UNIVERSITATEA BABEŞ-BOLYAI
BABEŞ-BOLYAI TUDOMÁNYEGYETEM
BABEŞ-BOLYAI UNIVERSITÄT
BABEŞ-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	The Department of Foreign Languages for Specific Purposes
1.4 Field of study	Language and Literature
1.5 Study cycle (BA/MA)	MA
1.6 Study program/Qualification	MA

2. Information about the subject

2.1 Course title/Code		Teaching EAP and ESP for the humanities and social sciences (in English); Code: LMU1204						
2.2 Course tutor		Dr. Maria Ștefănescu						
2.3 Seminar tutor		Dr. Maria Ștefănescu						
2.4 Year of study	I	2.5 Semester	2	2.6 Type of assessment	VP	2.7 Course status	Contents	DA
							Mandatory	DA

3. Total estimated time (teaching hours per semester)

3.1 Number of hours per week	2	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 manual/recommended reading/personal notes					30
Additional research in the library, by accessing scientific databases, or during field work					30
Preparation for seminars/laboratory classes, essays, portfolios and reports					40
Tutoring					10
Assessment (examinations)					10
Other activities					20
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 B2/C1 (upper intermediate-advanced) cf. Common European Framework of Reference for Languages

5. Conditions (if necessary)

5.1. For delivering lectures	• overhead projector; xerox; Internet access
5.2. For teaching seminars/laboratory classes	• overhead projector; xerox; Internet access

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

6. Acquired specific competences

Professional competences	C1.2 In-depth knowledge and understanding of the contexts and roles, as well as of the concepts, methods and discourse / language specific to the various situations of professional communication in English, with emphasis on the rhetorical situation, the forms of written and oral communication, the stages of the writing process, products of academic writing in the field of social sciences, and professional deontology. C1.2. Using in-depth knowledge to explain and interpret the various forms of written and oral communication in social sciences (specialized articles, scientific papers, research reports, prefaces and introductions to specialized books, specialist book reviews - paper based and electronic support), the conventions specific to scientific texts in the context of graduate studies (MA), of the extended professional community (national and international), and the recognition of plagiarism. C1.3. Transferring the concepts / principles / methods learned in reception activities to the production of written and oral texts, with emphasis on the stages of the writing process, the organization and development of ideas, text structure, communication strategies by complying with the standards of English for specific purposes/scientific discourse and the deontological principles of academic communication. C1.4. Using standard academic / professional community grids, with emphasis on the practice of various international scientific publications in the field of social and human sciences, to assess the quality of oral and written academic products in English. C1.5. Creating written papers and original oral presentations in English, using the principles and techniques established in the academic environment, with emphasis on the genres specific to the field of specialization. These products will be elaborated on the basis of the current research papers of the master students.
Transversal competences	CT1 Carrying out individual tasks based on writing models and teacher assistance; CT2 Participating in pair and team work projects, focusing on familiarizing with the roles within the working team in the academic environment; CT3 Becoming aware of and diagnosing main aspects of continuous training, monitoring and reflecting on the effective use of intellectual work tools and learning resources / techniques / strategies in English: quick reading, note-taking, documenting, cognitive mapping; integrating ICT tools specific to academic communication.

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

7.1 General objective of the course	Students will be able to identify, define and describe the concepts, methods and practice associated with teaching EAP/ESP in the field of humanities and social sciences.
7.2 Specific objectives	➢ to develop the students' critical thinking abilities ➢ to enable the students to identify, master and teach academic discourse and practices in the field of humanities and social sciences ➢ to enable the students to design and assess an EAP/ESP syllabus for the humanities and social sciences ➢ to enable the students to select/adapt/create/evaluate materials for and develop EAP/ESP courses in the field of humanities and social sciences ➢ to enable the students to carry out EAP/ESP assessments ➢ to prepare the students to teach EAP/ESP in the field of humanities and social sciences.

