. Kavita Bhanot and Jeremy Tiang <u>Note.</u> The main reading texts (lists) will be uploaded on VMA platform. The teacher has the discretion to modify the reading texts and subtopics as needed.			10				10		Practical tasks, analysis and discussion of the texts indicated in the Content segment
<u>Part 2. Translation and Comparative Literature</u> No two translations are ever the same. Even when translating the same original work, different translators will settle on different choices and approaches. These choices will often depend on a number of influences, which can vary from individual to social and political. Analysing these choices also reveal rich layers of information about the literary work as well as the translation practice. This part of the course will focus on learning to compare the original work and the translation, as well as several different translations, and disclose important insights that can help us enhance our literary analysis and research			10				10		Practical tasks, analysis and discussion of the texts indicated in the Content segment

skills. <u>Key reading materials and theoretical background:</u> -<i>This Little Art</i> by Kate Briggs -<i>Translating Myself and Others</i> by Jhumpa Lahiri -<i>Death in Venice</i> by Thomas Mann -<i>The Vegetarian</i> by Han Kang <u>Note.</u> The main reading texts (lists) will be uploaded on VMA platform. The teacher has the discretion to modify the reading texts and subtopics as needed.								
<u>Part 3. Translation and Linguistics</u> Translation and linguistics are deeply intertwined, as both revolve around understanding and conveying meaning across languages. Linguistics provides the theoretical foundation for translation by analyzing the structures, semantics, and pragmatics of language, which are crucial for accurate and meaningful translation. Conversely, translation serves as a practical tool for linguistics, offering insights into how languages express ideas differently and adapt to cultural or contextual nuances. This part of the course reveals that by exploring translation choices, we can uncover patterns in syntax, semantics, and sociolinguistics, while also examining how concepts like gender, politeness, or idiomaticity are encoded differently across languages. <u>Key reading materials and theoretical background:</u> -<i>The Routledge Handbook of Translation Studies and Linguistics</i>, ed. Kirsten Malmkjaer -<i>The Science of Linguistics in the Art of Translation</i> by Joseph L. Malone -<i>Fifty Sounds</i> by Polly Barton <u>Note.</u> The main reading texts (lists) will be uploaded on VMA platform. The teacher has the discretion to modify the reading texts and subtopics as needed.			10				10	Practical tasks, analysis and discussion of the texts indicated in the Content segment
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.			18				18	Term paper writing
Total	150		48				48	102

Assessment strategy	Weight, %	Deadline	Assessment criteria
Written tests (2)	40 % (both tests are worth 20%)	Test 1: by April 1 Test 2: by May 1	Written tests: Two written tests comprise 40 percent of the final grade: Test 1 contributes 20 percent, and Test 2 contributes the remaining 20 percent. To successfully pass the course, achieving a positive grade (5) is mandatory. In the event of a failure, students have the opportunity to retake the failed segment during the retake session in September (see Retake Policy, p.4) The tests will be 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 assignments will be evaluated on a 10-point scale. Detailed assignment instructions will be made available in written format and can be accessed on the VMA platform.
Term paper	60 %	End of the semester	Term paper: 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. 1. Structure and organization: The overall formal and conceptual structure 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. 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. 3. Language Use and Punctuation (5%) Simple and complex language structures are used correctly, and the appropriate (academic) register is used. 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). 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. Detailed assignment instructions will be made available in written format and can be accessed on the VMA platform. Stylesheet: *Jolanta Šinkūnienė & Linara Bartkuvienė, <i>How to Write a Research Paper in Linguistics, Literature, and Cultural Studies</i> (2024) (Uploaded on the VMA) Scientific databases: • For quality research articles, please use Vilnius University Library Database (for example, EBSCO, JSTOR, etc.) https://biblioteka.vu.lt/ and Martynas Mažvydas National Library of Lithuania https://www.lnb.lt/en/ 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 well-developed, underpinned by a proficient use of theoretical methods. The writing is fluent in academic English. 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. 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. 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. 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. 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. 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. 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 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.

Author	Year of publication	Title	Issue of a periodical or volume of a publication	Publishing place and house or weblink
Kirsten Malmkjaer, ed.	2018	<i>The Routledge Handbook of Translation Studies and Linguistics</i>		Cambridge: Cambridge University Press
Jhumpa Lahiri	2003	<i>The Namesake</i>		Boston: Houghton Mifflin Harcourt
Kazuo Ishiguro	1989	<i>The Remains of the Day</i>		London: Faber & Faber
Kavita Bhanot and Jeremy Tiang, ed.	2022	<i>Violent Phenomena: 21 Essays On Translation</i>		London: Tilted Axis Press
Kate Briggs	2017	<i>This Little Art</i>		London: Fitzcarraldo Editions
Polly Barton	2021	<i>Fifty Sounds</i>		London: Fitzcarraldo Editions
Thomas Mann	2005	<i>Death in Venice</i>		New York: Ecco Press
Han Kang	2015	<i>The Vegetarian</i>		London: Portobello Books
Jhumpa Lahiri	2022	<i>Translating Myself and Others</i>		Princeton: Princeton University Press

Jolanta Šinkūnienė, Linara Bartkuvienė	2024	<i>How to Write a Research Paper in Linguistics, Literature, and Cultural Studies</i>		Vilnius: Vilnius University Press
Joseph L. Malone	2021	<i>The Science of Linguistics in the Art of Translation</i>		New York: State University of New York Press

The course description was revised and updated on November 18, 2024.