



COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title		Code	
Contemporary English I/IV/ Šiuolaikinė anglų kalba I/IV			
Lecturer(s)		Department(s) where the course unit (module) is delivered	
Coordinator: Jurga Kasteckienė, Other(s): Deividas Zibalas, Jelena Kirejeva		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	
Seminars, tutorials	Autumn	English	
Requirements for students			
Prerequisites: A good command of English (B2 according to CEFR)		Additional requirements (if any): none	
Course (module) volume in credits	Total student's workload	Contact hours	Self-study hours
5	150	64	86
Purpose of the course unit (module): programme competences to be developed			

This course consists of two aspects: 1) academic reading (50%) and 2) academic writing (50%).

The purpose of the Modern English course is to develop students' generic competences:

- 1) responsibility. The students will learn to set goals, choose and use resources necessary for the completion of the task, plan their time and follow deadlines;
- 2) co-operation. The students will develop the ability to work in a team by setting common goals, sharing information, and looking for solutions together;
- 3) problem solving. The students will learn how to identify problems by finding, analysing, and critically assessing relevant information, how to generate new ideas, and to choose the most optimal solution;
- 4) openness to change. The students will evaluate the quality of their actions and achievements and will strive to acquire the competencies necessary for future change.

The purpose of Academic Reading course is to develop students' subject-specific competencies:

- 1) the ability to set reading goals and apply appropriate reading techniques to achieve them;
- 2) analytical reading skills, including an ability to critically interpret the fictional and linguistic position;
- 3) the ability to use academic vocabulary and terminology to discuss scholarly and critical texts;
- 4) knowledge of key linguistic and literary terms and notions.

The purpose of the Academic Writing course is to develop students' subject-specific competencies:

- 1) communication skills in English. The students will learn to create clear, well-structured academic texts in English, underlining the relevant salient issues, expanding and supporting points of view with subsidiary points, reasons and relevant examples. They will master the structure of paragraphs and main expository patterns of essay organization, choosing the right tone, style, and register according to the addressee, text-type, and topic.
- 2) competence of a researcher. The students will learn to identify a linguistic or interdisciplinary problem, collect, analyse, systematize and critically evaluate material from various sources.

Learning outcomes of the course unit (module)	Teaching and learning methods	Assessment methods
<p>Students will acquire:</p> <ol style="list-style-type: none"> 1) knowledge about different reading methods; 2) ability to discuss different linguistic and literary topics; 3) ability to critically evaluate scholarly and fictional texts; 4) a larger active vocabulary of academic English; 5) ability to narrow the topic, to brainstorm for ideas, to outline paragraphs and essays; 6) knowledge about the main types of expository essays (chronological, comparison and contrast, logical order, cause-effect); 7) ability to critically evaluate and comment on their own paragraphs and essays and those written by others. 	Group and pair discussions, practical assignments, writing paragraphs and essays.	Cummulative assessment: progress test, written examination (final test), assessment of class participation (participation in discussions, assignments), assessment of paragraphs and essays.

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 Reading									
1. Introduction to the course (the structure and the key concepts). Linguistics as the scientific study of language. The branches and subfields it encompasses (a brief overview).			2				2		Charles F. Meyer, <i>Introducing English Linguistics</i> (pp. 2-18).
2. Language and communication. Academic discourse as the sphere of scholarly communication. Features of academic discourse. Academic reading strategies.			3				3	4	Ken Hyland, Brian Paltridge, <i>The Bloomsbury Companion to Discourse Analysis</i>
3. Linguistic diversity. Should it be fostered? Endangered languages.			3				3	4	Olko, J. and J. Sallabank <i>Revitalizing Endangered Languages. A Practical Guide.</i>
4. Language and culture. Understanding discourse in cultural context.			2				2	3	Richard Lee, <i>Globalization, Language, and Culture</i> (pp. 68-81).
5. Discourse and Intercultural Communication.			2				2	2	Hyland, K. & B. Paltridge, <i>The Bloomsbury Companion to Discourse Analysis.</i>
6. Cultural conceptualisations and the role they play in intercultural communication.			2				2	5	Sharifian, F. <i>Cultural Linguistics: Cultural Conceptualisations and Language.</i>
7. Progress test			2				2	3	
8. Literary studies: the basic concepts and premises.			2				2	3	Kiene Brillenburg Wurth and Ann Rigney, <i>The Life of Texts</i> (pp. 19-29; 31-38).
9. Poetry and defamiliarization. The role of the poet.			2				2	3	Hans Bertens, <i>Literary Theory: The Basics</i> (p. 34); Gemma Argiuello Manresa and Vlad Glăveanu, <i>Poetry in and</i>