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

8. Contents

8.1 Lectures	Teaching methods	Remarks
Week 1 – Developing critical thinking skills (I) • Defining critical thinking • Identifying and developing thinking skills (analysis, synthesis, evaluation) • Identifying and building up arguments (focus on clarity, consistency, structure)	Lecturing; interactive teaching	
Week 2 – Developing critical thinking skills (II) • Recognising underlying assumptions and implicit arguments • Identifying fallacies in argumentation • Weighing the evidence • Evaluation	Lecturing; interactive teaching	
Week 3 – English for Academic Purposes (I) • Genre analysis: spoken academic genres (student presentations, peer feedback, dissertation defences, lectures, seminars etc.) • Academic study skills: listening (listening for gist/specific information, inferring meaning from context, capitalizing on prior knowledge on the topic etc.) and speaking (delivering oral presentations, seminar discussions, choice of register etc.)	Lecturing; interactive teaching	
Week 4 – English for Academic Purposes (II) • Genre analysis: written academic genres (research reports, (under)graduate essays, conference abstracts and papers, grant proposals, dissertations etc.) • Academic study skills: reading (note taking, selecting key points, referencing, avoiding plagiarism etc.) and writing (writing stages and strategies, register, style, accuracy etc.)	Lecturing; interactive teaching	
Week 5 – English for Academic Purposes (III) • Focus on general or specific academic purposes? • From study skills to academic socialization to academic literacies • Pedagogy and/or ideology in EAP	Lecturing; interactive teaching	
Week 6 – ESP for the humanities and social sciences • Origins and development of ESP • ESP for the humanities and social sciences • Acquiring/Expanding knowledge on specialist discourse (‘etnography’, genre analysis, corpus analysis)	Lecturing; interactive teaching	

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

Week 7 – Needs analysis • History of the concept • Towards a broader notion of needs analysis: "target situation analysis" (tasks to be achieved), "present situation analysis" (current level of language proficency), "learner factor analysis" (motivation, special needs etc.), "teaching context analysis" • Needs analysis in ESP for the humanities and social sciences; collecting needs data (questionnaires, analyses of authentic texts, observations, structured interviews etc.)	Lecturing; interactive teaching	
Week 8 – Learning theories, language teaching methods and ESP teaching approaches • Overview of learning theories (behaviourism, transformational-generativism, cognitivism, constructivism, the sociocultural approach) and of the language teaching methods they inspired (the audio-lingual method, information-processing approaches, communicative language teaching, scaffolding and task-based learning) • Approaches emphasized in ESP teaching ("inductive learning, process syllabuses, […] use of authentic materials and tasks, integration of teaching and technology and team teaching") • Fostering learner motivation and autonomy	Lecturing; interactive teaching	
Week 9 – Designing ESP syllabi for the humanities and social sciences • Types of syllabi (structural, functional, notional, topical, situational, skills-based, task-based, content-based) • Rationale behind syllabus taxonomy (views of the nature of language and learning; e.g. focus on itemized language vs. holistic focus on the learning process (product/process-oriented types), etc.) • Integrating syllabi	Lecturing; interactive teaching	
Week 10 – Desingning ESP courses for the humanities and social sciences (I) • Main objectives in teaching ESP (to teach subject-specific language use, to develop relevant skills and competencies, to highlight "underlying competencies" (background knowledge of target field of study), to develop "strategic competence") • 'Wide angled' and 'narrow angled' ESP course design	Lecturing; interactive teaching	

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

Week 11 – Desingning ESP courses for the humanities and social sciences (II) • Evaluating published materials • Materials design (defining objectives; selecting/adapting/creating materials, adjusting materials based on student feedback; use of authentic and/or non-authentic texts)	Lecturing; interactive teaching	
Week 12 – Information technology in ESP for the humanities and social sciences • E-learning, computer-supported collaborative learning (blogs, wikis, etc), blended learning • IT in ESP classes: creation/teaching of online courses, specialised corpora for the study of academic/professional genres and specialised terminolgy, using IT to foster learner autonomy and collaborative learning etc.	Lecturing; interactive teaching	
Week 13 – Assessment in ESP • Student assessment (placement tests, achievement tests, proficency tests) • Constructing an ESP test (specificity of ESP testing, criteria, the "washback effect") • Course evaluation • Relevance of the Common European Framework of Reference for Languages (CERF) and of the European Language Portfolio (ELP) for ESP testing	Lecturing; interactive teaching	
Week 14 – The students' symposium: all MA students are expected to participate in a "students' symposium"; each student will present a 15-minute paper on an ESP topic of his/her choice; the students will be prepared to answer questions from an audience consisting of fellow students, teachers and invited guests. A roundtable discussion will serve to wrap-up the course.		

