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	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 4218 Academic Communication Techniques (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	I	2.5 Semester	2	2.6 Type of assessment	C	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	2	3.3 seminar/laboratory	1
3.4 Total number of hours in the curriculum	42	of which: 3.5 course	28	3.6 seminar/laboratory	14

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	10
Tutoring	12
Assessment (examinations)	10
Other activities: maintenance and administration of e-learning platform	20

3.7 Total hours for individual study	112	
3.8 Total hours per semester	154	
3.9 Number of credits	6	

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

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.

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5.2. For teaching seminars/laboratory classes	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.

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 competencesacquired)

7.1 General objective of the course	Students will be able to identify, define and describe the contexts and roles, the concepts, methods and discourse / language specific to 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/human sciences, and professional deontology. .
7.2 Specific objectives	Students will be able to 1. use in-depth knowledge to explain and interpret the various forms of written and oral communication in social/human sciences (specialized articles, scientific papers, research reports, prefaces and introductions to specialized books, specialist

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	book reviews - paper based and electronic support), the conventions specific scientific texts in the context of graduate studies (MA), of the extended professional community (national and international), and the recognition of plagiarism; 2. transfer of the concepts / principles / methods learned in the activities of reception of the spoken text (lecture, seminar, conference) and written (critical reading) in English, to the production of spoken and written texts; emphasis on the preparation stages of an oral presentation (seminar, conference) and written text (planning, drafting, review and final form), presenting and developing ideas, structure of the text (global and local), strategies for acquiring specialized vocabulary, efficient verbal communication (style), building of the scientific approach, avoiding plagiarism (quoting, summarising, paraphrasing); 3. use standard academic / professional community grids, with emphasis on the practice of international scientific publications in the field of social and humanistic sciences, to assess the quality of oral and written academic products in English; 4. create 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: scientific article, book review/presentation, annotated bibliography, conference presentation, etc. These products will be elaborated on the basis of the current research papers of the master students, focusing on certain sections of their dissertation; 5. carry out individual tasks based on writing models and teacher assistance, presented in an individual portfolio; 6. participate in pair and team work projects, focusing on familiarizing with the roles within the working team in the academic environment; final products: conference presentation on specialized topics; 7. diagnose 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, learning diary; integrating ICT tools specific to academic communication.

8. Contents

8.1 Lectures	Teaching methods	Remarks
1. Professional communication in the academic environment – Introduction and course objectives 1.1. The University and its role in the contemporary world; 1.2. Communication situations in the academic environment; 1.3. Students, teachers and researchers – communities of practice in the academic and professional environment. 1.4. Types of interaction in academic communication: lecture, seminar, laboratory and field practice.	Lecturing; interactive teaching	

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2. Learning and research – fundamental dimensions of academic activity: Learning 2.1. Managing your own learning under the conditions of continuous training 2.2. Formal and non-formal learning 2.3. Effective use of intellectual work tools and learning resources / techniques / strategies: partial reading: skimming and scanning, note-taking, documenting, cognitive organizers.	Lecturing; interactive teaching	
3. Learning and research – fundamental dimensions of academic activity: Research 3.1. On the quality of research 3.2. The rhetorical situation 3.3. Types of products in academic communication: general features 3.4. Professional ethics	Lecturing; interactive teaching	
4. Academic reading: techniques and strategies 4.1. Selecting and evaluating traditional and electronic resources; 4.2. Reading strategies: pre-reading; extensive reading; close reading; 4.3. Critical reading; 4.4. Reading of argumentative texts: logical fallacies.	Lecturing; interactive teaching	
5. Academic reading – techniques and strategies for developing general and specific academic vocabulary; 5.1. Using context and visual clues for understanding specialist terms; 5.2. General and specific vocabulary: frequency lists; 5.3. Using English scientific corpus	Lecturing; interactive teaching	
6. Spoken text comprehension - techniques and strategies (lectures, conferences) 6.1 Efficient listening 6.2 Active listening 6.3 Note-taking systems	Lecturing; interactive teaching	
7. Academic oral communication and interaction – techniques and strategies 7.1 Lectures and seminars 7.2 Academic oral presentations 7.3 Verbalizing data	Lecturing; interactive teaching	
8. Academic writing: Introduction and main steps 8.1 The rhetorical situation (author, audience, text, context); 8.2 Types of academic writing: main features; 8.3 Writing process: brainstorming, planning, drafting, revision, rewriting and final revision; 8.4 Developing a research question: selecting and narrowing the research topic; 8.5 Research models; 8.6 Traditional and electronic documenting sources; 8.7 Plagiarism and its discontents.	Lecturing; interactive teaching	
9. Academic writing: Organising text and academic style 9.1. Organising text (ordering ideas); 9.2. Developing ideas (description, illustration, exemplification, definition, comparison and contrast, analogy, classification, cause-effect, etc); 9.3. Text global structure (introduction, body, end, transitions; paragraphs); 9.4. Text local structure (simple, compound and complex sentences; style); 9.5. Efficient style; 9.6. Logical discourse; 9.7. Concise and clear style; 9.8 Specialist terms; 9.9 Choosing titles for an academic paper.	Lecturing; interactive teaching	

