COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
Seminar of English Literature. Fictional Texts, Theoretical Models, Figurative Language **(Anglų literatūros seminaras (grožiniai tekstai, teoriniai modeliai, meninė kalba) su kursiniu darbu)**	

Lecturer(s)	Department(s) where the course unit (module) is delivered
Coordinator: Dr. Deividas Zibalas	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

The course aims to analyze the literature of a given period and to relate its concerns and its modes of expression to its historical/cultural context; demonstrate an ability to interrelate texts and discourses specific to their discipline with issues in the wider context of cultural and intellectual history; demonstrate an ability to understand and analyze relevant theoretical ideas, and to draw on these ideas in a research paper. Students will also be (once again) reminded to acknowledge the narrative strategies and the figurative language of the fictional texts read and discussed throughout the course. They will enhance their research skills and write their research paper by selecting the fictional text and the theoretical/conceptual framework or their research paper by selecting the fictional text and the theoretical/conceptual framework that is appropriate to their research question and the area of interest.

Generic competences to be developed (as per the aims of the English Philology programme):
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.
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 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 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 pre-writing assignments and term paper writing, demonstrate appropriate research and bibliographic skills, a capacity to construct 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.	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 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
Max Porter – *Shy* (2023) Porter focuses on male emotional distress and the social pressures experienced by boys and			10				10		Analysis and discussion of the texts indicated in

men in our society. A few hours in the life of Shy, a teenage boy sent to Last Chance, an institution for delinquent boys, sees him struggling with the voices in his head, those of his peers, his teachers, his parents, and the people he has hurt. The societal and psychological pressures, symbolized by a rucksack full of rocks on Shy's back, push him towards the precipice, a pond in the vicinity of Last Chance. **Theoretical frameworks**: R. W. Connell – *Masculinities* (Masculinity is rejected as a unitary concept, and the text invites us to reflect on how masculinities are constructed by class, sexuality, race, and institutions. The concept of "hegemonic masculinity" highlights how male identity is shaped in relation to the pressures of idealized/stereotypical notions of masculinity circulating in our society) Richard V. Reeves – *Of Boys and Men* (The text is helpful in contextualizing and making sense of the struggles of the modern man. The concept of "the male malaise" invites one to focus on the underlying structural and social causes of the so-called "crisis of masculinity") Sara Ahmed – *The Cultural Politics of Emotion* (The text can help us understand emotions as involved in producing and reproducing masculines as well as offering possibilities for alternative forms of masculine identities) 🌀 Additional material will be uploaded on the VMA throughout the unit.									the Content segment ←
Claire Keegan – *Small Things Like These* (2021) Keegan explores themes of moral choice, silence, and quiet resistance within a tightly controlled community. **Theoretical Frameworks:** A narrative ethics lens (Booth, Nussbaum) foregrounds the novella's moral tension, particularly Bill Furlong's quiet ethical reckoning. Read through the ethics of care (Gilligan, Noddings), the story highlights relational responsibility and emotional attentiveness over institutional authority.			10				10		Analysis and discussion of the texts indicated in the Content segment ←

From a postcolonial Irish studies perspective (Kiberd, Gibbons), the text subtly critiques the legacy of Church control and societal silence in post-independence Ireland. Affect theory (Ahmed, Sedgwick) opens avenues to examine the restrained emotional texture of the story—shame, unease, compassion—as part of its ethical depth. Finally, a formalist approach to literary minimalism reveals how Keegan's pared-down, lyrical style mirrors the quiet moral force of the protagonist's inner struggle. 🌀 Additional material will be uploaded on the VMA throughout the unit.									
Ottessa Moshfegh – *Eileen* (2015) The novel focuses on Eileen, a deeply unhappy young woman, psychologically abused by her alcoholic father. Her obsession with her body, which she finds to be a source of disgust, and her desire to escape her meaningless existence and her job in an institution for delinquent boys paint a dark picture of a small town in New England. **Theoretical frameworks:** Sheila Jeffreys – *Beauty and Misogyny: Harmful Cultural Practices in the West* (Jeffreys' text can be used to shed light on how the oppression and exploitation of women is maintained through Eileen's internalised misogyny, i.e., her self-hated, objectification of her own body as well as her verbal degradation of other women) Julia Kristeva – *Powers of Horror: An Essay on Abjection* (The connection between Eileen's fractured sense of self and her obsession with her body, which she finds disgusting, and the bodily functions, which she shuns from but describes in detail, can be productively approached through Kristeva's notion of the Abject Body) Wayne C. Booth – *The Rhetoric of Fiction* (Booth's conception of unreliable narrator can be applied productively to make sense of Eileen's narration. The temporal gap, i.e., the			10				10		Analysis and discussion of the texts indicated in the Content segment ←

