



COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
Literature of English-Speaking Countries / Anglakalbių šalių literatūra	

Lecturer(s)	Department(s) where the course unit (module) is delivered
Dr. Grant Matthew Rosson (American Literature) Dr. Linara Bartkuvienė (English Literature)	Department of English Philology Faculty of Philology

Study cycle	Type of the course unit (module)
BA	Compulsory

Mode of delivery	The period when the course unit (module) is delivered	Language(s) of instruction
Face to face (lectures and seminars)	Spring	English

Requirements for students	
Prerequisites: Courses in: English B2-C 1	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
<p><u>The course unit aims to</u> introduce students to foundational concepts of literary forms and genres through reading and discussion of a wide array of texts from English-speaking countries. The unit will cover poetry, drama, fiction, and non-fiction, in genres that include nature writing, novels, short stories, essays, detective fiction, the gourmet, and chick lit novels; also it will cover dystopian, and fantasy novels. The course seeks to familiarize students with key figures and transformative works that have defined and reshaped the landscape of literature in English. It aims to cultivate an appreciation for the diversity and dynamism of literary expression, enhancing students' ability to critically engage with, analyze, and interpret a variety of literary works.</p> <p>Generic competences to be developed (as per the aims of the English Philology programme):</p> <ul style="list-style-type: none"> - 1. Responsibility: the ability to set goals and make plans, and take responsibility for them; <ul style="list-style-type: none"> - 1.1. will be able to set goals, choose and use resources necessary for the completion of a task, plan their time and follow deadlines; - 1.2. will be able to take responsibility for their work / study results and learn from mistakes; - 3. Intercultural competence: respect and openness to other cultures, the ability to work in a multicultural environment <ul style="list-style-type: none"> - 3.1. will be able to understand the specifics of different cultures and to analyze and assess cultural contexts; - 3.2. will be able to study, work, and communicate with people from different cultural backgrounds and develop awareness, respect, and openness to cultural diversity; - 4. Problem solving: the ability to solve problems by relying on analytical, critical, and creative thinking <ul style="list-style-type: none"> - 4.1. will be able to identify problems and challenges in their own and related fields; - 4.2. will be able to identify problems by finding, analysing, and critically assessing relevant information, generate new ideas, choose the most optimal solutions;

- 5. Openness to change: the ability to understand the necessity of change and the intention to constantly improve oneself
- 5.1. will be familiar not only with the changes taking place in their field of interest, but also their causes, challenges, opportunities;
- 5.2. will be open to new ideas, strive to change, and be creative and innovative;
- 5.3. will be able to evaluate the quality of their actions and achievements and strive to acquire the competencies necessary for future change

Subject-specific competences:

- 7. Essential knowledge and skills of literary science: perception of literature as a phenomenon and perception of literature as a scientific discipline:
 - 7.1. 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;
 - 7.2. will acquire knowledge of the main branches and methods of literary studies;
- 9. Understanding and analysis of English literature: the ability to analyze and interpret English literature as a phenomenon:
 - 9.1. will gain knowledge of the development of English literature, the most important authors and the most significant works;
 - 9.2. will be able to analyse, interpret and evaluate the phenomena of English literature in the wider context of world literature, using appropriate terminology and methods;
- 10. Understanding English culture: The ability to understand and explain the peculiarities of British and American culture;
 - 10.1 will gain knowledge of English-speaking countries (especially Great Britain and the United States) 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.);
 - 10.2 will be able to distinguish the most prominent features of British and American culture, compare the culture of English-speaking countries with Lithuanian culture, and identify and explain similarities and differences;

Learning outcomes of the course unit (module)	Teaching and learning methods	Assessment methods
<p><u>Subject learning outcomes</u>: upon successful completion of the course, students will be able to understand literary forms and genres typical of literature from English-speaking countries; students will be able to identify and define the distinctive features of poetry, fiction, and non-fiction. Students will be able to analyze and interpret literary texts; and define their generic, structural, and thematic features, and 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, and social) contexts.</p>	<p>The mode of delivery of lectures and 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 various 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>The overall grade for the course is determined by two parts: Part 1 (Topics 1-5) contributes 50 percent, and Part 2 (Topics 6-10) contributes the remaining 50 percent. To successfully pass the course, it is mandatory to achieve a positive grade (5) in both parts. 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 in September.</p> <p>For more specific details, please refer to the information provided below (pp.4-5).</p> <p>Possible points for seminar work (at the instructor's discretion).</p>