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10. Academic writing norms (1)- Academic integrity 10.1 Organising information; 10.2 References: finding and evaluating traditional, electronic and Internet-based bibliographical sources; 10.3 Avoiding plagiarism: citing, summarising, and paraphrasing; 10.4 APA style for references.	Lecturing; interactive teaching	
11. Academic writing norms (2) 11.1 Research design; 11.2 Presenting and interpreting quantitative data; 11.3 Presenting and interpreting qualitative data	Lecturing; interactive teaching	
12. Academic writing: grammar accuracy; spelling and punctuation 12.1. Academic grammar for ESL students; 12.2. The role and importance of spelling and punctuation in scientific writing; 12.3. Punctuation marks; 12.4. Proofreading.	Lecturing; interactive teaching	
13. Academic writing: Finishing and oral presentation 13. 1 Writing a paper in Word 13. 2 Use italics and capitals 13. 3 Sign and graphic conventions 13. 4 The mirror of the page 13. 5 Numbering chapters, subchapters and sections 13. 6 Tables and figures 13. 7 Glossary, annexes, bibliographic list 13.8 What makes a good oral presentation?	Lecturing; interactive teaching	
14. National and international professional communication 14.1 Scientific publications 14.2 Conferences 14.3 Professional associations, organizations and communities of practice	Lecturing; interactive teaching	

Bibliography

Books

1. American Psychological Association. (2009). Publication Manual of the American Psychological Association (ediția a VI-a) Washington, DC: American Psychological Association.
2. Cotrell, Stella. (2008). *Study Skills Handbook*, 3d edition. Houndmills: Palgrave.
3. Cottrell, Stella (2005). *Critical Thinking Skills. Developing Effective Analysis and Argument.* Basingstoke, New York: Palgrave Macmillan.
4. Creme, Phyllis, M. R. Lea (1997/2003). *Writing at University. A Guide for Students*. Philadelphia: Open University Press.
5. Hartley, James (2008). Academic writing and publishing, a practical guide. London: Routledge.
6. Johnson, William A., [et al.]. (1998/2002). The Sociology Student Writer's Manual, 3rd edition. New Jersey: Pearson Education.
7. Lowes, Ricky, H. Peters, M. Turner (2004). *The International Student's Guide. Studying in English at University*, Sage Publications: London
8. Swales, John, Feak, Christine (2001, 2009) Academic Writing For Graduate Students. Ann Arbor: University of Michigan Press. PDF version.

Online resources

1. Brimley Norris, Carolyn (2012). Academic Writing in English. University of Helsinki. Retrieved at http://www.helsinki.fi/kksc/language.services/AcadWrit.pdf
2. Center for Excellence in Teaching and Learning: LearnHigher Resources for Students created by the Universities of Brunel, Bradford and Leeds. http://www.learnhigher.ac.uk/learning-at-university/
3. Felea, Cristina (2011/2018). Platforma de management al cursului și materialele de studiu create pentru curs. Disponibile la URL: https://new.edmodo.com/groups/ma-academic-communication-strategies-26761321
4. Finnish Virtual University Academic Writing in English
5. Gillett, Andy. Using English for Academic Purposes – Guide for Students http://www.uefap.com/
6. University of Toronto Advice on Academic Writing

