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
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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)	MA
1.6 Study program/Qualification	MA

2. Information about the subject

2.1 Course title/Code		LMU 1207 - Communication practices for specific purposes (in English)						
2.2 Course tutor		Lecturer Camelia-Daniela Teglas, PhD						
2.3 Seminar tutor		Lecturer Camelia-Daniela Teglas, PhD						
2.4 Year of study	I	2.5 Semester	2	2.6 Type of assessment	PA	2.7 Course status	Contents	DA
							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 manual/recommended reading/personal notes					30
Additional research in the library, by accessing scientific databases, or during field work					40
Preparation for seminars/laboratory classes, essays, portfolios and reports					10
Tutoring					20
Assessment (examinations)					10
Other activities maintenance and administration of e-learning platform					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	• Video 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	• Video 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	C1.1. 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, monitoring and 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 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	Students will be able to 1. use in-depth knowledge to think critically with and about technology; 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 multimodal oral presentations help develop skills such as persuasion, creative expression, and critical thinking; 3. transfer the concepts / principles / methods learned in the activities of critical

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	reception of the multimodal communication and content (text, image, video) to its creation/production; emphasis is on the preparation stages of a multimodal product (oral presentation): planning, drafting, review and final form, presenting and developing ideas, structure of the oral communication (global and local), efficient verbal and non-verbal 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 multimodal communication practices: information, content creation, problem-solving and on the ways oral communication connects students, teachers, professionals, and community members while encouraging collaboration; 5. create original oral presentations 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, presented in a reflective/learning journal; 7. participate in pair and teamwork projects, focusing on team roles and by using verbal and non-verbal communication and visual tools to enhance communication; final product: multimodal oral presentation; 8. diagnose main aspects of continuous learning/training, monitoring and reflecting on the effective use of multimodal communication tools for intellectual work and learning resources / techniques / strategies in English.

8. Contents

8.1 Lectures	Teaching methods	Remarks
1. Introduction to communication practices for specific purposes	Lecturing; interactive teaching	
2. Communication types and contexts	Lecturing; interactive teaching	
3. Developing communication skills	Lecturing; interactive teaching	
4. Intrapersonal communication and interpersonal (face-to-face) communication	Lecturing; interactive teaching	
5. Verbal and Non-verbal communication	Lecturing; interactive teaching	
6. The importance of listening in communication	Lecturing; interactive teaching	
7. Communicating effectively in groups	Lecturing; interactive teaching	
8. Communicating in organizations and institutions	Lecturing; interactive teaching	
9. Intercultural communication in the age of globalization	Lecturing; interactive teaching	
10. Public Speaking. Preparing and researching presentations	Lecturing; interactive teaching	
11. Organizing and writing presentations	Lecturing; interactive teaching	
12. Organizing and writing presentations	Lecturing; interactive teaching	
13. Delivering presentations	Lecturing; interactive teaching	
14. Conclusions. Review	Lecturing; interactive teaching	

Bibliography

1. Cahn Dudley, D. (2013). Managing Conflict through Communication. Boston, Columbus, Ohio, New York: Pearson Education.
2. Cialdini, R., B. (2011). Influence: The Psychology of Persuasion. New York: Harper Collins Publishers.
3. Davis, Martha and Kaaron Davis and Marion M. Dunagan. (2012). Scientific Papers and Presentations. 3rd ed. London, Waltham, San Diego: Academic Press, Elsevier.
4. Fernyhough, C. (2017). The Voices within: the History and Science of How We Talk to Ourselves. London: Profile Books: Welcome Collection.
5. Hargie, O. (editor). (2006). The Handbook of Communication Skills. London, New York: Routledge.
6. Hartley, P. (1993). Interpersonal communication. New York: Routledge.
7. Hybels, S. (2001). Communicating effectively. 6th ed. Boston: McGraw-Hill.
8. Pease, Alan and Barbara Pease (2005). The Definitive Book of Body Language. London: Orion Books Ltd.
9. Jandt, F. E. (2010). An Introduction to Intercultural Communication: Identities in a Global Community. Los Angeles: Sage.
10. Mulholland, J. (1991). The Language of Negotiation: A Handbook of Practical Strategies for Improving Communication. New York: Routledge.

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11. O' Hair, Dan and Mary Wiemann. (2017) Real Communication: An Introduction. 4th edition. Bedford/ St. Martin's.
12. Pincus, M. (2006). Boost Your Presentation IQ. New York: McGraw-Hill.