Bibliography:

Arno Macia, Elisabet et al., eds. (2006), *Information Technology in Languages for Specific Purposes. Issues and Prospects*, Springer: New York

Bailey, Stephen (2006), *Academic Writing. A Handbook for International Students*, Routledge: London, New York

Basturkmen, Helen (2010), *Developing Courses in English for Specific Purposes*, London: Palgrave Macmillan

Basturkmen, Helen (2006), *Ideas and Options in English for Specific Purposes*, New Jersey: Lawrence Erlbaum Associates

Benesch, Sarah (2001), *Critical English for Academic Purposes: Theory, Politics and Practice*, Lawrence Erlbaum Associates: Mahwah, London

Cottrell, Stella (2005), *Critical Thinking Skills. Developing Effective Analysis and Argument*, Palgrave Macmillan: Basingstoke, New York

Creme, Phyllis, M. R. Lea (2003, 2nd edition), *Writing at University. A Guide for Students*, Open University Press: Philadelphia

Hutchinson, Tom & Alan Waters (1991 [1987]), *English for Specific Purposes: A learning-centred approach*, Cambridge: Cambridge University Press

Hyland, Ken (2006), *English for Academic Purposes: An advanced resource book*, London: Routledge

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

Johnson, Marysia (2004), *A Philosophy of Second Language Acquisition*, Yale University Press: New York London Lowes, Ricky et al. (2004), *The International Student's Guide. Studying in English at University*, Sage Publications: London

Murray, Garold et al., eds. (2011), *Identity, Motivation and Autonomy in Language Learning*, Multilingual Matters: Bristol, Buffalo

Ruiz-Garrido, Miguel F. et al., eds. (2010), *English for Professional and Academic Purposes*, Amsterdam: Rodopi

Stryker, Stephen, B. L. Leaver, eds., (1997), *Content-based Instruction. Foreign Language Education: Models and Methods*, Georgetown University Press: Washington

8.2 Seminars	Teaching methods	Remarks
Week 1 – Developing critical thinking skills (I) *Reading assignment for seminar discussion and practice:* Cottrell, Stella (2005), *Critical Thinking Skills. Developing Effective Analysis and Argument*, Palgrave Macmillan: Basingstoke, New York, chapters: 2,3,5 *(group presentations of key points in the assigned chapters, followed by practice on identifying and building up arguments)*	- heuristic conversation - pair/group work - guided practice - problem-solving - learning by inquiry - independent learning	
Week 2 – Developing critical thinking skills (II) *Reading assignment for seminar discussion and practice:* Cottrell, Stella (2005), *Critical Thinking Skills. Developing Effective Analysis and Argument*, Palgrave Macmillan: Basingstoke, New York, chapters: 6-8 *(group presentations of key points in the assigned chapters, followed by practice)*	- heuristic conversation - pair/group work - guided practice - problem-solving - learning by inquiry - independent learning	
Week 3 – English for Academic Purposes (I) *Reading assignment for seminar discussion:* Lowes, Ricky et al. (2004), *The International Student's Guide. Studying in English at University*, Sage Publications: London, pp 40-64, 91-115 *(the students will compare/contrast their own experience with spoken academic genres with that described in the reading assignment and will evaluate the effectiveness of the strategies for improvement recommended by Lowes et al.)*	- heuristic conversation - pair/group work - guided practice - problem-solving - learning by inquiry - independent learning	
Week 4 – English for Academic Purposes (II) *Seminar discussion. Case study: "English for Thesis Writing"* in Basturkmen, Helen (2010), *Developing Courses in English for Specific Purposes*, London: Palgrave Macmillan, pp 122-136	- heuristic conversation - pair/group work - guided practice - problem-solving - learning by inquiry - independent learning	