8.2 Seminars	Teaching methods	Remarks

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1. Professional Communication in the Academic Environment - Introduction 1.1. Guided practice: Recognising the communication situation, the social profiles of the actors of the academic environment based on a criteria grid. 1.2. Guided practice: seminar participation handout. Personal reflections on career choices, part of the personal portfolio	- heuristic conversation - pair/group work - guided practice - problem-solving - learning by inquiry - independent learning	
2. Managing your own learning 2.1. Drafting a personal development plan and its calendar, part of the personal portfolio 2.2. Guided practice: using a learning style sheet and the assessment of the personal learning profile, with the identification of formal and non-formal learning resources, part of the personal portfolio 2.3. Guided practice: formulating the objectives of optimizing own learning and identifying ways of monitoring and self-evaluation, part of the evaluation portfolio 2.4. Guided practice based on worksheets: quick reading, reading sheets, taking notes, documenting stages, cognitive organizers. Personal reflection on the learning process and on the seminar topic, part of the evaluation portfolio.	- heuristic conversation - pair/group work - guided practice - problem-solving - learning by inquiry - independent learning	
3. Research 3.1. Presenting and discussing the evaluation scale of social and humanistic research: rigor, originality, theoretical / applicative significance. 3.2. Discussing the characteristics of various types of scientific communication based on a worksheet (conceptual map). Personal reflection on the learning process and on the seminar topic, part of the evaluation portfolio.	- heuristic conversation - pair/group work - guided practice - problem-solving - learning by inquiry - independent learning	
4. Reading scientific texts: techniques and strategies 4.1. Guided practice: applying quality criteria to the selection / evaluation of traditional/electronic resources by creating an annotated bibliographical list, part of the evaluation portfolio; 4.2. Guided practice: applying different reading strategies based on specific task by creating reading notes, part of evaluation portfolio; 4.3. Guided practice: practicing critical reading skills of texts in the socio-human field (focusing on bibliography for dissertation), compiled in a multiple source matrix, part of the evaluation portfolio Personal reflection on the learning process and on the seminar topic, part of the evaluation portfolio.	- heuristic conversation - pair/group work - guided practice - problem-solving - learning by inquiry - independent learning	
5. Academic reading – techniques and strategies for developing general and specific academic vocabulary 5.1. Guided practice: recognizing and practicing quality criteria in the use of academic vocabulary by developing vocabulary strategies and the correct and regular use of general and specialist dictionaries, by creating vocabulary sheets of current reading selections; 5.2. Guided practice: use of frequency lists and on-line applications based on the linguistic corpus of the English language lexicon to create customized vocabulary lists, part of the learning portfolio; 5.3. Guided practice: use of online applications to create exercises aimed at consolidating the vocabulary from the vocabulary sheets, part of the evaluation portfolio. Personal reflection on the learning process and on the seminar topic, part of the evaluation portfolio.	- heuristic conversation - pair/group work - guided practice - problem-solving - learning by inquiry - independent learning	

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6. Spoken text comprehension - techniques and strategies (lectures, conferences) 6.1. Guided practice for developing listening skills and techniques based on cognitive organizers given in advance: lectures / conferences in social and human sciences; 6.2. Guided practice: practicing note-taking systems by creating presentation / summary of an audio resource (lecture / conference). Personal reflection on the learning process and on the seminar topic, part of the evaluation portfolio.	- heuristic conversation - pair/group work - guided practice - problem-solving - learning by inquiry - independent learning	
7.Academic oral communication and interaction – techniques and strategies 7.1. Guided practice: identifying and practicing oral expression specific to seminars; 7.2. Guided practice: developing a list of standard criteria for a quality academic presentation based on analyses of sample presentations; 7.3. Guided practice: verbalising data in oral presentations; 7.4. Guided practice: using online applications (Voicethread) to simulate debate on a social topic. Personal reflection on the learning process and on the seminar topic, part of the evaluation portfolio.	- heuristic conversation - pair/group work - guided practice - problem-solving - learning by inquiry - independent learning	
8. Academic writing: Introduction and main steps 8.1. Guided practice: identifying a variety of texts based on the communication situation elements 8.2. Developing a monitoring and reflection sheet on the writing process, part of the individual portfolio 8.3. Guided practice: Using brainstorming techniques (free writing, cognitive and graphic organizers) for choosing a topic (research question) and a format of a written scientific paper based on an assignment from a specialization course, part of the individual portfolio 8.4. Guided practice: creating a preliminary plan, part of the individual portfolio 8.5. Practice learning management: creating a writing calendar, part of the individual portfolio 8.6. Guided practice: creating a reading list for the chosen topic based on traditional and electronic documentation resources, part of the individual portfolio Personal reflection on the learning process and on the seminar topic, part of the evaluation portfolio.	- heuristic conversation - pair/group work - guided practice - problem-solving - learning by inquiry - independent learning	
9 Academic writing: Organising text and academic style 9.1. Guided practice: identifying ways to organize the text based on given criteria set; applying this to the chosen topic; 9.2 Guided practice: practicing brainstorming for first draft of written paper, part of the evaluation portfolio; 9.3 Guided practice: identifying features of academic style based on given set of criteria; 9.4 Guided practice for writing in academic style; 9.5 Practice translation exercises with emphasis on semi-technical and specialist vocabulary, part of the evaluation portfolio; Personal reflection on the learning process and on the seminar topic, part of the evaluation portfolio.	- heuristic conversation - pair/group work - guided practice - problem-solving - learning by inquiry - independent learning	

