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)	BA
1.6 Study program/Qualification	BA

2. Information about the subject

2.1 Course title/Code		English for specific purposes – practical course; code LLU0011						
2.2 Course tutor								
2.3 Seminar tutor		Conf. dr. Cristina Felea						
2.4 Year of study	I	2.5 Semester	1	2.6 Type of assessment	E	2.7 Course status	Contents	DC
							Mandatory	DO

3. Total estimated time (teaching hours per semester)

3.1 Number of hours per week	2	of which: 3.2 course		3.3 seminar/laboratory	2
3.4 Total number of hours in the curriculum	28	of which: 3.5 course		3.6 seminar/laboratory	28
Time distribution					Hours
Study based on textbook/course manual/recommended reading/personal notes					10
Additional research in the library, by accessing scientific databases,or during field work					10
Preparation for seminars/laboratory classes, essays, portfolios and reports					10
Tutoring					6
Assessment (examinations)					6
Other activities					
3.7 Total hours for individual study	42				
3.8 Total hours per semester	70				
3.9 Number of credits	3				

4. Prerequisites (if necessary)

4.1 Curriculum	
4.2 Skills	

5. Conditions (if necessary)

5.1. For delivering lectures	•
5.2. For teaching seminars/laboratory classes	• Multimedia classroom / laboratory, audio amplification system, photocopies, electronic materials, projector, xerox, e-learning platform, internet

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 3Using 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. CT3Acknowledging 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 competencesacquired)

7.1 General objective of the course	• The students will be able to use the English language competently, at a B2 level (cf. CEFR), in their academic activity and in their future professional activity.

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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 ICT tools.

8. Contents

8.1 Lectures	Teaching methods	Remarks
Bibliography		

8.2 Seminars	Teaching methods	Remarks
1. Introduction to the practical course - Reasons for learning languages - Why learn English? - What is blended learning? – Presentation of the online platform - Diagnostic test: English and IT skills	Interactive practical course, pair and group work, cooperative learning, heuristic conversation, debate, role play, practice, learning through inquiry and discovery, problematization, blended learning, etc.	Teaching and learning are carried out in a blended format, in face-to-face meetings (interactive presentations and practical activities in pairs and groups) and on the course platform (independent and interactive activities, collaboration).

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2. Learning English at the Uni in the 21st century - English as a global language: Ten Reasons to Learn English - What is Academic English? - Getting ready for the 21st century skills: Technology and Education - Learning to learn online: social media and social learning	Interactive practical course, pair and group work, cooperative learning, heuristic conversation, debate, role play, practice, learning through inquiry and discovery, problematization, blended learning, etc.	
3. Searching Is a Trick You Can Learn – Introduction - Internet Search – How to? - Evaluating Information - How to Use Google and Wikipedia for Academic Work	Interactive practical course, pair and group work, cooperative learning, heuristic conversation, debate, role play, practice, learning through inquiry and discovery, problematization, blended learning, etc.	
4. Searching Is a Trick You Can Learn – Navigating the Digital Ocean - Are you ready for academic study? - Searching and evaluating web resources related to learning English - Searching and evaluating web resources related to specialist subject - Copyright and plagiarism on the web	Interactive practical course, pair and group work, cooperative learning, heuristic conversation, debate, role play, practice, learning through inquiry and discovery, problematization, blended learning, etc.	
5. Reading (1): The Magic of Reading - The importance of reading: reading habits - The process of reading - Reading practice: self-assessment of reading strategies - Planning and organising independent reading programme - Building web-based resources for developing reading	Interactive practical course, pair and group work, cooperative learning, heuristic conversation, debate, role play, practice, learning through inquiry and discovery, problematization, blended learning, etc.	
6. Reading (2): Reading Matters - Recreational and academic reading - Text genres: general and academic - Text features: general and academic - Reading strategies for academic texts - Managing your academic reading: tips and advice to develop more efficient reading skills	Interactive practical course, pair and group work, cooperative learning, heuristic conversation, debate, role play, practice, learning through inquiry and discovery, problematization, blended learning, etc.	
7. Academic Vocabulary - Assess your vocabulary - Vocabulary learning issues: dictionary use, collocations, register, meaning, word building - Vocabulary learning: practical tips and advice for learning independently - Planning and organising independent vocabulary development programme - Building web-based resources for developing vocabulary skills	Interactive practical course, pair and group work, cooperative learning, heuristic conversation, debate, role play, practice, learning through inquiry and discovery, problematization, blended learning, etc.	
8. Academic Listening (1) - Introduction - Fallacies about listening - Are you a good listener? - Types of listening - Practice general listening skills: listening for gist and listening for detail - Learning how to listen more efficiently	Interactive practical course, pair and group work, cooperative learning, heuristic conversation, debate, role play, practice, learning through inquiry and discovery, problematization, blended learning, etc.	

