



## COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
Bachelor thesis (minor studies in English Philology)	

Lecturer(s)	Department(s) where the course unit (module) is delivered
<b>Coordinator:</b> Assoc.Prof. Inesa Šeškauskienė	Department of English Philology Faculty of Philology
<b>Other(s):</b> supervisors of individual BA papers	

Study cycle	Type of the course unit (module)
First (bachelor)	Obligatory

Mode of delivery	Period when the course unit (module) is delivered	Language(s) of instruction
Seminars	Autumn term	English

Requirements for students	
<b>Prerequisites:</b> Courses in academic writing (of at least several genres during previous years of study), English skills not lower than B2 according to CEFR	<b>Additional requirements (if any):</b>

Course (module) volume in credits	Total student's workload	Contact hours	Self-study hours
5 ECTS	130	16	114

Purpose of the course unit (module): programme competences to be developed
The course aims at developing competences relevant for completing a BA paper in English Philology (minor studies). More specifically, the following generic and subject-specific competences shall be developed: <u>Generic competences:</u> <ul style="list-style-type: none"> <li>• Working autonomously, designing strategies and managing time</li> <li>• Analytical and critical thinking</li> <li>• Quality orientation: excellence in academic, personal and professional results with emphasis on continuous improvement.</li> </ul> <u>Subject-specific competences:</u> <ul style="list-style-type: none"> <li>• Ability to use knowledge of philological research methods</li> <li>• Application of knowledge in practice</li> <li>• Ability to retrieve and handle information from a variety of sources as appropriate to the linguistic or literary problem, integrating it into a comprehensive text (research paper).</li> </ul>

Learning outcomes of the course unit (module)	Teaching and learning methods	Assessment methods
<ul style="list-style-type: none"> <li>• Working autonomously: ability to search for information in a variety of sources (electronic, written, archival, oral) and handle it, integrate it into a coherent text</li> <li>• Working autonomously: ability to manage time, keep track of deadlines</li> </ul>	Individual tasks (written assignments), group discussion, peer review	Written assignments: Annotated bibliography, RP proposal, literature review, the first draft of the paper.  Presentations on ongoing research, viva voce defence.
<ul style="list-style-type: none"> <li>• Awareness of academic values, of a research paper as a piece of individual creative work, plagiarism and academic ethics</li> </ul>	Group discussion, analysis of types and causes of plagiarism, individual tasks	
<ul style="list-style-type: none"> <li>• Ability to advance systematically in academic work</li> </ul>	Written assignments (in the order of increasing complexity)	

<ul style="list-style-type: none"> <li>Ability to evaluate critically different sources of information</li> </ul>	Analysing examples of annotated bibliography, presentations on ongoing research, peer review	
<ul style="list-style-type: none"> <li>Ability to formulate a research question</li> </ul>	Proposal form, presentations on ongoing research	
<ul style="list-style-type: none"> <li>Ability to apply appropriate research methods</li> </ul>	Group discussion about methods in the humanities, presentations on ongoing research	
<ul style="list-style-type: none"> <li>Ability to carry out and finalize research, apply knowledge in practice</li> </ul>	Peer review of first drafts of complete papers	

