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

Facultatea de Litere
Str. Horea nr. 31
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COURSE SYLLABUS

1. Information about the study program

1.1 University	Babeș-Bolyai University
1.2 Faculty	The Faculty of Letters
1.3 Department	The Department of Foreign Languages for Specific Purposes
1.4 Field of study	Language and Literature
1.5 Study cycle (BA/MA)	Master
1.6 Study program/Qualification	MA

2. Information about the subject

2.1 Course title/Code		LMU1107 Multimodal specific content (in English)						
2.2 Course tutor		Lect.univ.dr. ELENA PACURAR						
2.3 Seminar tutor		Lect.univ.dr. ELENA PACURAR						
2.4 Year of study	I	2.5 Semester	1	2.6 Type of assessment	PA	2.7 Course status	Contents	DS
							Mandatory	DA

3. Total estimated time (teaching hours per semester)

3.1 Number of hours per week	3	of which: 3.2 course	1	3.3 seminar/laboratory	2
3.4 Total number of hours in the curriculum	42	of which: 3.5 course	14	3.6 seminar/laboratory	28
Time distribution					Hours
Study based on textbook/ course packet, bibliography and lecture notes, e-learning resources					30
Additional research in the library, on specialist electronic platforms (databases) and through field activities.					40
Preparation for seminars/laboratory classes, essays, portfolios and reports					10
Tutoring					20
Assessment (examinations)					10
Other activities					30
3.7 Total hours for individual study	140				
3.8 Total hours per semester	182				
3.9 Number of credits	7				

4. Prerequisites (if necessary)

4.1 Curriculum	
4.2 Skills	English language at level B1/B2 (higher intermediate) cf. Common European Framework of Reference for Languages; basic digital skills;

5. Conditions (if necessary)

5.1. For delivering lectures	• Computer lab; overhead projector; Internet access; student personal digital device (tablet, laptop); e-learning platform user account; while course attendance is not compulsory, weekly engagement with the course content on the e-learning platform is strongly advised.
5.2. For teaching seminars/laboratory classes	• Computer lab; overhead projector; Internet access; student personal digital device (tablet, laptop); participation in-class and online is strongly advised; while attendance is not a condition for evaluation, there will be a strict timeline for weekly tasks, which are graded.

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6. Acquired specific competences

Professional competences	C1.2 In-depth knowledge and understanding of the social and cultural contexts and roles, as well as of the concepts, methods and discourse / language specific to the various situations of social and professional communication in English, with emphasis on the impact of mediated communication, new digital media and networking on literacy, rhetorical situation, multimodal content, the stages and products of communication, and professional deontology. C1.2. Using in-depth knowledge to analyse and interpret the various forms of multimodal communication (text, image, video) across disciplines, and the conventions specific to (emerging) digital genres in the context of graduate studies (MA), of the extended professional community (national and international), to identify and avoid plagiarism. C1.3. Transferring the concepts / principles / methods learned in critical reception activities to the output/ production and dissemination of multimodal content/communication, with emphasis on the stages of the composition process, the organization and development of ideas, structure, communication strategies by complying with the standards of English for specific purposes and the deontological principles of social and academic communication (copyright, fair use, creative commons). C1.4. Using standard academic / professional community grids, with emphasis on the practice of various international bodies to assess the quality of multimodal products in English. C1.5. Creating multimodal content in English, using the principles and techniques established both in the academic and social environment, with emphasis on content specific to the field.
Transversal competences	CT1 Carrying out individual tasks based on models and teacher assistance; CT2 Participating in pair and teamwork projects, focusing on familiarizing with the roles within the working team in the academic environment and on employability skills; CT3 Becoming aware of and diagnosing main aspects of continuous learning/training: identifying own needs; monitoring and (self)reflecting on the effective use of intellectual work tools and learning resources / techniques / strategies in English by integrating ICT tools specific to professional content creation and communication.

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

7.1 General objective of the course	In the context of the global information and knowledge society, the role of humanities, particularly foreign languages for specific purposes, can be seen as an area of discursive mediation, requiring specialists able to identify, analyze, create and disseminate information specific to their domains and to adapt to a constantly changing complex society, being able to choose and use digital tools in a dynamic social and professional context. This course is designed for graduate students to be exposed to, understand, communicate, and adapt to a digital world as it impacts their personal life, society, and their career. Professional communication skills and practices, problem-solving, ethical and legal issues, collaboration, creativity, and critical and creative thinking are reviewed and promoted against the context of information society and directed towards preparing students to be more career ready. • The present course is built on methodology specific to the field of foreign languages for specific purposes, where the didactic approach is based on the needs analysis, is student-centred and pays particular attention to the development of the employability skills.
7.2 Specific objectives / Learning outcomes	Students will be able to 1. use in-depth knowledge to think critically with and about the use of information technology in the specific field(s); to identify, explain and interpret the various forms of digital (web) content and genres and their specific conventions as well as the dynamics in the areas of copyright, fair use and plagiarism; 2. explore how digital tools help develop skills such as persuasion, creative expression, and critical thinking;

