UNIVERSITATEA BABEȘ-BOLYAI
BABEȘ-BOLYAI TUDOMÁNYEGYETEM
BABEȘ-BOLYAI UNIVERSITÄT
BABEȘ-BOLYAI UNIVERSITY
TRADITIO ET EXCELLENTIA

Facultatea de Litere
Str. Horea nr. 31
400202, Cluj-Napoca
Tel: 0264 5322388
Fax: 0264 432303

COURSE SYLLABUS

1. Information about the study program

1.1 University	Babeș-Bolyai University
1.2 Faculty	The Faculty of Letters
1.3 Department	English language and literature
1.4 Field of study	Language and literature
1.5 Study cycle (BA/MA)	Master
1.6 Study program/Qualification	Current Trends in Linguistics (DAL)

2. Information about the subject

2.1 Course title/Code		**LME2246 Practical seminar – researching and writing the disertation (taught in Romanian)**						
2.2 Course tutor								
2.3 Seminar tutor		**Liana POP, PhD professor**						
2.4 Year of study	2	2.5 Semester	2	2.6 Type of assessment	VP	2.7 Course status	Contents	DA
							Mandatory	DO

3. Total estimated time (teaching hours per semester)

3.1 Number of hours per week	4	of which: 3.2 course		3.3 seminar/laboratory	4
3.4 Total number of hours in the curriculum	48	of which: 3.5 course		3.6 seminar/laboratory	48
Time distribution					Hours
Study based on textbook/course manual/recommended reading/personal notes					
Additional research in the library, by accessing scientific databases, or during field work					20
Preparation for seminars/laboratory classes, essays, portfolios and reports					20
Tutoring					22
Assessment (examinations)					2
Other activities					20
3.7 Total hours for individual study	84				
3.8 Total hours per semester	132				
3.9 Number of credits	6				

4. Prerequisites (if necessary)

4.1 Curriculum	
4.2 Skills	Basic skills in academic writing

5. Conditions (if necessary)

5.1. For delivering lectures	•
5.2. For teaching seminars/laboratory classes	• Classroom with internet/media equipment • Seminar attendance is mandatory, but no attendance requirements apply to access final assessment activities; final assessment requires fulfilment of undertaken writing and presenting tasks.

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6. Acquired specific competences

Professional competences	C1 Appropriate use of fundamental concepts in the study of general linguistics, theory of literature and comparative literature. C2 Efficient written and oral communication in English and/ or Romanian. C2.2 Appropriate and ethical use of scholarly literature;
Transversal competences	CT1 Using the instruments of linguistics and literary studies in accordance to professional ethics. CT2 Teamwork; interpersonal communication, taking on specific roles.

7. Course objectives (derived from the specific competences acquired)

7.1 General objective of course	This seminar provides students with both theory and practice of academic research communication
7.2 Specific objectives	• Create complex spoken/ written discourse with lexical and syntactic appropriacy and logical coherence and precision on a topic relating to the student's disertation research. • Make appropriate and ethical use of scholarly literature

8. Contents

8.2 Seminars	Teaching methods	Remarks
1. **Analysis of previous work (topics and corpus)** Discussion of chosen disertation topics and their relevance.	Interactive lecture, analysis, discussion	
2.-3. **How to select relevant sources (works cited)** Each students selects sources relevant to their own disertation topic.	Interactive lecture, analysis, discussion. Individual/ group writing tasks	
4. **Cathegorization problems in linguistics.** How to selects concepts relevant for analysis and their definitions. The methodology regarding lists of works cited.	Interactive lecture, analysis, discussion	
5. **Corpus typology** and how to make appropriate choices for disertation research: criteria, observation-analysis	Interactive lecture, analysis, discussion	
6. **Ethical use of scholarly literature** in research and writing: incorporating and processing scientific information. The problem of plagiarism and how to avoid it.	Interactive lecture, analysis, discussion	

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7. **The typology of academic works:** seminar presentations, final paper, conference presentation, review, article.	Interactive lecture, analysis, discussion	
8. **Presentation props:** hand-out and PPT	Interactive lecture, analysis, discussion	
9. **Writing coherence:** Logica redactării (chapter and section organization. Writing styles and standards in academic writing	Interactive lecture, analysis, discussion	
10. **Editing and proof-reading.**	Interactive lecture, analysis, discussion	
11-13. **Seminar presentations** on individual disertation topics with the use of presentation props.	Interactive lecture, analysis, discussion	

Bibliography

BOCH, F. & GROSSMANN, F. (2002) « Se référer au discours d'autrui : quelques éléments de comparaison entre experts et néophytes », *Enjeux*, 54, 41-51 (disponible en ligne ; consulté le 25 nov. 2009).
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GUILHAUMOU, Jacques (2002) *Le corpus en analyse de discours : perspective historique*, doc. numérique.
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SINCLAIR, J. (2004) *Developing Linguistic Corpora. A Guide to Good Practice;* http://www.ahds.ac.uk/creating/guides/linguistic-corpora/chapter1.htm

Library of Congress. Citing Electronic Resources, 5 décembre 2003 [En ligne]. http://lcweb2.loc.gov/ammem/ndlpedu/start/cite/index.html [13 novembre 2004]

8.3 Practical course	**Teaching methods**	**Remarks**
1. Putting together a list of sources	Corrective feed-back	MA students work individually and bring to class
2. Putting together a list of operational concepts for disertation work. Written justification for the selection made. Identifying existing definitions..	Corrective feed-back	

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3 Putting together a list of operational concepts for disertation work. Written justification for the selection made. Identifying existing definitions..	Corrective feed-back	their own written material as instructed. Their written materials are discussed and corrected/ adjusted in class/ group work.
4. List of works cited: explaining source relevance.	Corrective feed-back	
5. List of works cited: explaining source relevance.	Corrective feed-back	
6. Selection of corpus and explanation for choices made.	Corrective feed-back	
7. Corpus description. Individual work	Corrective feed-back	
8. Making presentation props: hand-outs	Corrective feed-back	
9. Making presentation props: PPTs	Corrective feed-back	
10. Chapter writing. Introductory remarks and conclusions	Corrective feed-back	
11. Completing chapters and disertation. Examples and justification.	Corrective feed-back	
12. Cross- proof-reading.	Group work, discussions	
13. Analysis of presentations	Discussions	
14. Writing final conclusions	Corrective feed-back and discussion	

9. Validating course contents based on the expectations of epistemic communities, professional associations and of potential employers related to the field of study.

- The skills and knowledge required are relevant for educational programs at all levels of formal education which is the main area of employment for our graduates.
- The seminar develops written and oral presenation skills în both academic and non-academic professional environments.

10. Assessment (examination)

Type of activity	10.1 Assessment criteria	10.2 Assessment methods	10.3 Weight in the final grade
10.5 Seminar	•	Written exam	1/2
10.6 Practical course	Written seminar tasks, active participation in discussions, reading notes.		1/2
10.6 Basic performance standard			
The student masters research, presentation and writing skills appropriate for any scientific topic în the field of linguistics The student can produce oral and written presentations on topics relating to his/ her disertation topic			
Organizational details, exceptional situation management: •			

Date 10.04.2022	Course tutor's signature	Seminar tutor's signature
Date of department endorsement 14.04.2022	Head of department's signature	

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Date of Dean's endorsement	Signature of the vice-Dean in charge	Faculty stamp