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

Facultatea de Litere
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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		LMU5118 Language, context, region (in English)						
2.2 Course tutor		Andrada Fătu-Tutoveanu, PhD, Lecturer						
2.3 Seminar tutor		Andrada Fătu-Tutoveanu, PhD, Lecturer						
2.4 Year of study	II	2.5 Semester	3	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					30
Tutoring					6
Assessment (examinations)					6
Other activities					10
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	B1/B2 level of English

5. Conditions (if necessary)

5.1. For delivering lectures	• Laptop, overhead projector, internet connection, printer.
5.2. For teaching seminars/laboratory classes	• Laptop, overhead projector, internet connection, printer.

6. Acquired specific competences

Professional competences	C1 1 Identifying and understanding the sociocultural contexts and roles, the verbal and written communication conventions specific to the foreign language, in terms of reception (reading/listening), production (written/oral) and linguistic strategies. C1 2 Identifying and understanding the contexts and roles, as well as the concepts, methods and the discourse/language that are specific to the different professional communication contexts within the academic environment, focusing on the rhetorical situation, written and oral communication, the stages of the writing process, academic writing production from within the field of social

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	sciences/exact sciences/humanities, professional deontology and identifying plagiarism. C2 1 Interpreting the relation between an oral or written message and the context it belongs to, identifying argumentative and construction techniques of the scientific message in the foreign language, especially within the academic and the professional communication contexts. C2 2 Making use of basic knowledge to explain and interpret the various written communication methods in the field of social sciences/exact sciences/humanities (textbooks, specialized literature, scientific communications, research reports, forewords and introductions to specialized literature books, reviews of specialized literature books – written and electronic support), of the conventions writing these texts imply, as well as identifying plagiarism. C3 1 The transfer of acquired concepts/principles/methods in guided activities for written text reception (critical reading) and for production (writing) focusing on the stages of the writing process (planning, draft writing, reviewing and producing a final draft), presenting and developing text related ideas as well as textual structure (global and local), developing strategies to expand specialized vocabulary, efficient verbal communication (style of communication), building argumentation to the standards specific for the foreign language studied in the academic environment, making use of techniques to avoid plagiarism (using quotes, summarizing, paraphrasing). C4 1 Organizing debates, carrying out individual and group projects on topics from within the field of study. C4 2 Critical reception and production of verbal or written messages, specific to scientific communication at university level (project presentations, reports, reviews, communications, dissertations etc.) in the foreign language. Using information sources with discernment and scientific probity. C4 3 Using the standard criteria acknowledged by the academic/professional community, focusing on the ones practiced by the international scientific publications within the area of social sciences/exact sciences/humanities, with the purpose of evaluating the quality of the academic productions (oral and written) in the foreign language. C5 Elaborating written papers and original, oral presentations in the foreign language, with the purpose of applying the drafting principles and techniques which have been universally acknowledged within the academic environment, focusing on the main genres from within the specific field of study: essays (descriptive, comparative, argumentative etc.), research reports, scientific papers, book reviews/presentations, annotated bibliographies, conference presentations etc. This type of productions will be elaborated on the basis of the students' current needs from within their field of study.
Transversal competences	CT1 Completing individual tasks based on the writing models and with assistance from the teacher, materialized in the form of an individual portfolio. Applying the academic learning principles in the foreign language, fully governed by the principles of professional ethics. CT 2 Taking part in carrying out projects, as part of a pair or a team, focusing on becoming familiar with team roles in the academic working environment; the projects can take the form of presentations (conference presentations) on a topic specific to the field of study. CT3 Acknowledging the need for continuous development, focusing on consolidating and developing the basic knowledge related to the management of the individual learning process, regarding interindividual differences, specific to gender and culture, in processing information. The efficient use of certain intellectual operating tools and of learning resources/techniques/strategies: speed reading, reading sheets, taking notes, documentation, cognitive organizers. CT4 Acknowledging the need for continuous development focusing on using TIC tools to assist with personal and professional development management, by joining social media and professional networks, that support the development of the communication skills, specific for the foreign language.

