COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
Contrastive Grammar: English and German II/III / Gretinamoji gramatika: anglų ir vokiečių kalbos II/III d.	**DSTCG2**

Academic staff	Core academic unit(s)
Coordinating: Assoc. Prof. Dr Virginija Masiulionytė **Other:** Lect. Jekaterina Šukalova, assoc. Prof. Dr Audronė Šolienė	Vilnius University Faculty of Philology, Universiteto g. 5, LT-01131, Vilnius, tel. +370 5 268 7207, e-mail studijos@flf.vu.lt

Study cycle	Type of the course unit
1st (bachelor)	Compulsory / optional for individual studies

Mode of delivery	Semester or period when it is delivered	Language of instruction
Classroom	2nd semester	English and German

Requisites	
Prerequisites: ≥ B2 level of English, ≥ A1 level of German	**Co-requisites (if relevant):** none

Number of ECTS credits allocated	Student's workload (total)	Contact hours	Individual work
5	135	64	71

Purpose of the course unit		
The purpose of the course is to enable students to analyze, compare, and apply grammatical structures of English and German in a contrastive perspective, using advanced English as a metalanguage to support German language acquisition and to develop metalinguistic awareness and theoretical understanding of both languages.		
Learning outcomes of the course unit	**Teaching and learning methods**	**Assessment methods**
After completing the course, students will be able to:		
DK.1.1 • identify fundamental grammatical categories in both English and German, recognizing basic structural differences, and apply English C1 analytical skills to decode German A2 grammatical patterns through systematic comparison	Flipped classroom lectures, contrastive grammar workshops, interactive digital exercises, tasks and assignments, guided discovery, and visual aids	Grammar quizzes, assignments and tasks, a midterm, and a written exam
DK.3.2 • develop grammatical terminology in English to describe both language systems, and create systematic comparisons between English and German basic structures using C1 English analytical discourse	Flipped classroom lectures, contrastive grammar workshops, class discussions, terminology-building activities, tasks and assignments, guided discovery, and visual aids	Grammar quizzes, assignments and tasks, a midterm, and a written exam
BK 4.5 • reflect on language learning processes through grammatical	Contrastive grammar workshops, class discussions, tasks and assignments, guided discovery, and visual aids	Grammar quizzes, assignments and tasks, a midterm, and a written exam

pattern recognition and explicit rule formulation		
DK.3.1 • produce accurate German A2 sentences using appropriate grammatical structures with conscious application of contrastive knowledge, facilitate peer learning by clarifying basic German grammatical concepts for fellow learners, employing precise linguistic terminology and communicating in C1 level English, and transfer grammatical strategies from English to support German A2 production and comprehension	Flipped classroom lectures, contrastive grammar workshops, class discussions, contrastive grammar production exercises, role-plays requiring both languages with grammatical accuracy focus, teaching simulations (peer-teaching activities), practical group mini-projects (e.g., creating bilingual guides and tutorials), self-directed practice sessions	Grammar quizzes, assignments and tasks, a midterm, and a written exam

Content	**Contact hours**							**Individual work: time and assignments**	
	Lectures	Tutorials	Seminars	Workshops	Laboratory work	Internship	**Contact hours, total**	**Individual work**	**Tasks for individual work**
Basic **prepositions** governing specific cases in German. Wechselpräpositionen (accusative-dative prepositions). Location vs. direction in German.	2		4				**6**	**7**	Reading of the assigned texts, microlecture videos, discussion of theoretical issues, exercises, assignments, and tasks focusing on developing grammar skills in German
Subordination in English and German. Finite and non-finite clauses in English. Verb-final order in German. Subordinate clauses with *dass*, *weil*, *wenn*. Relative clauses in English and German. Infinitives in German with and without *zu*. Infinitive constructions in English and German.	2		4				**6**	**6**	Reading of the assigned texts, microlecture videos, discussion of theoretical issues, exercises, assignments, and tasks focusing on developing grammar skills in both languages, focusing on identifying similarities and differences
Futur I and **Futur II**. **Plusquamperfekt**.	2		6				**8**	**8**	Reading of the assigned texts, microlecture videos, discussion of theoretical issues, exercises, assignments, and tasks focusing on developing grammar skills in German
Voice: Active and passive voice in English and German. Passive	2		8				**10**	**10**	Reading of the assigned texts, microlecture videos,

constructions in German with modal verbs.									discussion of theoretical issues, exercises, assignments, and tasks focusing on developing grammar skills in both languages, focusing on identifying similarities and differences
Midterm	0		2				**2**	**6**	Repetition, midterm-style practical and theoretical tasks, mock midterm
n-Deklination in German.	2		4				**6**	**6**	Reading of the assigned texts, microlecture videos, discussion of theoretical issues, exercises, assignments, and tasks focusing on developing grammar skills in German
Two-part conjunctions *sowohl ... als auch*, *nicht nur ... sondern (...) auch*, *entweder ... oder* and *weder ... noch*.	0		2				**2**	**4**	
Adjectives in German: Declension patterns. Noun phrases. Comparison. Comparative constructions: *als* vs. *wie* vs. English *than/as*. Numerals.	2		6				**8**	**8**	Reading of the assigned texts, microlecture videos, discussion of theoretical issues, exercises, assignments, and tasks focusing on developing grammar skills in both languages, focusing on identifying similarities and differences
Mood. Konjunktiv II der Gegenwart. Konjunktiv II der Vergangenheit. Conditional clauses in both languages. Subjunctive I and II in English.	4		12				**16**	**16**	
Total	**16**		**48**				**64**	**71**	