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9. Academic Listening (2) – How to Become an Effective Listener - Discuss types of barriers to effective listening and ways to overcome them - Strategies for critical listening - Learn how to effectively listen in specific situations (e.g. ESL conversation, academic lectures, etc.) - Planning and organising independent listening programme - Building web-based resources for developing listening skills	Interactive practical course, pair and group work, cooperative learning, heuristic conversation, debate, role play, practice, learning through inquiry and discovery, problematization, blended learning, etc.	
10. Oral Presentations – Are They Such a Headache? (1) - Critical issues related to academic oral presentations - Features of good and bad presentations - Building an effective oral presentation: the presentation process – 1. Preparation stage (planning, structure, language of presentations)	Interactive practical course, pair and group work, cooperative learning, heuristic conversation, debate, role play, practice, learning through inquiry and discovery, problematization, blended learning, etc.	
11. Oral Presentations – Are They Such a Headache? (2) - Building an effective academic oral presentation: the presentation process • 2. Presentation design (good and bad powerpoint slides, visuals, various tools) • 3. Delivery (use of voice, eye contact, body language, time management) - Benefits of pair/group work for building effective oral presentations in academic environment - Building own Internet resources related to developing presentation skills	Interactive practical course, pair and group work, cooperative learning, heuristic conversation, debate, role play, practice, learning through inquiry and discovery, problematization, blended learning, etc.	
12. To Speak or Not to Speak - Verbal communication skills (ways, goals, errors, barriers) - Cultural issues related to conversation - Improve your conversational English with the Internet	Interactive practical course, pair and group work, cooperative learning, heuristic conversation, debate, role play, practice, learning through inquiry and discovery, problematization, blended learning, etc.	
13. Learning English with Multimedia - Visual and media literacy issues: “reading” and talking about pictures and videos - Language used to describe pictures - Knowledge visualisation as a tool to learn languages: mindmapping tools	Interactive practical course, pair and group work, cooperative learning, heuristic conversation, debate, role play, practice, learning through inquiry and discovery, problematization, blended learning, etc.	
14. Wrap up - Advantages an disavantages of studying languages with the internet - Course survey and achievement test	Debate, formative assessment (questionnaire)	

Bibliography

General English books

- B1-B2 - Vince, Michael (1998). *Intermediate Language Practice* with key (p.129). Oxford: MacMillan. Heinemann. (PDF)
- A2-B1 - Raymond Murphy (2015) Essential Grammar in Use for Elementary Students , 4th edition. Cambridge University Press. (PDF)
- B2-C1 - Hewings, Martin (2005) Advanced English Grammar Cambridge University Press. (PDF)

Vocabulary books

- A2_B1 - Gough, Chris (2001) *English Vocabulary Organizer 100 Topics for Self-Study. With* key (p.204).

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London: Language Teaching Publications. (PDF)

- B1 - Redman, Stuart (1997). Cambridge English Vocabulary in Use - Pre-intermediate, Cambridge University Press. (PDF)
- B2-C1 - Cambridge English Vocabulary in Use - Upper Intermediate and Advanced

Course management platform: Felea, Cristina, English for Academic Purposes: MS Teams (site actualizat anual)
Resurse online (selecție)
Study Skills

- Academic Reading
- Academic Guides: Self-Paced Tutorials: Reading Skills: Self-Paced Interactive Tutorials
- Check Your Vocabulary for Academic English
- Video Grammar lessons
- Grammar for Academic Writing
- Grammar Practice_All Topics
- Gillet, Andy, Using English for Academic Purposes. URL: http://www.uefap.com/index.htm

Listening & Multimedia

- TedTalks (society)
- Ted-Ed Lessons (social sciences)
- The Critical Media Project
- Navigating Digital Information crash course

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 regardingthe 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	•		
10.5 Seminar	• attendance and active participation in the practical course • correct and timely fulfilment of work tasks • acquisition of specialized vocabulary • correctness, fluency and adequacy of the English language (oral and written) • the ability to use English effectively in specific academic and professional	Participation: 8 class attendances Formative assessment • solving tasks and editing contents in the workspace allocated through the activities on the course management platform Summative assessment • oral presentation based on a	10% 30% 30% 30%

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	contexts	group project carried out on the platform during the semester • final quiz with the main concepts	

10.6 Basic performance standard
Students will know how to - use techniques and strategies for listening, speaking, reading and writing on general topics in the social sciences - use individual learning techniques and strategies for the development of reading, listening, speaking academic texts, enrich their vocabulary using printed and electronic resources - elaborate and deliver an oral presentation on social sciences topics - use an online learning platform (login, edit, post comments, participate in discussion forums) - use the Internet to search for and evaluate relevant English language learning resources - communicates in the academic environment through individual and group projects.
Organizational details, exceptional situation management: •

Date 19.03.2022	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