Content: breakdown of the topics	Contact hours	Self-study work: time and assignments
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	Lectures	Tutorials	Seminars	Exercises	Laboratory work	Internship/work	Contact hours	Self-study hours	Assignments
PART 1 (February 6–March 26)									
<p>1. Introduction to Literary Genres and Forms</p> <p>Distinctions between literature from other forms of writing; typical literary forms and genres (concepts and examples); the role of interpretation in the reading of literature; what is an author?</p> <p>☞ Additional material, if there is any need for it, will be uploaded on the VMA (emokymai) throughout the unit.</p>	2		2				2		<p>Reading list:</p> <p>Selected poems, extracts from fiction and non-fiction, provided in class.</p>
<p>2. Poetry of Love, Death, and Nature</p> <p>Examination of poetic forms (such as sonnets, haikus, and free verse) and elements (like meter, rhyme, imagery, and symbol). Discussion of how poems articulate themes and emotions.</p> <p>☞ Additional material, if there is any need for it, will be uploaded on the VMA (emokymai) throughout the unit.</p>	4		2				6		<p>Reading list:</p> <p>Selected poems, from Shakespeare, Wordsworth, Keats, Dickinson, Whitman, Ginsberg, Berryman, Larkin, Bishop, et al.</p>
<p>3. Short Fiction</p> <p>Study of narrative short fiction. Exploration of narrative techniques, character development, plot structure, themes, and settings. Consideration of the authors' views, via interviews and commentary, of fiction as a means of exploring concepts in culture, history, philosophy, and art.</p> <p>☞ Additional material, if there is any need for it, will be uploaded on the VMA (emokymai) throughout the unit.</p>	4		2				6		<p>Reading list:</p> <p>Herman Melville, "Bartleby the Scrivener"</p> <p>Lorrie Moore, "People Like That Are the Only People Here"; Paris Review interview with Moore</p> <p>George Saunders, "Sea Oak"; Paris Review interview with Saunders</p>
Midterm test (March 12)	2								
<p>4. Literary Non-Fiction</p> <p>Study of differences between fiction and non-fiction; how literary non-fiction makes use of tropes and forms from fiction, including setting, place, and character.</p>	2						2		<p>Reading list:</p> <p>Annie Dillard, "Living Like Weasels," "Eclipse"</p>
<p>5. 20th-Century Novel</p> <p>Carson McCullers, <i>The Heart is a Lonely Hunter</i>: the novel's structure and themes, its use of vignette and character development, and examination of the socio-historical context of mid-century America.</p>	2		2				4		<p>Reading list:</p> <p>Carson McCullers, <i>The Heart is a Lonely Hunter</i></p>

<p>§ Additional material, if there is any need for it, will be uploaded on the VMA (emokymai) throughout the unit.</p>									
PART 2 (April 9- May 28)									
<p>6. The Detective Novel as a Study of Human Nature. Agatha Christie, <i>Murder on the Orient Express</i></p> <p>§ Additional material, if there is any need for it, will be uploaded on the VMA (emokymai) throughout the unit.</p>			4						Reading list: ←
<p>7. The Gourmet Novel. Magical Realism. Joanne Harris, <i>Chocolat</i></p> <p>§ Additional material, if there is any need for it, will be uploaded on the VMA (emokymai) throughout the unit.</p>			4						Reading list: ←
<p>8. The Chick Lit Novel. Postfeminism. Sarra Manning, <i>You Don't Have to Say You Love Me</i> /or/ Helen Fielding, <i>Bridget Jones's Diary</i></p> <p>Rosalind Gill (2007) 'Postfeminist Media Culture: Elements of a Sensibility'; Rosalind Gill (2008) 'Culture and Subjectivity in Neoliberal and Postfeminist Times'</p> <p>§ Additional material, if there is any need for it, will be uploaded on the VMA (emokymai) throughout the unit.</p>			4						Reading list: ←
Midterm test (May 7)			2						
<p>9. The Dystopian Novel. Science Fiction. Kazuo Ishiguro, <i>Never Let Me Go</i></p> <p>§ Additional material, if there is any need for it, will be uploaded on the VMA (emokymai) throughout the unit.</p>			4						Reading list: ←
<p>10. The Fantasy Novel. Susanna Clarke, <i>Piranesi</i></p> <p>§ Additional material, if there is any need for it will be uploaded on the VMA (emokymai) throughout the unit.</p>			4						Reading list: ←
Total: 150	16		32					48	102