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

Facultatea de Litere
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7.1 General objective of the course	• The students will be able to use the *English* language competently, at a B2 level, in their academic activity and in their future professional activity.
7.2 Specific objectives	• 1. Knowing and understanding thoroughly the contexts and roles, as well as the concepts, methods, the language/discourse specific to the different professional communication contexts in the academic environment in *English*, focusing on rhetoric, written and oral communication, the stages of the writing process and the products of academic writing, as well as on professional deontology. • 2. Using in-depth knowledge to explain and interpret the various types of written communication (types of scientific texts) and oral communication (scientific communications) as well as the conventions that govern the production of scientific texts in *English* in the context of BA studies and the extended professional community (both national and international). • 3. Transferring learning concepts/principles/methods in written text reception and in production, focusing on the stages of the writing process, organizing and developing ideas, text structure and the oral and written communication strategies specific to *English* specialized for the scientific discourse. • 4. Using the standard criteria acknowledged by the academic/professional community in order to assess the quality of academic productions both oral and written in *English* • 5. Elaborating written papers and original, oral presentations applying the principles and techniques which have been universally acknowledged within the academic environment, focusing on the main genres from within the specific field of study. • 6. Completing the individual tasks independently/autonomously. • 7. Taking part in carrying out projects, as part of a pair or a team, focusing on becoming familiar with team roles in the academic working environment. • 8. Managing the individual learning process, identifying the learning needs, monitoring and reflecting on using the intellectual work tools efficiently together with the traditional learning resources/techniques/strategies and the TIC tools.

8. Contents

8.1 Lectures	Teaching methods	Remarks
Week 1: Introductory session - Course description: Topics, reading materials, assessment requirements.	Interactive lecture.	
Week 2: Culture, Nation, Diversity. Re-imagining Cultural Identity and Reconfiguring (Multi)cultural Values in Contemporary Contexts.	Interactive lecture.	
Week 3: Multiculturalism, Regionalism and Globalization. Multilingualism and Multilingual Education. Cultural Identity in the Age of Globalization.	Interactive lecture.	
Week 4: Cultural Regionalism. Globalism and the New Regionalism. Regionalism, Cultural Diversity, Region and Context: Regional Identity in Question. Competitive Regionalism.	Interactive lecture.	
Week 6: Mixing Cultural Identities. Migration Issues. Hybridity and Multi-Layered Cultural Identities.	Interactive lecture.	
Week 7: Bilingualism/Multilingualism. Multilingual and Multicultural Spaces and	Interactive lecture.	
Implications. Linguistic Consciousness in a Multilingual Society. Language and Identity in Contemporary Europe.	Interactive lecture.	

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Week 8: Language Minority: Identity and Education. Linguistic Minorities in Multilingual Areas.	Interactive lecture.	
Week 9: Multilingual and Multicultural Communities: Conceptualising and Imagining Contemporary Communities.	Interactive lecture.	
Week 10: Advertising, Branding and Promoting Multiculturalism. Multiculturalism and the Media. Transcultural and Translingual Communication.	Interactive lecture.	
Week 11: National vs. Multicultural. The Matrix of National Identity: Conceptualising, Performing, Representing and Exhibiting National Identity vs. Nationalism. Transnationality Issues.	Interactive lecture.	
Week 12: Race and Multiculturalism: Policies and Practice.	Interactive lecture.	
Week 13: Ethnic Identity: Identity and Diversity. Globalization, Language and Ethnicity.	Interactive lecture.	
Week 14: Conclusions: Globalization, Identity, Multiculturalism and Multilingualism in the	Interactive lecture.	

Bibliography

Bianco, J. L. (2000). Multiliteracies and Multilingualism. *Multiliteracies. Literacy Learning and the Design of Social Futures*, 92-105; Cornia, G. A. (1999). *Globalism and the New Regionalism*. B. Hettne, A. Inotai, & O. Sunkel (Eds.). Macmillan Press.
Driedger, L. (1945). Multicultural Regionalism: Toward Understanding the Canadian West. *The Making of the Modern West: Western Canada since 1945*, 167-82; Fawcett, L., & Hurrell, A. (1995). *Regionalism in World Politics* (pp. 331-58). Oxford: Oxford University Press; Gubbins, P. P., & Holt, M. (Eds.). (2002). *Beyond Boundaries: Language and Identity in Contemporary Europe* (Vol. 122). Multilingual matters; Lecours, A. (2001). Regionalism, Cultural Diversity and the State in Spain. *Journal of Multilingual and Multicultural Development*, *22*(3), 210-226; Lopez-Aranguren, E. (1981). Linguistic Consciousness in a Multilingual Society: The Case of Spain. *Language Problems & Language Planning*, *5*(3), 264-278; Murphy, A. B. (1993). Linguistic regionalism and the social construction of space in Belgium. *International journal of the sociology of language*, *104*(1), 49-64; Paulston, C. B. (1994). *Linguistic Minorities in Multilingual Settings: Implications for Language Policies* (Vol. 4). John Benjamins Publishing; Sanders, H. (1996). Multiculturalism, Regionalism and Globalization: The Challenge to the World Trading System; Tucker, G. R. (1998). A Global Perspective on Multilingualism and Multilingual Education. *Multilingual Matters*, 3-15. Vogl, U. (2012). Multilingualism in a Standard Language Culture. *Hüning, Matthias; Vogl, Ulrike & Olivier Moliner (red.)(2012)*, 1-42; Yeoh, B. S. (2005). The global cultural city? Spatial Imagineering and Politics in the (Multi) Cultural Marketplaces of South-east Asia. *Urban Studies*, *42*(5-6), 945-958.