Assessment strategy	Weight %	Deadline	Assessment criteria
Continuous assessment of semester performance: average grade	40%	During the semester	All specific details regarding the grading of quizzes, written and oral assignments, and tasks will be provided to students by the instructors before the beginning of the course. The average grade of the continuous assessment must be at least 5 to gain admission to the examination.
Midterm: Test 1	30%	In the middle of the semester	Single integrated multilingual test, based on the quizzes, assignments, and tasks completed in class throughout the semester. The theoretical part (English only) will check students' ability to define, compare, contrast, describe, analyze, and illustrate relevant concepts. The practical parts (English and German) require students to apply theory and rules in practice, producing correct grammatical structures. Ten-point assessment scale: 10 (excellent). Excellent, exceptional knowledge and abilities. 95-100% of questions answered correctly. 9 (very good). Very good knowledge and abilities. 85-94 % of questions answered correctly. 8 (good). Knowledge and abilities are above average. 75-84 % of questions answered correctly.
Written exam: Test 2	30%	During the exam period	

			7 (average). Average knowledge and abilities; there are a few non-essential mistakes. 65-74 % of questions answered correctly. 6 (satisfactory). Knowledge and abilities are below average; there are mistakes. 55-64 % of questions answered correctly. 5 (weak). Knowledge and abilities meet the minimum requirements. 51-54 % of questions answered correctly. 4, 3, 2, 1. Minimum requirements are not met to varying extents.

Artificial Intelligence Policy

Artificial Intelligence (AI) tools are valuable for supporting learning and creativity, but they cannot replace critical thinking, independent work, or academic integrity. Students remain fully responsible for the accuracy, originality, and ethical quality of their work. Any use of AI must respect university rules on academic honesty and be disclosed when required.

The Guidelines on Artificial Intelligence Usage at Vilnius University apply.
https://www.vu.lt/uploads/EN_Translation_Dirbtinio_intelekto_naudojimo_Vilniaus_universitete_gaires_4cf698a49a.pdf

The Guidelines on the Use of Generative Artificial Intelligence at the Faculty of Philology apply.
https://www.flf.vu.lt/dokumentai/GenAI_guidelines_EN.pdf

Permitted Uses of AI (with disclosure when appropriate):
Using GenAI models as learning assistants.

Prohibited Uses of AI that are considered violations of academic ethics:
Using AI to produce subject-specific content for graded assignments intended to assess whether students have acquired and can independently demonstrate the competences developed in the course. That includes generating responses during exams, tests, or quizzes and submitting those answers as their own work.
Relying on AI output without critical evaluation, source checking, or acknowledgment.
Violations of this policy may be treated as breaches of academic integrity, with penalties imposed in accordance with university regulations.

Author (-s)	Publishing year	Title	Issue of a periodical or volume of a publication	Publishing house or web link
Required reading				
VU	2025	Interactive learning units on Moodle		https://emokymai.vu.lt/
Biber, Douglas, Stig Johansson, Geoffrey Leech, Susan Conrad and Edward Finegan (eds.)	1999/2021 (2nd ed.)	*Longman Grammar of Spoken and Written English*	(excerpts)	London: Longman
Biber, Douglas, Susan Conrad, and Geoffrey N Leech	2006	*Longman Student Grammar of Spoken and Written English*	(excerpts)	Harlow: Longman
Carter, Ronald, and Michael McCarthy	2007	*Cambridge Grammar of English: A Comprehensive Guide: Spoken and Written English Grammar and Usage*	(excerpts)	Cambridge: Cambridge University Press
Conrad, Susan, Douglas Biber, and Geoffrey N Leech	2013	*Longman Student Grammar of Spoken and Written English: Workbook*	(excerpts)	Harlow: Longman
Foley, Mark, and Diane Hall	2008	*Longman Advanced Learner's Grammar: A*	(excerpts)	Harlow: Longman

		Self-Study Reference & Practice Book with Answers		
Gelderen, Elly van	2010	*Introduction to the Grammar of English*	Revised edition	John Benjamins Publishing Company https://ebookcentral.proquest.com/lib/viluniv-ebooks/detail.action?docID=623365
Hewings, Martin	2015	*Advanced Grammar in Use: A Self-Study Reference and Practice Book for Advanced Learners of English : With Answers and eBook*.	Third edition (or any other edition) (excerpts)	Cambridge: Cambridge University Press
Huddleston, Rodney D, Geoffrey K Pullum, and Brett Reynolds	2023	*A Student's Introduction to English Grammar*	Second edition (excerpts)	Cambridge: Cambridge University Press
König, Ekkehard, Gast, Volker	2012	*Understanding English-German Contrasts*	3., neu bearbeitete und erweiterte Auflage (excerpts)	Erich Schmidt Verlag
Vince, Michael	2012	*Advanced Language Practice: English Grammar and Vocabulary*	3rd ed.	Oxford: Macmillan
Recommended reading				
Kunkel Melanie, and Uwe Durst	2023	*Lern- und Übungsgrammatik Deutsch als Fremdsprache*	2. Auflage	Duden
Rug, Wolfgang, Tomaszewski, Andreas	2012	*Grammatik mit Sinn und Verstand. Übungsgrammatik Mittel- und Oberstufe.*		Klett
Swan, Michael	2016	*Practical English Usage. International Edition*	4th ed.	Oxford University Press
Copilot (free version)			Study and learn mode	https://copilot.microsoft.com/
ChatGPT (free version)			Study and learn mode	https://chatgpt.com/
Claude (free version)			Learning or explanatory style	https://claude.ai/
Meta (free version)				https://www.meta.ai
Perplexity (free version)			Academic mode	https://www.perplexity.ai

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