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
1. Introduction: content and aims of the course, main tasks and deadlines. What is linguistic/literary research? General discussion on ways to identify an area/topic of research.			2				2	8	Discuss with your (potential) supervisor your research area, topic, primary and secondary sources. Study in RM how to write a proposal form and annotated bibliography.
2. General structure of a research paper. Writing (annotated) bibliographies and references: main features and requirements. Research question: main features. Methods (and sources) of data collection and research. Mini proposal forms.			2				2	20	Write annotated bibliographies and fill in mini-proposal forms. Submit them to your supervisors.
3. General discussion on individual progress of data collection and hypotheses, methods of data collection and research. Pilot studies. Requirements for mini presentations on pilot studies.			2				2	14	Prepare mini presentations on pilot studies.
4 Mini-presentations on pilot studies. Requirements for writing literature reviews/introductions. Analysing sample introductions. Synthesis, summary, your own point of view in the text. Hedging.			2				2	20	Write the 1 <sup>st</sup> draft of your literature review/introduction and submit it to your supervisor.
5 Plagiarism and ways to avoid it. Appropriate ways of acknowledging the sources. Issues of academic ethics. Data and methods section: requirements. Results and discussion: requirements. Ways to present results and discuss them.			2				2	20	Prepare a presentation on major trends in your research (results), try to interpret them in your own way and compare with previous research
6 Presentations on the results. In-class discussion. Conclusions section: requirements.			2				2	6	Write your data and methods section. Submit it to your supervisor.
7 Presentations on the results. In-class discussion. Conclusions section: main features and requirements.			2				2	26	Write the first draft of the whole paper. Submit it to your supervisor.

8 Preparation for the viva voce defence of BA papers. The key criteria of evaluation. Summing up the course. Feedback on the course.			2				2	
<b>Total</b>			<b>16</b>				<b>16</b>	<b>114</b>

Assessment strategy:	Weight,%	Deadline	Assessment criteria
Cumulative assessment for the course: Written assignments during the course: annotated bibliography, RP proposal, literature review, the first draft of the paper; a presentation on the ongoing research.	Necessary prerequisite for viva voce	end of the term	Pass/fail (all the assignments have to be completed).
Viva voce defence	100	Examination session	Assessment according to achieved learning outcomes (10-point scale): 10 (excellent). Excellent, exceptional knowledge and abilities. 95-100 % of adequately accomplished tasks. 9 (very good). Sound, good knowledge and abilities. 85-94 % of adequately accomplished tasks. 8 (good). Better than average knowledge and abilities. 75-84 % of adequately accomplished tasks. 7 (average). Average knowledge and abilities, some nonessential errors. 65-74 % of adequately accomplished tasks. 6 (satisfactory). Lower than average knowledge and abilities, there are errors. 55-64 % of adequately accomplished tasks. 5 (weak). Knowledge and abilities meet minimum requirements. 51-54 % of adequately accomplished tasks. 4, 3, 2, 1. Minimum requirements are not met.

Author	Year of publication	Title	Issue of a periodical or volume of a publication	Publishing place and house or web link
<b>Compulsory reading</b>				
Katkuvienė, Laima Erika and Inesa Šeškauskienė	2006	<i>Research Matters</i>		Vilnius: Vilnius University Press
Litosseliti, Lia, ed.	2010	<i>Research Methods in Linguistics</i>		London/New York: Continuum
		<i>Bendroji VU Filologijos fakulteto studentų baigiamųjų darbų rengimo, gynimo ir vertinimo tvarka</i>		<a href="http://www.flf.vu.lt/studijos/studentams/baigiamieji-darbai">http://www.flf.vu.lt/studijos/studentams/baigiamieji-darbai</a>
<b>Optional reading</b>				
Menasche, Lionel	1997	<i>Writing a Research Paper</i>		Michigan: University of Michigan Press
Bazerman, Charles	1995	<i>The Informed Writer: using sources in the disciplines</i>		Boston, Toronto: Houghton Mifflin Company Also available from: <a href="http://wac.colostate.edu/books/informedwriter/informedwriter.pdf">http://wac.colostate.edu/books/informedwriter/informedwriter.pdf</a>
Björk, Lennart A. and Christine Räisänen	2003	<i>Academic Writing: a university writing course</i>		Studentlitteratur AB, Sweden
Rienecker, Lotte ir Peter Stray Jørgensen	2003	<i>Kaip rašyti mokslinį darbą</i>		Vilnius: Aidai
Swales, John M. &	1994	<i>Academic Writing for</i>		Michigan: University of

Christine Feak		<i>Graduate Students</i>		Michigan Press
Swales, John	2004	<i>Research genres. Explorations and explications</i>		Cambridge: Cambridge University Press