										for Society: Poetic Messages, Creativity, and Social Change (pp. 43-46); Dylan Thomas, <i>In My Craft or Sullen Art</i> , William Sydney Graham, <i>A Note To The Difficult One</i> .
10. Aristotle's conception of the <i>plot</i> . The structure of the plot: Freytag's pyramid.			2				2	3		Kiene Brillenburg Wurth and Ann Rigney, <i>The Life of Texts</i> (pp. 172-174); Kelly J. Mays, <i>The Norton Introduction to Literature</i> (pp. 88-90); Edith Wharton, <i>Roman Fever</i> .
11. The basics of narratology: narrative vs story. Types of narration. Unreliable narration. Narrator vs implied author.			2				2	3		Kiene Brillenburg Wurth and Ann Rigney, <i>The Life of Texts</i> (pp. 159-161); Kelly J. Mays, <i>The Norton Introduction to Literature</i> (pp. 175-177); Edgar Allan Poe, <i>The Cask of Amontillado</i> .
12. The basics of semiotic analysis: signifier, signified, denotation, connotation. Interpreting symbolism and figurative language in fiction.			2				2	3		Kiene Brillenburg Wurth and Ann Rigney, <i>The Life of Texts</i> (pp. 258-260); Kelly J. Mays, <i>The Norton Introduction to Literature</i> (pp. 335-336); Edwidge Danticat, <i>A Wall of Fire Rising</i> .
13. Literary genres. The case of Southern Gothic.			2				2	3		Kiene Brillenburg Wurth and Ann Rigney, <i>The Life of Texts</i> (pp. 63-64); Richard Gray, <i>Inside the Dark House: William Faulkner, Absalom, Absalom! and Southern Gothic</i> (pp. 22-23); William Faulkner, <i>A Rose for Emily</i> .
14. Final test			2				4	4		
Academic Writing										
Introduction to the Academic Writing: aims, structure, assessment scheme. Diagnostic essay.			2				2	2		1. Reading texts for critical analysis. 2. Participation in group and pair discussions 3. Practical tasks for developing academic writing skills 4. Paragraph and essay writing
Overview of the writing process, discussion of prewriting techniques (choosing and narrowing the topic, brainstorming, outlining). Revising drafts.			2				2	4		
The structure of an essay and essay types			2				2	4		
Discussion of chronological order/process essays. Emphasis on linking words and coherence within a paragraph as well as unity in a paragraph			2				2	4		
Discussion of comparison and contrast essays (based on similarities and differences)			14				14	18		
Discussion of logical division/classification essays			4				4	4		
Discussion of cause- effect essays			4				4	4		
Review of the main principles of writing an academic essay. Revision for the examination			2				2	3		
Total			64				64	86		

Assessment strategy	Weight, %	Deadline	Assessment criteria
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Academic reading - Progress test	25%	During the autumn semester	The test is designed to examine students' progress in coping with and making sense of the course material. It includes several open- and closed-ended questions, as well as academic vocabulary exercises (i.e. providing definitions, using academic vocabulary in context, providing synonyms, antonyms, and collocations). Students will have to show their comprehension of the essential concepts and terminology covered during the seminars (e.g. language, communication, linguistics) and their ability to discuss critically problematic aspects and use examples to illustrate their arguments. The progress test is assessed on a 10-point scale.
- Final test	25%	During the autumn semester	The final test is assessed on a 10-point scale. The test consists of a series of open- and closed-ended questions. Students will have to show their ability to reveal and discuss problematic aspects, use examples to illustrate their arguments, correctly define concepts and use words correctly in context.
Academic writing - Coursework	30%	During the autumn semester following the deadlines set by the teacher	Coursework will be based on the following: - a 700-word process essay (min three drafts) – 15% - other written assignments – 15%
- Essay (examination)	20%	During the winter examination session	The essay is assessed on a 10-point scale. Evaluation criteria and grading scale: Content – 30% Organization – 30% Language accuracy – 20% Language range – 20%

Attendance requirements

The attendance of seminars is recommended. Students are expected to take active part in the seminars.

Requirements for passing the course Contemporary English I/IV

A student fails the academic reading or writing component if he/she is rewarded a mark that is lower than **4.5** (the final marks for each component are not rounded).

The whole course of Contemporary English I/IV is considered failed if a student fails at least one of the components (Academic Reading or Academic Writing).

If a student successfully passes each component, the raw (not rounded) marks for each component are added up and the final mark for the course Contemporary English I/IV is then rounded up.