Assessment strategy	Weight, %	Deadline	Assessment criteria
<p>Continuous assessment →</p> <p>The overall grade for the two-part (Part 1 and Part 2) course →</p>	50% +50%	Throughout the course	<p>The overall grade for the course is determined by two parts: Part 1 (Topics 1-5) contributes 50 percent, and Part 2 (Topics 6-10) contributes the remaining 50 percent. To successfully pass the course, it is mandatory to achieve a positive grade (5) in both parts. 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</p>

Part 1: Midterm test →	40%→	Part 1 Midterm test is scheduled for March 12	<p>part, students have the opportunity to retake the failed segment during the retake session.</p> <p>The midterm examination for Part 1 (40 percent) (March 12) is a test that is made of 5 (both closed-ended and open-ended) questions. Each question is worth 2 points. Each question falls into a few segments: one of the segments will test the knowledge of the content of the book/ poem/ play, and the other segment(s) will ask you to identify and explain one or another aspect of the book discussed in lectures and seminars.</p>
Part 2: Midterm test→	40%→	Part 2 Midterm test is scheduled for May 7→	<p>The midterm examination for Part 2 (40 percent) (May 7) is a test that is made of 5 (both closed-ended and open-ended) questions. Each question is worth 2 points. Each question falls into a few segments: one of the segments will test the knowledge of the content of the book/ poem/ play, and the other segment(s) will ask you to identify and explain one or another aspect of the book discussed in lectures and seminars.</p>
Examination test: Part 1 and Part 2		June (the date will be announced in due course)	<p>The examination test for Part 1 (60 percent) is a test that is made of 2 (both closed-ended and open-ended) questions. Each question is worth 5 points. Each question falls into a few segments: one of the segments will test the knowledge of the content of the book/ poem/ play, and the other segment(s) will ask you to identify and explain one or another aspect of the book discussed in lectures and seminars.</p> <p>The examination test for Part 2 (60 percent) is a test that is made of 2 (both closed-ended and open-ended) questions. Each question is worth 5 points. Each question falls into a few segments: one of the segments will test the knowledge of the content of the book/ poem/ play, and the other segment(s) will ask you to identify and explain one or another aspect of the book discussed in lectures and seminars.</p>
			<p>Examinations are graded on a 10-point scale ↓ (see below).</p> <p>Examination Assessment 10 (Excellent)</p> <p>The comprehension of the course material is exceptional; the student exhibits a comprehensive understanding of the subject matter, skillfully applying acquired knowledge to address exam questions. Demonstrating a coherent and logical articulation, the student effectively conveys their approach to theme analysis, persuasively developing arguments. Moreover, the student adeptly integrates the social-historical, cultural, religious, and philosophical context of the period. When employing theoretical methods in analysis, the student does so</p>