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	3. transfer the concepts / principles / methods learned in the activities of critical reception of the multimodal communication and content (text, image, video) to its creation/production; emphasis is on the preparation stages of a multimodal product (photo essay, vlog, digital poster): planning, drafting, review and final form, presenting and developing ideas, structure of the text (global and local), efficient verbal/visual communication (style), building of the narrative, avoiding plagiarism (quoting, summarising, paraphrasing, crediting sources); 4. use standard academic / professional community grids, with emphasis on the dimensions of digital competence: information, communication, content creation, problem-solving and on the ways digital communication connects students, teachers, professionals, and community members while encouraging collaboration; 5. create original digital products (photo essay, vlog, digital poster) in English, using the principles and techniques established in the specialist literature; these products will be elaborated on the basis of students' current academic and professional interests and will target a specific audience; 6. carry out individual tasks based on existing models and teacher assistance; 7. participate in pair and teamwork projects, focusing on team roles and by using digital communication and collaborative tools; 8. diagnose main aspects of continuous learning/training, monitoring and reflecting on the effective use of digital tools for intellectual work and learning resources / techniques / strategies in English.

8. Contents

8.1 Lectures	Teaching methods	Observations
1. Multimodality – introduction, key-concepts, composition Keywords: multimodal content, multimodal composition, the Multimedia Rhetorical Triangle,	Lecture; interactive teaching	
2. The semiotics of multimodal composition – linguistic sign vs/and visual sign in complementary relation Keywords: meaning-making, remix, rhetoric of multimedia	Lecture; interactive teaching	
3. The "grammar of visual design" – an approach Keywords: extending/remodelling textual content, visual design, visual representation, text vs/and image	Lecture; interactive teaching	
4. Choices of style in multimedia composition Keywords: *ethos, logos, pathos*	Lecture; interactive teaching	Deadline for project 1: the digital poster
5. Narrative representations – content creation to dissemination Keywords: the process of multimodal writing, the structure of narrative essays	Lecture; interactive teaching	
6. From paragraph to text to multimodal context – converting text/image in multimodal projects Keywords: content writing, content design, content presentation	Lecture; interactive teaching	
7. Designing content/materials for specific purposes Keywords: general vs specific register, rhetorical aims, content, genre, audience	Lecture; interactive teaching	
8. Transmodality – the multimodal semiotic landscape Keywords: strategies of content creation for children (children's literature, children's product), *tranducstion, transmodality*	Lecture; interactive teaching	Deadline for project 2: instructional videos
9. Recycling content in the copy-paste age Keywords: creativity, *mediascapes, media remix*	Lecture; interactive teaching	
10. Information architecture – designing multimedia projects Keywords: purpose, audience, multimodal content delivery	Lecture; interactive teaching	

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11. Thinking critically about multimodal content assessment Keywords: self-reflection, peer-assessment, knowledge transfer	Lecture; interactive teaching	Deadline for project 3: multimodal projects on ThingLink
12. From representation to interaction – knowledge and literacy beyond acquisition Keywords: the new communication scheme, collaborative learning, communities of practice, information exchange	Lecture; interactive teaching	
13. Collaborative revision and writing Keywords: strategies for collaborative text revision/review	Lecture; interactive teaching	
14. Collaborative revision and writing Keywords: writing for the web, visual and textual composition	Lecture; interactive teaching	Deadline for project 4: collaborative web article on MEDIUM

Bibliography

Blakesley, David; Hoogeveen, Jeffrey, *Writing. A manual for the digital age*, Wadsworth Cengage Learning, 2009

Doloughan, Fiona, *Contemporary Narrative. Textual production, multimodality and multiliteracies*, Continuum, 2011

Ho, Catherine; Anderson Kate; Leong, Alvin (eds.), *Transforming Literacies and Pedagogies. Multimodality and literacy in the new media age*, Continuum, 2011

Selfe, Cynthia (ed.), *Multimodal Composition*, Hampton Press INC., 2007

8.2 Seminars	Teaching methods	Observations
1. Multimodality – introduction, key-concepts, composition: familiarizing students with the basic mechanisms of content creation for general and specific purposes	- heuristic conversation - pair/group work - guided practice - problem-solving - learning by inquiry - independent learning	
2. The semiotics of multimodal composition – linguistic sign vs/and visual sign in complementary relation: focus on evaluative argument construction	- heuristic conversation - pair/group work - guided practice - problem-solving - learning by inquiry - independent learning	
3. The "grammar of visual design" – understanding the strategies of representation in the transition from text to image; measuring the impact of visual material	- heuristic conversation - pair/group work - guided practice - problem-solving - learning by inquiry - independent learning	
4. Choices of style in multimedia composition Analysing levels of abstraction for verbal/visual content Word-clouds Concept-mapping	- heuristic conversation - pair/group work - guided practice - problem-solving - learning by inquiry - independent learning	
5. Narrative representations – content creation to dissemination: spot-on the strategies in the production of narrative patterns (written media)	- heuristic conversation - pair/group work - guided practice - problem-solving - learning by inquiry - independent learning	

