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
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COURSE SYLLABUS

1. Information about the study program

1.1 University	Babeş-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		Code: LMU2107 Digital Tools for Social and Professional Communication (in English)						
2.2 Course tutor		Assoc. Prof. Cristina Felea, Ph.D.						
2.3 Seminar tutor		Assoc. Prof. Cristina Felea, Ph.D.						
2.4 Year of study	II	2.5 Semester	1	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	

5. Conditions (if necessary)

5.1. For delivering lectures	Computer lab; overhead projector; xerox; 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; xerox; 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 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 competencesacquired)

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 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 (digital story): 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 (digital stories) 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 digital communication and collaborative tools; final product: digital story; 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	Remarks
1 Communication in the digital age – Introduction and course objectives 1.1. From mass society to network society: classifications and terminology; 1.2. New media and the digital divide 1.3. Living in a digital culture; 1.4. Learning and working with the new media – competences and communities of practice in the academic and professional environment. 1.5. Types of computer mediated interaction Key words: mass society; network society; digital culture; digital competence; computer mediated communication;	Lecturing; interactive teaching	
2. A sociocultural perspective on digital literacy 2.1. Diversity of concepts of digital literacy; 2.2. On the strengths and usefulness of a sociocultural approach to understanding digital literacy as a plural phenomenon comprising many digital literacies; 2.3. Major concepts: participation, identity, credibility, confidentiality, intellectual ownership and property Key words: literacy, literacies, digital literacy; situated/ distributed social practice; enculturation; personal learning environment	Lecturing; interactive teaching	

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3. Rethinking reading: reading critically on the web 3.1. Decentering narratives and "neighbours of the mind": hypermedia and hypertext; 3.2. Representation, language, production, audience; 3.3. Reading on the web: the user and the designer experience; 3.4. Searching, selecting and evaluating digital resources; curating content on the web Key words: hypertext; readability & usability; active reading; critical reading; rhetorical analysis; multimodal content; reading habits;	Lecturing; interactive teaching	
4. Reading critically on the web: the multimodal approach to making meaning 4.1. Multimodal literacy: making meaning out of text, image, video 4.2. Visual literacy: explore how photography changes who we are, what we do, what we see, where we go, what we want and what we remember; 4.3. Infographics and data visualisation Key words: semiotic codes and conventions; image composition, image context; critical image reading; critical media literacy	Lecturing; interactive teaching	
5. Authorship on the web: Towards a culture of 'making and connecting' 5.1. Freedom and responsibility: Creativity, remix, the original and the derivative; 5.2. Issues of identity and representation; 5.3. Ethical issues Key words: creativity; original, remix culture; ethical issues; intellectual property on the web	Lecturing; interactive teaching	
6. Writing for the web: rhetorical contexts in social media (blogs, wikis, photo & video sharing, social networks); 6.1 Web 2.0, social media: challenges and opportunities 6.2 Sharing on the web: understanding virality; 6.3 Sharing and construction of identity and relationships; 6.4 Managing social media in personal and professional life; Key words: social media, Web 2.0, blogs, wikis, collaborative, sharing	Lecturing; interactive teaching	
7. Designing multimedia projects: Digital storytelling (DST) for social and professional purposes – Introduction 7.1 Project-based learning and digital storytelling to build professional and employability skills; 7.2 DST and research in humanities; 7.3 Social media and civic engagement through non-fiction stories; 7.4 Choosing topics and a communication strategy: audience, purpose and goals Key words: digital storytelling, project-based learning, teamwork, project management	Lecturing; interactive teaching	