8.2 Seminars	Teaching methods	Remarks
1. Communication practices for specific purposes - Introduction. Understanding how, why, where, and what we communicate. Assessing students' needs of communication Key words: *best practices, communication skills, critical factor, professional and personal success*	- heuristic conversation - pair/group work - guided practice - problem-solving - learning by inquiry - independent learning	
2. Characteristics of valuable communication in relation to the communication context. The ethics of communication Key words: *communication, real world, academic, professional, vocational, and social context*	- heuristic conversation - pair/group work - guided practice - problem-solving - learning by inquiry - independent learning	
3. Understanding personal communication skills. Perceiving ourselves and the others Key words: *competent communication, styles, culture, goals, effectiveness*	- heuristic conversation - pair/group work - guided practice - problem-solving - learning by inquiry - independent learning	
4. The communicator's internal use of language and thoughts. Developing face-to-face communication skills Key words: *verbal, non-verbal, listening, negotiation, problem-solving, decision-making, assertiveness*	- heuristic conversation - pair/group work - guided practice - problem-solving - learning by inquiry - independent learning	
5. Components of verbal communication. Language in context. Functions of language. The dangers of biased language Key words: *language, context, function, situation, meaning, abstract words* Non-verbal communication codes. Culture and non-verbal communication Key words: *non-verbal behaviour, gestures, body-movements, voice, eye contact, physical appearance*	- heuristic conversation -pair/group work - guided practice - problem-solving - learning by inquiry - independent learning	
6. The value of listening well Key words: *listening, goals, preferences, active, mindful, processing, attitudes*	- heuristic conversation - pair/group work - guided practice - problem-solving - independent learning	
7. Understanding group dynamics. Managing relations and roles in groups. Team work skills Key words: *group, dynamics, roles, individual differences, conflict management,* *decision-making, mediation*	- heuristic conversation - pair/group work - guided practice - problem-solving - learning by inquiry	
8. Workplace communication. The challenges of communication technology Key words: *relational contexts, training, negotiation, argumentation, persuasion,* *assertiveness, communication technology*	- heuristic conversation - pair/group work - guided practice - problem-solving - learning by inquiry - independent learning	

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9. Communicating effectively in a global context. Different cultural communication styles Key words: *cultural and social background, ethics, norms, globalization, event facilitation and curation*	- heuristic conversation - pair/group work - guided practice - problem-solving - learning by inquiry - independent learning	
10. The difference between conversation and public speaking. The general purpose of your speech. Target audience. Choosing and researching the topic. Taking responsibility for your speech Key words: *conversation, public speaking, audience, informative and persuasive speeches, research, ethical speaking, plagiarism*	- heuristic conversation - pair/group work - guided practice - problem-solving - learning by inquiry - independent learning	
11. Organizing your presentation. Using effective language. Crafting strong introduction and conclusion. Key words: *purpose, topic, vivid language, reinforcement, impact*	- heuristic conversation - pair/group work - guided practice - problem-solving - learning by inquiry - independent learning	
12. Organizing your presentation. Using visual tools. Key words:, *visual tools, Power Point, Prezi*	- heuristic conversation - pair/group work - guided practice - learning by inquiry - independent learning	
13. The delivery process. Anxiety management. Effective methods of delivery. Using visual tools. Practicing your speech Key words: *anxiety, manuscript, spontaneity, vocal delivery, visual tools, simulation, rehearsal*	- heuristic conversation - guided practice - learning by inquiry - independent learning	
14. Concluding discussions. How to evaluate an oral presentation. Personal reflection on the learning process and on the seminar topic, part of the evaluation portfolio. Key words: *evaluation, confidence, clarity, organization, originality*	- heuristic conversation - guided practice - learning by inquiry	
Bibliography 1. https://www.indeed.com 2. https://skillsyouneed.com 3. https://ted.com 4. https://thoughtco.com		

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

- language policies at the global and European level are trying to meet the increased needs of a labour market and internationalized scientific research, so foreign languages for academic study and for specific purposes are represented at the level of many academic centres in Romania (in vocational fields such as business, law, medicine, computer science, tourism, but also in lectures on scientific discourse in various fields - chemistry, physics, education, socio-human and communication sciences, etc.). See the departmental chairs and language centres in Bucharest, Timisoara, Iasi, Tirgu-Mures, Alba Iulia, Oradea etc from abroad (especially academic study skills and socio-professional communication), where all universities have specialized centres in the practical aspects of specialized discourse, playing an essential role in the formation of instructional and academic culture. For example: Harvard, Washington, North Carolina, Southampton, Dartmouth, Essex, Leeds, Graz, Central European University, etc.
- the teaching content develops the skills and abilities necessary for students' study and academic research skills under the conditions of the internationalization of the university education
- the content of the teaching covers the main practical aspects in which students can be expected to use English in their future profession.

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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	Personal reflection sheets on the learning process Participation to online discussion forum	20% 20%
10.5 Seminar	- Engagement in seminar activities; - Quality of answers and tasks; - Timeliness - Clarity, coherence, originality in creating and delivering the multimodal oral presentation	Individual project: Multimodal oral presentation based on students' current academic and professional interests	60%
10.6 Basic performance standard			
Students will know how to - recognize the contexts and ways of oral communication in English in the context of graduate studies and extended professional community (national and international); - organize and deliver a multimodal oral presentation by following models and using the appropriate academic English conventions; - use the standard academic / professional community criteria to assess the quality of oral academic communication products in English; - elaborate original oral presentations that use the principles and techniques 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 26.03.2022	Head of department's signature	
Date of Dean's endorsement	Signature of the vice-Dean in charge	Faculty stamp

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