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

Facultatea de Litere
Str. Horea nr. 31
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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)	BA
1.6 Study program/Qualification	BA

2. Information about the subject

2.1 Course title/Code		Language, culture and society. Contemporary Britain/ LLJ2213/ HLX5:LLJ2215						
2.2 Course tutor		Reader Diana Cotrău						
2.3 Seminar tutor		Reader Diana Cotrău						
2.4 Year of study	II	2.5 Semester	2	2.6 Type of assessment	C	2.7 Course status	Contents	DC
							Mandatory	DA

3. Total estimated time (teaching hours per semester)

3.1 Number of hours per week	2	of which: 3.2 course	2	3.3 seminar/laboratory	
3.4 Total number of hours in the curriculum	28	of which: 3.5 course	28	3.6 seminar/laboratory	
Time distribution					Hours
Study based on textbook/course manual/recommended reading/personal notes					**20**
Additional research in the library, by accessing scientific databases, or during field work					**20**
Preparation for seminars/laboratory classes, essays, portfolios and reports					**18**
Tutoring					**6**
Assessment (examinations)					**6**
Other activities					
3.7 Total hours for individual study	**70**				
3.8 Total hours per semester	**98**				
3.9 Number of credits	**4**				

4. Prerequisites (if necessary)

4.1 Curriculum	
4.2 Skills	

5. Conditions (if necessary)

5.1. For delivering lectures	• Room with multimedia electronic devices, wifi connection.
5.2. For teaching seminars/laboratory classes	

6. Acquired specific competences

Professional competences	C1 Academic study skills, information transfer, problem-solving and critical thinking skills in operating with scholarly or authentic texts on British language, culture and society. C2 Scholarly written and oral communication competences. C3 Expressing personal but informed positions relative to contenporary British language, culture

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	and society.
Transversal competences	CT1 Completing individual and collaborative tasks based on the writing materialized in the form of an individual portfolio. Applying the academic study principles in the foreign language, fully governed by the principles of professional ethics. CT 2 Participating in collaborative projects, which can be 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 management of the individual study process.

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

7.1 General objective of the course	Students will further their basic knowledge on contemporary language-related, cultural and social aspects of the United Kingdom. They will acquire seminal sociolinguistic insights into language varieties: sociolects and idiolects, the diverse subcultures shaping British communities be they ethnic, generational, gender-determined, etc., and the results of research into the socio-cultural nexus as reflected in and by language. They will acknowledge the diversification of British identities today as represented in mediated and conveyed in authentic discourses.
7.2 Specific objectives	Students will be able to delve into the social, cultural and linguistic factors shaping the UK today, including the impact made by the global-local dynamics on the generic UK identities. They will employ a contrastive approach and will identify and diagnose the social and cultural shifts undergone by the British one-nation-one language construct. Students will develop the analytic mindframe for probing into and deconstructing such modern realities as are in contrast with past 'fixtures'.

8. Contents

8.1 Lectures	Teaching methods	Remarks
Topic 1: The salad-bowl model. Contemporary Britain Key concepts: social structure of 20th century UK, UK in the new millennium	enhanced lecture, debate, problem solving	
Topic 2: Centre versus periphery. Urban and rural areas Key concepts: lifestyles, superdiverse communities vs. traditional society	enhanced lecture, debate, problem solving	
Topic 3: Mainstream and marginality. Social constructs in Britain Key concepts: social class system, modern social homogeneity social status and hegemony, social capital, status negotiation	enhanced lecture, debate, problem solving	
Topic 4: Subjective cultures and intersubjectivities Key concepts: prestige vs. stigma, overt and covert norms, network score index	enhanced lecture, debate, problem solving	
Topic 5: Multiculturalism and transnationalism. Locals and Immigrants Key concepts: superdiversity versus one-language-one-nation state	enhanced lecture, debate, problem solving	
Topic 6: Intercultural Issues. Dialogue and Conflict Key concepts: ethnocentrism vs. ethnorelativity, otherisation, intercultural communication competence	enhanced lecture, debate, problem solving	
Topic 7: English around the world. Key concepts: the concentric circle model of English	enhanced lecture, debate, problem solving	

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Topic 8: Dialects and Accent Key concepts: standard variety, variation and social correlates, pronunciation	enhanced lecture, debate, problem solving	
Topic 9: Sociolects and Idiolects. Speech communities Key concepts: style, register, power vs. solidarity	enhanced lecture, debate, problem solving	
Topic10: Youth, style and postsubcultures Key concepts: constructing youth identities, normal vs. subcultural, neotribes and postmodern identities	enhanced lecture, debate, problem solving	
Topic 11: The old and the New Media Key concepts: Mass media and meso- and micro-media. Satellite TV and the Internet	enhanced lecture, debate, problem solving	
Topic 12: Social Media and communication Key concepts:Communicating and communion, social networking, militancy	enhanced lecture, debate, problem solving	
Topic 13: Cultural consumership Key concepts: leisure and pastime, consumer culture and cultural commodities	enhanced lecture, debate, problem solving	
Topic 14: Wrap up/Evaluation	debate	
Bibliography During, Simon (ed.), *The Cultural Studies Reader*, Routledge, London & New York, 1999 Jourdan, Christine, Tuite, Kevin, *Language, Culture, and Society. Key Topics in Linguistic Anthropology*, Cambridge University Press, 2006 Martin, Judith N., Nakayama, Thomas M., *Intercultural Communications in Contexts*, McGraw-Hill, 2010 John Oakland, *British Civilisation: An Introduction*, Routledge, 2006 Schneider, Edgar W., *English around the World. An Introduction*, Cambridge University Press, 2011		
8.2 Seminars	Teaching methods	Remarks
Bibliography		

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.

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10. Assessment (examination)

Type of activity	10.1 Assessment criteria	10.2 Assessment methods	10.3 Weight in the final grade
10.4 Lecture	- capacity for interactivity - operational command of specialty discourse - ability to explain and interpret - complete and correct task solutions.	Oral presentation of a subtopic of choice pertaining to the macro-topics covered by the course. Poignancy of contribution to course debates.	70% 30%
10.5 Seminar			
10.6 Basic performance standard • Students know, identify, and conceptualise current issues of British language, culture and society in primary and secondary sources, as well as authentic texts. • Students will be able to identify, analyze, discuss and reach conclusions on matters pertaining to languaculture and the sociocultural diverse Britain of today. • Good conceptualization and command of specific terminology.			
Organizational details, exceptional situation management: Sitting the exam is not subject to minimum course attendance or applied work. Exam fraud will trigger the immediate stop of examination and student will be automatically assigned grade 1 (one).			

Date 20.03.2022	Course tutor's signature	Seminar / Practical course tutor's signature
Date of department endorsement 25.03.2022	Head of department's signature	
Date of Dean's endorsement	Signature of the vice-Dean in charge	Faculty stamp