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8. Designing multimedia projects: Digital storytelling for social and professional purposes – "Create to learn: trigger your creativity" 8.1 Narratives: the rhetorical situation (author, audience, text, context); 8.2 Consider your audience, purpose and goals to build a communication strategy; 8.3 Find information, organize & evaluate sources to create a coherent, high-impact multimedia message; 8.4 Create: get inspired by the work of others and your life experience; developing a story: selecting and narrowing the topic; 8.5 The interview route – using interviews to document your story 8.6 Traditional and electronic documenting sources; 8.7 Plagiarism and its discontents. Key words: narrative; rhetorical situation; project management; work and communication environment; collaborative project.	Lecturing; interactive teaching	
9. Designing multimedia projects: Digital storytelling for social and professional purposes – Drafting your script 9.1. Finding a story: common personal stories; using the power of communication to make a difference: stories for civic/social engagement; 9.2. Why and how to share your story on the social media: features of a great narrative; 9.3. Choosing a title for a digital story. Key words: narrative, storytelling, social media, story title	Lecturing; interactive teaching	
10. Designing multimedia projects: Digital storytelling for social and professional purposes – Choosing resources and the right tools 10.1 Managing resources; 10.2 Choosing images & image processing tools; copyright concerns; open resources; the remix route 10.3 Choosing audio/video production tools; 10.4 Dissemination tools. Key words: digital image and video management and processing;	Lecturing; interactive teaching	
11. Designing multimedia projects: Digital storytelling for social and professional purposes – the storyboard 11.1 Plot out the sequence of events: the storyboard 11.2 Digitizing resources; 11.3 Considering copyright ; Key words: storyboard, sequencing events; copyright	Lecturing; interactive teaching	
12. Designing multimedia projects: Digital storytelling for social and professional purposes – editing & sharing the story 12.1. Workshop: editing the story; 12.2. Sharing within social media; communities of practice Key words: story editing; workflow; video production; text, image and sound editing	Lecturing; interactive teaching	
13. Designing multimedia projects: Digital storytelling for social and professional purposes – sharing the story 13.1 Mock presentation 13. 2 Self and peer evaluation Key words: formative assessment; self-assessment; peer assessment;	Lecturing; interactive teaching	

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14. Wrap-up – Reflect on experience and plan for the future 14.1 Learning diaries and reflective learning; 14.2 Open up to research: Benefits and challenges of digital storytelling; Key words: Qualitative and quantitative analysis of group work	Lecturing; interactive teaching	

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8.2 Seminars	Teaching methods	Remarks

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1. Communication in the digital age – Introduction and course objectives 1.1. Discussion on pre-sessional needs analysis & self-assessment based on Digital Competence framework; 1.2. Introduction to course concepts; 1.3. Syllabus presentation and discussion of course objectives, requirements, organisation and evaluation; 1.4. Introduction to online learning and the online learning environment/tools: Facebook secret group, Edmodo platform; mobile phones; Google Drive; 1.5. Guided practice: learning journal "how-to": developing a personal learning environment; 1.6. Online activities: quizzes; weekly assignment (reading; note-taking)	- heuristic conversation - pair/group work - guided practice - problem-solving - learning by inquiry - independent learning	
2. Digital literacy – a sociocultural perspective 2.1. Old or new literacies? Establishing the benefits of adopting an expansive view of digital literacies and their significance for learning and working in various contexts; 2.2. Guided practice: identifying and integrating "new" literacies (information, media, digital, visual); 2.3. Pair work based on worksheets: create concept maps/cognitive organizers for major concepts; 2.4. Guided practice: drafting a personal development plan and its calendar, part of the learning journal; identification of formal and non-formal learning resources/opportunities; formulating the objectives of optimizing own learning and identifying ways of monitoring and self-evaluation; 2.5. Online activities: quizzes; weekly assignment (reading; note-taking) Personal reflection on the learning process and on the seminar topic, part of the learning journal.	- heuristic conversation - pair/group work - guided practice - problem-solving - learning by inquiry - independent learning	
3. Rethinking reading: reading critically on the web 3.1. Guided practice: identify and explain main features of hypermedia and hypertext; 3.2. Discussing the characteristics of various types of digital media genres based on a worksheet (conceptual map). 3.3. Guided practice: using grids to search for, select and evaluate digital content; 3.4. Online activities: quizzes; weekly assignment (reading; note-taking) Personal reflection on the learning process and on the seminar topic, part of the learning journal.	- heuristic conversation - pair/group work - guided practice - problem-solving - learning by inquiry - independent learning	

