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 5218 Cultural affiliation in a multi-ethnic context (in English)						
2.2 Course tutor		Lucretia-Dorina Loghin, lecturer, Ph.D.						
2.3 Seminar tutor		Lucretia-Dorina Loghin, lecturer, Ph.D.						
2.4 Year of study	II	2.5 Semester	4	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	Minimum B2 language level

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 ICT 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)

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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 / Learning outcomes	• 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 ICT tools.

8. Contents

8.1 Lectures	Teaching methods	Observations
1. What is national identity? Can national identity be preserved in the present social, political, and economic context? Multiculturalism or cultural hybridity?	Practical interactive course, pair/group work, cooperative learning, heuristic conversation, debate, role play, exercises, research and discovery, problem-raising, combined learning activities, etc.	
2. The role of language in the process of national-cultural diversification Is English really the main lingua franca of the future? How does this evolution affect the users?	Practical interactive course, pair/group work, cooperative learning, heuristic conversation, debate, role play, exercises, research and discovery, problem-raising, combined learning activities, etc.	
3-4. The geographical context seen as a cultural melting pot Britain and its socio-cultural metamorphoses – the evolution of a multinational 'nation'is the process of ethnic homogenization regarded as benefic for the future UK? Voices from within. Causes and effects.	Practical interactive course, pair/group work, cooperative learning, heuristic conversation, debate, role play, exercises, research and discovery, problem-raising, combined learning activities, etc.	

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5-7. Staying upright: Samuel Selvon, the "Lonely Londoner" Samuel Selvon: *The Lonely Londoners* - the language aspect in the process of contextualization (the 'change of language': Standard English – Creole English) - the multicultural(ist) dimension of the new London novel: the no longer ignored truth about a changing London society. - Moses, the central character – significance of the name.	Practical interactive course, pair/group work, cooperative learning, heuristic conversation, debate, role play, exercises, research and discovery, problem-raising, combined learning activities, etc.	
8-10. The Indian-Pakistani factor Voices from the field of literature: - two writers, two similar outlooks: V.S. Naipaul : The call of the heart ("Conrad's Darkness and Mine"): Hanif Kureish: emotional vacillation: ("England", "Pakistan"): - the young generation outlook: - H. Kureishi ("My son, the Fanatic") - Gautam Malkani (*Londonstani*)	Practical interactive course, pair/group work, cooperative learning, heuristic conversation, debate, role play, exercises, research and discovery, problem-raising, combined learning activities, etc.	
11. Jamaica Kincaid: *A Small Place* - *us* vs. *you* - a people bereft of identity - a memory based on resentment - consequences of the forced writing of a nation's history.	Practical interactive course, pair/group work, cooperative learning, heuristic conversation, debate, role play, exercises, research and discovery, problem-raising, combined learning activities, etc.	
12-13. Graham Greene: *A Quiet American* - the British perspective over somebody else's war - the impossible value-based alliance between the British and the colonised native - inability to unerstand the national essence - the significance of the names Fowler, Phuong, Alden Pyle - the British (Fowler)-American (Pyle) war over the/a colony (Phuong)	Practical interactive course, pair/group work, cooperative learning, heuristic conversation, debate, role play, exercises, research and discovery, problem-raising, combined learning activities, etc.	
14. Final revision and final considerations.		

Bibliography

Anderson, Bridget. (2008). Migration, Accommodation, and Language Change. Language at the Intersection of Regional and Ethnic Identity. Palgrave, Macmillan.
Couktas, Amanda. (2003). Language and Context. Routledge, London.
Greene, Graham. (2004). The Quiet American. Penguin Classics Deluxe.
Halliday, M.A.C., Hasan, Ruqaiya. (1989). Language, Context, and Text: Aspects of Language in a Social-Semiotic perspective. Oxford University Press.
Kincaid, Jamaica. (2000). A Small Place. Farrar, Straus, and Giroux, NY.
Kureishi, Hanif. (2011). Collected Essays. Faber and Faber, London.
Malkani, Gautam. (2006). Londonstani. Penguin Books.
Naipaul ,V.S.. (2004). Literary Occasions – essays. Picador, London.
Selvon, Samuel. (2006). The Lonely Londoners. Penguin Classics.
Multiethnic Britain 2000+ - New Perspectives in Literature, Film and the Arts. (2008). Lars Eckstein, Barbara Korte, Eva, Ulrike Pirker and Christoph Reinfandt Eds. Editions Rodopi, B.V., Amsterdam.
Context and Appropriateness. (2007). Anita Fetzer, ed. John Benjamins Publishing Co.