		<p>appropriately. Additionally, the student consistently communicates in academic English.</p> <p>9 (Very good)</p> <p>The understanding of the course material is solid, showcasing the student's adept application of knowledge in responding to exam questions. The arguments presented are logical and well-articulated, demonstrating a clear grasp of key concepts. The student effectively incorporates the social-historical, cultural, religious, and philosophical context into their analysis. When employing theoretical methods, the student does so appropriately. Furthermore, the student consistently communicates in academic English.</p> <p>8 (Good)</p> <p>The student demonstrates a good understanding of the course material, providing correct answers to exam questions. While examples are given, they lack sufficient substantiation. The grasp of major concepts is generally sound, although occasional mistakes are noted. In analysis, the student appropriately references the social-historical, cultural, religious, and philosophical context. Additionally, the student incorporates literary criticism into their analysis. Notably, the use of academic English is correct throughout.</p> <p>7 (Highly satisfactory):</p> <p>The student displays a basic familiarity with the course programme and the ability to apply knowledge independently. However, there are unessential shortcomings in their answers to exam questions, characterized by a lack of in-depth knowledge and substantiation, with occasional errors, discrepancies, and illogical reasoning. The student does not consistently refer to the social-historical, cultural, religious, and philosophical context in their responses. Furthermore, there are some flaws in the use of academic English.</p> <p>6 (Satisfactory)</p> <p>The student possesses a below-average understanding of the course programme materials. While familiar with most content, discussions lack consistency and a logical structure, with limited examples provided. It appears that the student did not invest a sufficient amount of time and effort into studying the subject, resulting in inconsistent knowledge. Furthermore, the student minimally draws on the social-historical, cultural, religious, and philosophical context in their discussions. Additionally, the academic English used by the student exhibits notable flaws.</p> <p>5 (Sufficient)</p> <p>The student's knowledge of the course programme barely meets the minimum requirements for a passing grade. There is limited proficiency in applying the acquired knowledge, and the overall knowledge base is meager. The student fails to incorporate the social-historical, cultural, religious, and philosophical context of the period into their understanding. Furthermore, their use of academic English is notably poor.</p>
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			4,3, 2,1 (Insufficient) The student falls significantly short of meeting the minimum criteria for mastery of the course programme materials. Their understanding of the subject matter is very poor, bordering on nonexistent, or the knowledge they possess is irrelevant and insufficient. This inadequacy is evident in their inability to answer exam questions appropriately. Notably, the student has neglected to read the required books (poems) on the Required Reading List. Furthermore, their use of language lacks academic precision, as they resort to an informal register and present answers in bullet points, further diminishing the quality of their responses.
Reading Requirement: All books on the Required Reading List must be read in their entirety. Summaries or plot descriptions available online are not an acceptable substitute.		Throughout the term	Attendance requirements. Students are required to attend a minimum of 70 percent of classes for both Part 1 and Part 2. In other words, the attendance expectation is 70 percent for Part 1 and 70 percent for Part 2. This attendance standard is rooted in the well-established and consistent correlation between learning (or academic performance) and class attendance. Failure to meet the 70 percent seminar attendance requirement will result in the student being ineligible to sit for the June exam. Nevertheless, an alternative opportunity will be provided during the retake sessions scheduled for September.

Author	Year of publication	Title	Issue of a periodical or volume of a publication	Publishing place and house or weblink
Compulsory reading				
Christie, A.	1934	<i>Murder on the Orient Express</i>		Available online https://archive.org/details/murderonorientex0000chri_n1c3
Clarke, S.	2020	<i>Piranesi</i>		Available on the emokymai
Dillard, A.	1982	“Living Like Weasels,” “Eclipse”		Available on the emokymai
Fielding, H.	1999	<i>Bridget Jones’s Diary</i>		https://archive.org/details/bridgetjonesdia00fiel_1
Gill, R.	2007	‘Postfeminist Media Culture: Elements of a Sensibility’		Available on the emokymai

Gill, R.	2008	'Culture and Subjectivity in Neoliberal and Postfeminist Times'		Available on the emokymai
Harris, J.	1999	<i>Chocolat</i>		Available on the emokymai
Ishiguro, K.	2005	<i>Never Let Me Go</i>		Available on the emokymai
Manning, S.	2008	<i>You Don't Have to Say You Love Me</i>		Available on the emokymai
McCullers, C.	1940	<i>The Heart is a Lonely Hunter</i>		
Melville, H.	1853	"Bartleby the Scrivener"		Available on the emokymai
Moore, L.	1998	"People Like That Are the Only People Here"		Available on the emokymai
Saunders, G.	1998	"Sea Oak"		Available on the emokymai

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