fact that the story is told 50 years after the events, and Eileen's forgetfulness and manipulation compel as to question her version of events. One begins to wonder whether Rebecca, the woman Eileen idealises and seems to have romantic feelings for, is not simply a figment of Eileen's imagination) Additional material will be uploaded on the VMA throughout the unit.									
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**
Seminar performance	**40 → a) 3 written in-class mini-essays** (1 mini-essay is worth 5 percent) = **15 percent**	1. After each unit throughout the term	There are 3 **written in-class mini-essays**. Each in-class mini-essay is worth 5 percent. The total amount is **15**. Each mini-essay requires students to produce a short analytical response during class time, applying a selected theoretical framework to the primary literary text discussed in the course. Students are expected to demonstrate textual understanding, theoretical engagement, and independent critical thinking. In-class essay prompts will be announced in advance.
	b) Oral presentation is worth **5 percent** →	2. The end of Unit 3	2. The oral presentation (by the end of Unit 3) (**5 percent**) on the research project is from 7 to 10 minutes in length. The formal structure of the oral presentation should meet the following scheme: Preliminary title, Introduction, Theoretical Framework, Body / Analysis, Preliminary Conclusions, and List of References.
	c) **20 percent** →	3. After the presentation is delivered	3. Introduction (draft 1) is **5 percent** (see the VMA); 4. Theoretical and conceptual framework (draft 1) is **5 percent** (see the VMA); 5. The body part (Chapter 1; draft 1) is **10 percent** (see the VMA). The chapters of the research paper will be presented to the instructor for assessment and feedback and selectively addressed in class, depending on the student's request for class feedback.

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. The formal structure of the paper 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)**: (**15%)** 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** (**75%)**; 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 support 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. **Stylesheet:** *Jolanta Šinkūnienė and Linara Bartkuvienė, *How to Write a Research Paper in Linguistics, Literature, and Cultural Studie*s (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. If a submitted paper raises doubts regarding the use of artificial intelligence (AI) tools in a manner inconsistent with course requirements, the lecturer reserves the right to invite the student to an oral defense of the paper. During this defense, the student may be asked to explain, justify, or elaborate on the content, arguments, and theoretical framework presented in the work. Failure to satisfactorily demonstrate authorship and understanding will result in the student failing the course.
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 2027, 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**
Compulsory reading				
Keegan, Claire	2022	Small Things Like These		London: Faber and Faber
Moshfegh, Ottessa	2015	*Eileen*		New York: Penguin Press
Porter, Max	2023	*Shy*		London: Faber and Faber
Optional reading				
Ahmed, Sara	2014	*The Cultural Politics of Emotion*		Edinburgh: Edinburgh University Press
Booth, Wayne C.	1983	*The Rhetoric of Fiction*		Chicago: The University of Chicago Press
Connell, R. W.	2005	*Masculinities*		London: Routledge
Jeffreys, Sheila	2015	*Sheila Jeffreys – Beauty and Misogyny: Harmful Cultural Practices in the West*		London: Routledge
Kristeva, Julia	1982	*Powers of Horror: An Essay on Abjection*		New York: Columbia University Press
Reeves, Richard V.	2022	*Of Boys and Men*		Washington, D.C.: Brookings Institution Press

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