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4. Reading critically on the web: the multimodal approach to making meaning 4.1. Guided practice: Multimodal content - Using context and visual clues for understanding meaning; 4.2. Guided practice: applying quality criteria to the selection / evaluation of electronic resources by creating annotated lists; 4.3. Guided practice: applying different reading strategies based on specific task by creating image descriptions; 4.4. Pair work: Curating content on the web: sifting, sorting, arranging & publishing; curation tools 4.5. Online activities: quizzes; weekly assignment (curating content) Personal reflection on the learning process and on the seminar topic, part of the learning journal.	- heuristic conversation - pair/group work - guided practice - problem-solving - learning by inquiry - independent learning	
5. Authorship on the web: Towards a culture of 'making and connecting' 5.1. Heuristic conversation: Remix culture, "copy, cut & paste" and intellectual property; 5.2. Guided practice: Creative Commons license and using, sharing and publishing on the web; 5.3. Group work: Argue for/against: "All creative work is derivative" 5.4. Online activities: quizzes; weekly assignment (expressing opinion) Personal reflection on the learning process and on the seminar topic, part of the learning journal.	- heuristic conversation - pair/group work - guided practice - problem-solving - learning by inquiry - independent learning	
6. Writing for the web: rhetorical contexts in social media (blogs, wikis, photo & video sharing, social networks) 6.1. Heuristic conversation: defining and explaining Web 2.0, social media; identifying characteristic features & uses 6.2. Group work: managing Web 2.0 tools/social media in higher education and professional life. 6.3. Online activities: quizzes; weekly assignment (learning by inquiry) Personal reflection on the learning process and on the seminar topic, part of the learning journal.	- heuristic conversation - pair/group work - guided practice - problem-solving - learning by inquiry - independent learning	
7. Designing multimedia projects: Digital storytelling for social and professional purposes – Introduction 7.1. Heuristic conversation: digital storytelling for academic and professional purposes – creating DST to learn and research; 7.2. Group work: team building 101; choosing main theme; 7.3. Guided practice: formulating a project proposal; 7.1. Online activities: quizzes; weekly assignment (peer review of project proposals) Personal reflection on the learning process and on the seminar topic, part of the learning journal.	- heuristic conversation - pair/group work - guided practice - problem-solving - learning by inquiry - independent learning	

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8. Designing multimedia projects: Digital storytelling for social and professional purposes – "Create to learn: trigger your creativity" 8.1. Individual work: using brainstorming techniques (free writing, cognitive and graphic organizers) for approaching the theme/topic; documenting resources and examples of good practice; 8.2. Group work: sharing in own team and revising project proposal; 8.3. Group work: sharing project proposals with the other groups; peer review; 8.4. Guided practice: project management & work/communication environment; developing a monitoring and reflection sheet for project; 8.5. Online activities: quizzes; weekly assignment (final draft of project proposals; project stages and calendar) Personal reflection on the learning process and on the seminar topic, part of the learning journal.	- heuristic conversation - pair/group work - guided practice - problem-solving - learning by inquiry - independent learning	
9 Designing multimedia projects: Digital storytelling for social and professional purposes – Drafting your script 9.1. Guided practice: what makes a great narrative; stories in action; 9.2 Guided practice: identifying features of great narratives based on given set of criteria; 9.3 Guided practice for writing stories: conceptualize your story (narrow focus, point of view, voice, audience); 9.4 Online activities: quizzes; weekly assignment (posting first script draft; collecting image & video resources) Personal reflection on the learning process and on the seminar topic, part of the learning journal.	- heuristic conversation - pair/group work - guided practice - problem-solving - learning by inquiry - independent learning	
10. Designing multimedia projects: Digital storytelling for social and professional purposes – choosing resources and the right tools 10.1. Workshop: hands-on lab-based tutorial for processing image, sound and video resources; 10.2. Guided practice: remix; collage 10.3. Discussion on copyright/ownership issues; 10.4. Online activities: weekly assignment (final selection of multimedia content) Personal reflection on the learning process and on the seminar topic, part of the learning journal.	- heuristic conversation - pair/group work - guided practice - problem-solving - learning by inquiry - independent learning	
11. Designing multimedia projects: Digital storytelling for social and professional purposes – the storyboard 11.1. Group work guided practice: various types of storyboards; 11.2. Group work: plotting out the sequence of events; 11.3. Online activities: weekly assignment - digitize resources (scans, voice-over, etc.) and organize resources for editing process; Personal reflection on the learning process and on the seminar topic, part of the learning journal.	- heuristic conversation - pair/group work - guided practice - problem-solving - learning by inquiry - independent learning	