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

Week 5 – English for Academic Purposes (III) *Reading assignment for seminar discussion:* Hyland, Ken (2006), *English for Academic Purposes: An advanced resource book*, London: Routledge, pp 109-124 Benesch, Sarah (2001), *Critical English for Academic Purposes: Theory, Politics and Practice*, Lawrence Erlbaum Associates: Mahwah, London, pp 34-45	- heuristic conversation - pair/group work - guided practice - problem-solving - learning by inquiry - independent learning	
Week 6 – ESP for the humanities and social sciences *Seminar assignment: each student will observe an ESP class for the humanities and social sciences at UBB, then will interview the teacher on his/her method for investigating specialist discourse; the students report and discuss their findings in class*	- heuristic conversation - pair/group work - guided practice - problem-solving - learning by inquiry - independent learning	
Week 7 – Needs analysis *Seminar assignment: each student will visit one language center in Cluj and will inquire about the manner in which needs analyses are conducted; the students report and discuss their findings in class*	- heuristic conversation - pair/group work - guided practice - problem-solving - learning by inquiry - independent learning	
Week 8 – Learning theories, language teaching methods and ESP teaching approaches *Reading assignment for seminar discussion:* *"Natural Talent, Natural Acquisition and Abroad: Learner Attributions of Agency in Language Learning",* in Murray, Garold et al., eds. (2011), *Identity, Motivation and Autonomy in Language Learning*, Multilingual Matters: Bristol, Buffalo, pp 160-176 *"Beliefs, Identity and Motivation in Implementing Autonomy: The Teacher's Perspective",* in Murray, Garold et al., eds. (2011), *Identity, Motivation and Autonomy in Language Learning*, Multilingual Matters: Bristol, Buffalo, pp 125-145	- heuristic conversation - pair/group work - guided practice - problem-solving - learning by inquiry - independent learning	
Week 9 – Designing ESP syllabi for the humanities and social sciences *Seminar discussion. Case study: "Content-based Instruction in French for Journalism Students at Ohio University",* in Stryker, Stephen, B. L. Leaver, eds., (1997), *Content-based Instruction. Foreign Language Education: Models and Methods*, Georgetown University Press: Washington, pp 118-140	- heuristic conversation - pair/group work - guided practice - problem-solving - learning by inquiry - independent learning	

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

Week 10 – Designing ESP courses for the humanities and social sciences (I) *Seminar assignment: the students will survey the ESP syllabi for the humanities and social sciences (to be found on the site of the Faculty of Letters) examining objectives and the envisaged scope of the courses; the students report and discuss their findings in class*	- heuristic conversation - pair/group work - guided practice - problem-solving - learning by inquiry - independent learning	
Week 11 – Designing ESP courses for the humanities and social sciences (II) *Seminar assignment: each student will observe an ESP class for the humanities and social sciences at UBB and evaluate the materials used in class in terms of relevance for target audience, purpose (language points, skills, tasks, content etc.), underlying theory/ies of learning etc.; the students report and discuss their findings in class*	- heuristic conversation - pair/group work - guided practice - problem-solving - learning by inquiry - independent learning	
Week 12 – Information technology in ESP for the humanities and social sciences *Seminar assignment (group work): the students will investigate the usefulness of wikis in ESP/EAP courses by surveying the wikis of DLSS faculty and asking questions from the respective teachers and/or their students; the students will then report and discuss their findings in class*	- heuristic conversation - pair/group work - guided practice - problem-solving - learning by inquiry - independent learning	
Week 13 – Assessment in ESP *Reading assignment for seminar discussion:* Hutchinson, Tom & Alan Waters (1991 [1987]), *English for Specific Purposes: A learning-centred approach*, Cambridge: Cambridge University Press, pp 144-157	- heuristic conversation - pair/group work - guided practice - problem-solving - learning by inquiry - independent learning	
Week 14 – The students' symposium: all students are expected to participate in a "students' symposium"; each student will present a 15-minute paper on an ESP topic of his/her choice; the students will be prepared to answer questions from an audience consisting of fellow students, teachers and invited guests. A roundtable discussion will serve to wrap-up the course.		