8.2 Seminars	Teaching methods	Remarks
1. Multilingualism: Language and Identity in the Contemporary European Context. Introductory Debate.	Interactive class: - presentations - debates -pair/group work -text analysis	
2. Multiculturalism and Multilingualism. • Bianco, J. L. (2000). Multiliteracies and Multilingualism. *Multiliteracies. Literacy Learning and the Design of Social Futures*, 92-105.	Interactive class: - presentations - debates -pair/group work -text analysis	

Facultatea de Litere
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3. Regionalism, Multilingualism and Cultural Diversity in Spain. • Lopez-Aranguren, E. (1981). Linguistic Consciousness in a Multilingual Society: The Case of Spain. *Language Problems & Language Planning*, *5*(3), 264-278.	Interactive class: - presentations - debates -pair/group work -text analysis	
4. Regional Identities and Linguistic Minorities. • Lecours, A. (2001). Regionalism, Cultural Diversity and the State in Spain. *Journal of Multilingual and Multicultural Development*, *22*(3), 210-226.	Interactive class: - presentations - debates -pair/group work -text analysis	
5. Students' projects.	Students' presentations of their projects on the topics covered in class. Debate. Pair/group work.	
6. Linguistic Regionalism and Multilingual Contexts in Belgium. • Murphy, A. B. (1993). Linguistic regionalism and the social construction of space in Belgium. *International journal of the sociology of language*, *104*(1), 49-64.	Interactive class: - presentations - debates -pair/group work -text analysis	
7. Students' projects.	Students' presentations of their projects on the topics covered in class. Debate. Pair/group work.	
8. Multiculturalism, Multilingualism and the Media. Promoting Positive Multicultural • Stern, B. B. (1999). Gender and multicultural issues in advertising: Stages on the research highway. Journal of Advertising, 28(1), 1-9.	Interactive class: - presentations - debates -pair/group work -text analysis	
9. Students' projects.	Students' presentations of their projects on the topics covered in class. Debate. Pair/group work.	

Facultatea de Litere
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10. Immigrants Integration and Construction of New Social Identities in Canada. • Driedger, L. (1945). Multicultural Regionalism: Toward Understanding the Canadian West. The Making of the Modern West: Western Canada since 1945, 167-82.	Interactive class: - presentations - debates -pair/group work -text analysis	
11. Students' projects.	Students' presentations of their projects on the topics covered in class. Debate. Pair/group work.	
12. Globalised and Multicultural Urban Culture and Tourism. Case Studies: London and New York. • B. S. Yeoh (2005). The global cultural city? Spatial imagineering and politics in the (multi) cultural marketplaces of South-east Asia. Urban Studies, 42(5-6), 945-958.	Interactive class: - presentations - debates -pair/group work -text analysis	
13. Students' projects.	Students' presentations of their projects on the topics covered in class. Debate. Pair/group work.	
14. Conclusions. Revision. Concluding discussions. Students' feedback.	Debate Feedback form	

Bibliography

Bianco, J. L. (2000). Multiliteracies and Multilingualism. Multiliteracies. Literacy Learning and the Design of Social Futures, 92-105.
Driedger, L. (1945). Multicultural Regionalism: Toward Understanding the Canadian West. The Making of the Modern West: Western Canada since 1945, 167-82.
Lecours, A. (2001). Regionalism, Cultural Diversity and the State in Spain. Journal of Multilingual and Multicultural Development, 22(3), 210-226.
Lopez-Aranguren, E. (1981). Linguistic Consciousness in a Multilingual Society: The Case of Spain. Language Problems & Language Planning, 5(3), 264-278.
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9. Validating course contents based on the expectations of epistemic communities, professional associations and of potential employers related to the field of study.

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

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

The content of the teaching activity can develop those skills and competences that are specific to academic learning and

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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	• The quality of the answers and assigments. Structure, coherence, originality and time management.	Project/portfolio	60%
		Oral presentation on a topic discussed in class.	30%
10.5 Seminar	Class contribution	Attendance, presentations, participation, active engagement in debates, etc.	10%
10.6 Basic performance standard			
- The students will be able to use a complex conceptual and methodological tools, as well as to develop their skills to critically analyse and debate certain phenomena, critical thinking, as well as analysis and synthesis skills. - The students will be able to better understand a set of cultural, social, linguistic and political phenomena in the contemporary society related to the topic studied, as well as to decode a series of images and media representations associated with them. - The students will be able to use English to express and formulate arguments in debates and text analyses, discussions as well as to give oral presentations, using a set of specialized concepts in this language.			
Organizational details, exceptional situation management: • Academic dishonesty – plagiarism, cheating, fabrication or multiple submission – will not be tolerated. Punishment will be in accordance with the department's rules.			

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