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10. Academic writing norms (1) – Academic integrity 10.1. Guided practice: identifying standard academic formats through quick reading exercises of specialized texts (scientific article, research report, sections of the dissertation paper) 10.2. Guided practice: finding and evaluating traditional, electronic and Internet-based bibliographical sources based on given set of criteria; 10.3. Guided practice for developing summarising and paraphrasing techniques with application on texts selected in 8.6, part of the evaluation portfolio; 10.4. Guided practice: building a bibliographical list in APA style, part of the evaluation portfolio. Personal reflection on the learning process and on the seminar topic, part of the evaluation portfolio.	- heuristic conversation - pair/group work - guided practice - problem-solving - learning by inquiry - independent learning	
11. Academic writing norms (2) 11.1. Presenting and discussing the research design; 11.2. Guided practice: drafting the summary/abstract and provisional conclusions of the research paper, part of the individual portfolio 11.3. Guided practice: identifying coherence and cohesion errors based on set criteria and by comparing to correct models; 11.4. Guided practice: use of the knowledge gained to review the first version in terms of global structure, part of the individual portfolio Personal reflection on the learning process and on the seminar topic, part of the evaluation portfolio.	- heuristic conversation - pair/group work - guided practice - problem-solving - learning by inquiry - independent learning	
12. Academic writing – grammar accuracy; spelling and punctuation 12.1. Guided practice for recognizing and practicing grammar, spelling and punctuation criteria, by using recommended writing guidelines; 12.2. Guided practice: revising the text of a personal paper. Personal reflection on the learning process and on the seminar topic, part of the evaluation portfolio.	- heuristic conversation - pair/group work - guided practice - problem-solving - learning by inquiry - independent learning	
13. Academic writing: Finishing 13.1. Guided practice: creating customised writing guidelines for peer and self-assessment of papers written within the specialised disciplines; 13.2. Guided practice: editing in Word according to APA style sheet. 13.3. Discussion: What makes a good oral presentation? Personal reflection on the learning process and on the seminar topic, part of the evaluation portfolio.	- heuristic conversation - pair/group work - guided practice - problem-solving - learning by inquiry - independent learning	
14. National and international professional communication 14.1. Concluding discussion: roles and interactions in the academic environment (publications and conferences); 14.2. Plans for the future: how to use online communities of practice and professional networks for professional development. Personal reflection on the learning process and on the seminar topic, part of the evaluation portfolio.	- heuristic conversation - pair/group work - guided practice - problem-solving - learning by inquiry - independent learning	

Bibliography
Online resources

1. Brimley Norris, Carolyn (2012). Academic Writing in English. University of Helsinki. Retrieved at http://www.helsinki.fi/kksc/language.services/AcadWrit.pdf
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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.

- language policies at the global and European level are trying to meet the increased needs of the 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 centers 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, Darmouth, 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.

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	A 1500-word research paper on topic from specialization Oral presentation of research paper	40% 20%
10.5 Seminar	- Engagement in seminar and online activities; - Quality of answers and tasks; - Timeliness	- Individual Portfolio: *personal reflection sheets* on the learning process (learning objectives, planning, calendar, self-assessment), *academic writing practice* (reading notes, summaries, conceptual maps, brainstorming activities, reference lists, grammar practice, discourse organizers, etc.); - Participation in online discussion forums and activities	20% 20%
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.			

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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 31.03.2022	Head of department's signature	
Date of Dean's endorsement	Signature of the vice-Dean in charge	Faculty stamp