Bibliography:

Arno Macia, Elisabet et al., eds. (2006), *Information Technology in Languages for Specific Purposes. Issues and Prospects*, Springer: New York

Bailey, Stephen (2006), *Academic Writing. A Handbook for International Students*, Routledge: London, New York

Basturkmen, Helen (2010), *Developing Courses in English for Specific Purposes*, London: Palgrave Macmillan

Basturkmen, Helen (2006), *Ideas and Options in English for Specific Purposes*, New Jersey: Lawrence Erlbaum Associates

Benesch, Sarah (2001), *Critical English for Academic Purposes: Theory, Politics and Practice*, Lawrence Erlbaum Associates: Mahwah, London

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

Cottrell, Stella (2005), *Critical Thinking Skills. Developing Effective Analysis and Argument*, Palgrave Macmillan: Basingstoke, New York
Creme, Phyllis, M. R. Lea (2003, 2nd edition), *Writing at University. A Guide for Students*, Open University Press: Philadelphia
Hutchinson, Tom & Alan Waters (1991 [1987]), *English for Specific Purposes: A learning-centred approach*, Cambridge: Cambridge University Press
Hyland, Ken (2006), *English for Academic Purposes: An advanced resource book*, London: Routledge
Johnson, Marysia (2004), *A Philosophy of Second Language Acquisition*, Yale University Press: New York London Lowes, Ricky et al. (2004), *The International Student's Guide. Studying in English at University*, Sage Publications: London
Murray, Garold et al., eds. (2011), *Identity, Motivation and Autonomy in Language Learning*, Multilingual Matters: Bristol, Buffalo
Ruiz-Garrido, Miguel F. et al., eds. (2010), *English for Professional and Academic Purposes*, Amsterdam: Rodopi
Stryker, Stephen, B. L. Leaver, eds., (1997), *Content-based Instruction. Foreign Language Education: Models and Methods*, Georgetown University Press: Washington

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 content of the teaching activity can develop those skills and competences that are specific to academic learning and research activities, in the context of higher education internationalization.

10. Assessment (examination)

Type of activity	10.1 Assessment criteria	10.2 Assessment methods	10.3 Weight in the final grade
10.4 Lecture	•	*Student assessment:* • **10% of final grade**: seminar attendance (*weekly count*) • **50% of final grade**: ongoing assessment of coursework (*informed and active class participation, completion of seminar assignments*) • **40% of final grade**: presentation made at the students' symposium (*to be assessed for organization, consistency, quality of*	

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

		evidence, documentation (use and proper acknowledgement of relevant sources), critical treatment of sources, appropriate register and style).	
10.5 Seminar	•		

10.6 Basic performance standard

Students will know how to
- recognize the contexts and ways of written and oral communication in English in the context of graduate studies and extended professional community (national and international);
- organize the writing process and develop a scientific text by following models and using the appropriate academic English conventions;
- use the standard academic / professional community criteria to assess the quality of written and oral academic communication products in English;
- elaborate written works and original oral presentations that use the principles and techniques of editing established in the academic environment, with emphasis on the specific genres in the field of specialization;
- perform individual work tasks in contexts of autonomy and independence;
- plan, monitor and self-assess their intellectual work.

Organizational details, exceptional situation management:
•

Date 20.03.2022	Course tutor's signature	Seminar / Practical course tutor's signature
Date of department endorsement 25.03.2022	Head of department's signature	
Date of Dean's endorsement	Signature of the vice-Dean in charge	Faculty stamp

ROMÂNIA MINISTERUL EDUCAȚIEI NAȚIONALE UNIVERSITATEA BABEȘ-BOLYAI DIN CLUJ-NAPOCA DECANAT FACULTATEA DE LITERE