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6. From paragraph to text to multimodal context – converting text/image in multimodal projects: familiarizing students with the techniques of textual composition (minimal discourse to complex multimodal structures)	- heuristic conversation - pair/group work - guided practice - problem-solving - learning by inquiry - independent learning	
7. Designing content/materials for specific purposes Creating instructional videos Focus on content for specific purposes	- heuristic conversation - pair/group work - guided practice - problem-solving - learning by inquiry - independent learning	
8. Transmodality: text-image-context Composition strategies: juxtaposition, unity, perspective	- heuristic conversation - pair/group work - guided practice - problem-solving - learning by inquiry - independent learning	
9. Recycling content in the copy-paste age Remixing content – case-study: from photography to text to video	- heuristic conversation - pair/group work - guided practice - problem-solving - learning by inquiry - independent learning	
10. Information architecture – designing multimodal materials Text-image-context – case-study: elements of artistic visual content	- heuristic conversation - pair/group work - guided practice - problem-solving - learning by inquiry - independent learning	
11. Thinking critically about multimodal content assessment Brainstorming & peer-assessment session	- pair/group work - guided practice - problem-solving	
12. From representation to interaction – knowledge and literacy beyond acquisition Extending knowledge acquisition to the socio-professional context, the development of literacy skills & fostering collaborative work	- heuristic conversation - pair/group work - guided practice - problem-solving - learning by inquiry - independent learning	
13. Collaborative revision & writing Collaborative revision - PERUSALL	- heuristic conversation - pair/group work - guided practice - problem-solving - learning by inquiry - independent learning	
14. Collaborative revision & writing Collaborative writing - MEDIUM	- heuristic conversation - pair/group work - guided practice - problem-solving - learning by inquiry - independent learning	

Bibliography

Blakesley, David; Hoogeveen, Jeffrey, *Writing. A manual for the digital age*, Wadsworth Cengage Learning, 2009
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9. Validating course contents based on the expectations of epistemic communities, professional associations and of potential employers related to the field of study.

International and European language policies seek to address the growing needs of a labor and a scientifically internationalized research market, and as such, foreign languages for academic and specific purposes are represented throughout many university centers

- in the country (in vocational fields such as business, law, medicine, computer science, tourism, but also in the courses which make use of the scientific discourse in various fields – chemistry, physics, education sciences, social and communication sciences etc.). For reference, see the specific departments and the foreign language centers in Bucharest, Timişoara, Iaşi, Tîrgu-Mureş, Alba Iulia, Oradea etc.
- abroad (particularly regarding the academic learning competences and socio-professional communication), where all universities have centres that specialize in practical areas of the specialized discourse, playing an essential role in creating an instructional and academic culture. For instance, universities such as: Harvard, Washington, North Carolina, Southampton, Darmouth, Essex, Leeds, Graz, Central European University, etc.

The teaching content develops the skills and abilities necessary for students' study, academic research and employability skills under the conditions of the internationalization of university education and market globalization;
The teaching content covers some of the main practical aspects of digital and information literacy that allow students to become independent content creators;

10. Assessment (examination)

Type of activity	10.1 Assessment criteria	10.2 Assessment methods	10.3 Weight in the final grade
10.4 Lecture	- Quality of answers and tasks; - Structure and coherence; - Originality - Timeliness	Project-based assessment 4 projects	Each project accounts for 25% of the final grade
10.5 Seminar	- Engagement in seminar activities; - Quality of answers and tasks; - Timeliness - Digital skills	Project presentation Q&A session	
10.6 Basic performance standard			

Students will be able to:

- recognize the contexts of multimodal communication in English against the background of graduate studies and extended professional community (national and international);
- organize the writing process and develop specific content by following models and using the appropriate academic English conventions;
- use the standard academic / professional community criteria to assess the quality of multimodal communication products in English;
- elaborate original multimodal content that uses the principles and techniques of editing established by specialists;
- perform individual work tasks in contexts of autonomy and independence;
- plan, monitor and self/peer-assess the results of their work.

- Course policies, organizational details, exceptional situation management: sitting the exam is not conditioned by minimum attendance or practical work.

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- Using fraud in the exam will automatically stop the assessment process and students will be graded with 1 (one).

Date 20.03.2022	Course tutor's signature	Seminar / Practical course tutor's signature
Date of department endorsement 1.04.2022	Head of department's signature	
Date of Dean's endorsement	Signature of the vice-Dean in charge	Faculty stamp