8.2 Seminars	Teaching methods	Observations
1. The concepts of 'nation' and of 'identity' – a historical overview of the social perception of the two aspects.	interactive seminsr, pair/group work, cooperative learning, heuristic conversation, debate, role play, exercises, research and discovery, problem-raising, combined learning activities, etc.	

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2. The phenomenon of national diversification.	interactive seminsr, pair/group work, cooperative learning, heuristic conversation, debate, role play, exercises, research and discovery, problem-raising, combined learning activities, etc.	
3-4. Why has English become the language of the majority? Circumstances and favouring factors – a socio-psychological dimension.	interactive seminsr, pair/group work, cooperative learning, heuristic conversation, debate, role play, exercises, research and discovery, problem-raising, combined learning activities, etc.	
5-7**.** Selvon's fictional world: characters and their existential motivations reflected in the language they use	interactive seminsr, pair/group work, cooperative learning, heuristic conversation, debate, role play, exercises, research and discovery, problem-raising, combined learning activities, etc.	
8-10. An overview of V.S. Naipaul's and Hanif Kureish's major works.	interactive seminsr, pair/group work, cooperative learning, heuristic conversation, debate, role play, exercises, research and discovery, problem-raising, combined learning activities, etc.	
11-12. The concept of ' place' in some Anglo-Caribbean literary texts. Ramabai Espinet's (*The*) *Swinging Bridge*	interactive seminsr, pair/group work, cooperative learning, heuristic conversation, debate, role play, exercises, research and discovery, problem-raising, combined learning activities, etc.	
13-14. Estrangement and identity recovery in Greene's *A Quiet American.*	interactive seminsr, pair/group work, cooperative learning, heuristic conversation, debate, role play, exercises, research and discovery, problem-raising, combined learning activities, etc.	

Bibliography

Anderson, Bridget. (2008). Migration, Accommodation, and Language Change. Language at the Intersection of Regional and Ethnic Identity. Palgrave, Macmillan.
Couktas, Amanda. (2003). Language and Context. Routledge, London.
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Kincaid, Jamaica. (2000). A Small Place. Farrar, Straus, and Giroux, NY.
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Multiethnic Britain 2000+ - New Perspectives in Literature, Film and the Arts. (2008). Lars Eckstein, Barbara Korte, Eva, Smith, D., Anthony. (1991). *National Identity*, Penguin Books.
Tonkiss, Katherine. (2013). *Migration and Identity in a Post-national World.* Palgrave Mcmillan.
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Wodak, Ruth, de Cillia, Rudolf, Reisig. Martin l, Liebhart, Karin.(2009), *The Discursive Construction of National Identity*, Edimburgh University Press.

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

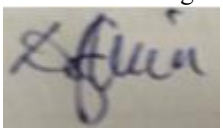
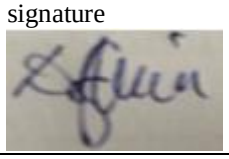
International and European language policies seek to address the growing needs of a labor and a scientifically internationalized research market, and as such, foreign languages for academic and specific purposes are represented throughout many university centers

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

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

10. Assessment (examination)

Type of activity	10.1 Assessment criteria	10.2 Assessment methods	10.3 Weight in the final grade
10.4 Lecture	course attendance weekly count ongoing assessment of coursework to be assessed for	Online (oral)	10%
10.5 Seminar	informed and active class participation, completion of seminar assignments (organization, consistency, quality of evidence, documentation (use and proper acknowledgement of relevant sources), critical treatment of sources, appropriate register and style.	written and oral	40% 50%
10.6 Basic performance standard			
Organizational details, exceptional situation management: •			

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

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