Author	Year of publication	Title	Issue of a periodical or volume of a publication	Publishing place and house or web link
Compulsory reading				
Anderson, Stephen R.	2004	<i>Doctor Dolittle's Delusion: Animals and Uniqueness of Human Language</i> (pp. 15-34)		New Haven/London: Yale University Press
Bailey, Stephen	2011	<i>Academic Writing; a Handbook for International Students</i>		Abingdon: Routledge
Bertens, Hans	2001	<i>Literary Theory: The Basics</i> (p. 34)		London: Routledge
Bjork, Lennart & Christine Raisanen	2003	<i>Academic Writing: a University Writing Course</i>		Lund: Studentlitteratur
Danticat, Edwidge		<i>A Wall of Fire Rising</i>	<i>The Norton Introduction to Literature</i> (pp. 366-378)	
Fromkin A. V., Rodman R. & N. Hyams (eds)	2013	<i>An Introduction to Language</i> (10 th edition) (pp. 1-19)		Massachusetts: Wadsworth
Faulkner, William		<i>A Rose for Emily</i>	<i>The Norton Introduction to Literature</i> (pp. 139-144)	

Graham, William Sydney		<i>A Note To The Difficult One</i>		
Gray, Richard	2016	<i>Inside the Dark House: William Faulkner, Absalom, Absalom! and Southern Gothic</i> (pp. 22-23)	<i>The Palgrave Handbook of the Southern Gothic</i>	London: Palgrave Macmillan
Hyland, Ken & Brian Paltridge	2013	<i>The Bloomsbury Companion to Discourse Analysis</i>		Bloomsbury Publishing
Knowles, Gerry	1997	<i>A Cultural History of the English Language</i> (pp. 1-17)		London: Arnold, A member of the Hodder Headline Group
Lee, Richard	2006	<i>Globalization, Language, and Culture</i> (pp. 68-81)		New York: Chelsea House Publishers
Manresa, Gemma Argüello and Vlad Glăveanu	2017	<i>Poetry in and for Society: Poetic Messages, Creativity, and Social Change</i> (pp. 43-46)	<i>Poetry And Imagined Worlds</i>	Cham: Palgrave Macmillan
Mays, J. K.	2017	<i>The Norton Introduction to Literature</i> (shorter 12 th edition) (pp. 85-92; 174-178; 218-225; 284-290; 334-339; 383-387)		New York: W. W. Norton & Company
Meyer, Charles F.	2009	<i>Introduction to English Linguistics</i> (pp. 2-18)		Cambridge: Cambridge University Press
Olko, Justyn & Julia Sallabank	2021	<i>Revitalizing Endangered Languages. A Practical Guide</i>		Cambridge: CUP
Oshima, Alice & Ann Hogue	1988	<i>Introduction to Academic Writing (Longman Academic Writing Series)</i>		Boston: Addison-Wesley Publishing Company, Inc.
Oshima, Alice & Ann Hogue	1999	<i>Writing Academic English (Longman Academic Writing Series)</i>		Boston: Addison-Wesley Publishing Company, Inc.
Poe, Edgar Allan		<i>The Cask of Amontillado</i>	<i>The Norton Introduction to Literature</i> (pp. 179-184)	
Pritchard, Alan	2008	<i>Studying and Learning at University</i> (pp. 28-43)		London: SAGE
Seely, John	2013	<i>Oxford Guide to Effective Writing and Speaking: How to Communicate Clearly</i>		Oxford: OUP
Sharifian, Farzad	2017	Cultural Linguistics: Cultural Conceptualisations and Language		Ethnopragnatics 28, Lublin, DOI: 10.17951/et.2016.28.31
Thomas, Dylan		<i>In My Craft or Sullen Art</i>		
Wharton, Edith		<i>Roman Fever</i>	<i>The Norton Introduction to Literature</i> (pp. 115-124)	
Wurth, Kiene Brillenburg & Ann Rigney	2006	<i>Locating Literary Studies</i> (pp. 19-29; 31-38; 63-64; 159-161; 172-174; 258-260)	<i>The Life of Texts: An Introduction to Literary Studies</i>	Amsterdam: Amsterdam University Press
Optional reading				
Anderson, Stephen R.	2004	<i>Doctor Dolittle's Delusion: Animals and Uniqueness of Human Language</i> (pp. 1-15)		New Haven/London: Yale University Press
Aitchison, Jean	2002	Aitchison, Jean, <i>The Articulate Mammal: Introduction to Psycholinguistics</i>		London and New York: Routledge
Birch, David	1989	<i>Language, Literature and critical practice</i> (5-43)		London/New York: Routledge
Fairbairn, Gavin J. & Susan A. Fairbairn	2001	<i>Reading at University</i> (pp. 64-84)		Maidenhead/Philadelphia: Open University Press
Kirszner, Laurie & Stephen Mandell	1989	<i>Patterns for College Writing</i>		New York: St. Martin's Press.
Radford A., Atkinson M., Britain D., Clahsen H. & A. Spencer (eds)	2009	<i>Linguistics: An Introduction</i> (pp. 1-23)		Cambridge: Cambridge University Press
Zemach, Dorothy & Lisa Rumisek	2003	<i>College Writing: from Paragraph to Essay</i>		Oxford: Macmillan

Updated 2023.09.01