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12. Designing multimedia projects: Digital storytelling for social and professional purposes – editing & sharing the story 12.1. Workshop: editing the digital story: Creating voiceover; ordering images/video; adding titles, transitions, special effects, etc. 12.2. Online activities: weekly assignment – uploading digital stories to You Tube dedicated channel; Personal reflection on the learning process and on the seminar topic, part of the learning journal.	- heuristic conversation - pair/group work - guided practice - problem-solving - learning by inquiry - independent learning	
13. Designing multimedia projects: Digital storytelling for social and professional purposes – sharing the story 13.1. Mock presentation; 13.2. Group work: self and peer assessment 13.3. In-class and online discussion: What makes a good digital story? Personal reflection on the learning process and on the seminar topic, part of the learning journal.	- heuristic conversation - pair/group work - guided practice - problem-solving - learning by inquiry - independent learning	
14. Wrap-up – Reflect on your experience and plan for the future 14.1. Concluding discussion: what went well, what went wrong, what next; 14.2. Individual work: (re-)assess your digital skills; 14.3. Plans for the future: how to use digital tools to learn and develop professional skills. 14.4. Online activity: platform becomes an open educational resource.	- heuristic conversation - pair/group work - guided practice - problem-solving - learning by inquiry - independent learning	

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Books & Articles

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Online resources

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9. Validatingcourse contents based onthe expectations of epistemic communities, professional associations and of potential employers related to the field of study.

- competence policies at the global and European level are trying to meet the complex needs of an internationalized labour market, so foreign languages for specific purposes and digital/media literacy are increasingly a must in developing study programs at the level of many academic centres
  - in Romania (in vocational fields such as business, law, medicine, computer science, tourism, journalism, 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 (in terms of promoting information and communication literacy in higher education and in social and professional communities of practice), where most universities have specialized centres in the practical aspects of specialized discourse and offer open educational resources for improving new literacies for teaching and learning. For example: 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 content of the teaching covers some of the main practical aspects of digital and information literacy that allow students to become independent content creators;
- part of the course/seminar content has been researched and presented at national and international conferences

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	Learning journal Online participation	20% 20%
10.5 Seminar	- Engagement in seminar activities; - Quality of answers and tasks; - Timeliness - Digital story project: originality of content, organisation of information, language accuracy, and correct integration of references, students' ability to integrate Web 2.0 tools in their final products, with emphasis on the use of multimedia/multimodal elements	Digital storytelling project	60%
10.6 Basic performance standard			
Students will know how 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 a digital story by following models and using the appropriate academic			

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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-assess their intellectual work.
Organizational details, exceptional situation management: • Taking the exam is not conditioned by minimum attendance or practical work. 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 26.03.2022	Head of department's signature	
Date of Dean's endorsement	Signature of the vice-Dean in charge	Faculty stamp