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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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, LLU0012						
2.2 Course tutor								
2.3 Seminar tutor		Andrada Fătu-Tutoveanu, PhD, Lecturer						
2.4 Year of study	I	2.5 Semester	2	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					6
Preparation for seminars/laboratory classes, essays, portfolios and reports					10
Tutoring					10
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	B1 level of English

5. Conditions (if necessary)

5.1. For delivering lectures	•
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	• 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. Introductory session - Course description: Topics, reading materials, assessment requirements.	- interactive presentation - heuristic conversation	
2. Health Literacy and Health Education. Article Analysis. Nutbeam, Don. "Health literacy as a public health goal: a challenge for contemporary health education and communication strategies into the 21st century." *Health promotion international* 15.3 (2000): 259-267.	- interactive presentation -text analysis - heuristic conversation - debate and problematization - work in pairs / group; guided exercises - discovery learning - independent learning	

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3. Physical Activity and Public Health. Article Analysis. *Haskell, William L., et al. "Physical activity and public health: updated recommendation for adults from the American College of Sports Medicine and the American Heart Association." Circulation 116.9 (2007): 1081.*	- interactive presentation -text analysis - heuristic conversation - debate and problematization - work in pairs / group; guided exercises - discovery learning - independent learning	
4: Socioeconomic Status and Health. Article Analysis. Winkleby, Marilyn A., et al. "Socioeconomic status and health: how education, income, and occupation contribute to risk factors for cardiovascular disease." *American journal of public health* 82.6 (1992): 816-820.	- interactive presentation -text analysis - heuristic conversation - debate and problematization - work in pairs / group; guided exercises - discovery learning - independent learning	
5: Public Health and Alzheimer. Article Analysis. Brookmeyer, Ron, Sarah Gray, and Claudia Kawas. "Projections of Alzheimer's disease in the United States and the public health impact of delaying disease onset." *American journal of public health* 88.9 (1998): 1337-1342.	- interactive presentation -text analysis - heuristic conversation - debate and problematization - work in pairs / group; guided exercises - discovery learning - independent learning	
6: Public health control of communicable disease. Article Analysis. Coker, Richard J., Rifat A. Atun, and Martin McKee. "Health-care system frailties and public health control of communicable disease on the European Union's new eastern border." *The Lancet* 363.9418 (2004): 1389-1392.	- interactive presentation -text analysis - heuristic conversation - debate and problematization - work in pairs / group; guided exercises - discovery learning - independent learning	
7: Public health control of communicable disease (II). Abina Gainotti, Nicola Moran, Carlo Petrini; Darren Shickle, "Ethical Models Underpinning Responses To Threats To Public Health: A Comparison Of Approaches To Communicable Disease Control In Europe", *Bioethics*, 2008, Volume:22, Issue:9, 466-476.	- interactive presentation -text analysis - heuristic conversation - debate and problematization - work in pairs / group; guided exercises - discovery learning - independent learning	
8: Documentary Projection + exercises.	- interactive presentation - heuristic conversation - debate and problematization - work in pairs / group; guided exercises - discovery learning - independent learning	
9: Genetics and Health Action. Article Analysis. Khoury, Muin J. "Genetic susceptibility to birth defects in humans: From gene discovery to public health action", *Teratology*, 2000, Volume 61, Issue:1-2, 17-20	- interactive presentation -text analysis - heuristic conversation - debate and problematization - work in pairs / group; guided exercises - discovery learning - independent learning	

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10: Public Health Challenges: Drug Use. Article Analysis. Kandel, Denise B., and John A. Logan. "Patterns of drug use from adolescence to young adulthood: I. Periods of risk for initiation, continued use, and discontinuation." *American journal of public health* 74.7 (1984): 660-666.	- interactive presentation -text analysis - heuristic conversation - debate and problematization - work in pairs / group; guided exercises - discovery learning - independent learning	
11: Occupational Health. Article Analysis. Clifford S. Mitchell. " Evaluating occupational health and safety programs in the public sector", *American Journal of Industrial Medicine*, 1998, Volume:34, Issue:6, 600-606	- interactive presentation -text analysis - heuristic conversation - debate and problematization - work in pairs / group; guided exercises - discovery learning - independent learning	
12: Community Mental Health Care and Facilities Article Analysis. Cowan, Sue, "Understanding public opinion relating to the establishment of community mental health facilities: implications of a discourse analytic approach", *Journal of Community & Applied Social Psychology*,1999, Volume:9, Issue:4, 289-307	- interactive presentation -text analysis - heuristic conversation - debate and problematization - work in pairs / group; guided exercises - discovery learning - independent learning	
13: Public Health Management. Article Analysis. Steven Russell; Sara Bennett; Anne Mills, "Reforming the health sector: towards a healthy new public management", *Journal of International Development*,1999, Volume:11, Issue:5, 767-775.	- interactive presentation -text analysis - heuristic conversation - debate and problematization - work in pairs / group; guided exercises - discovery learning - independent learning	
14: Conclusions. Revision. Concluding discussions. Evaluation of the course	Debate Feedback form	

Bibliography

- Brookmeyer, Ron, Sarah Gray, and Claudia Kawas. "Projections of Alzheimer's disease in the United States and the public health impact of delaying disease onset." *American journal of public health* 88.9 (1998): 1337-1342.
- Coker, Richard J., Rifat A. Atun, and Martin McKee. "Health-care system frailties and public health control of communicable disease on the European Union's new eastern border." *The Lancet* 363.9418 (2004): 1389-1392.
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- Gainotti, Abina, Nicola Moran, Carlo Petrini; Darren Shickle, "Ethical Models Underpinning Responses To Threats To Public Health: A Comparison Of Approaches To Communicable Disease Control In Europe", *Bioethics*, 2008, Volume:22, Issue:9, 466-476.
- Haskell, William L., et al. "Physical activity and public health: updated recommendation for adults from the American College of Sports Medicine and the American Heart Association." Circulation 116.9 (2007): 1081.
- Kandel, Denise B., and John A. Logan. "Patterns of drug use from adolescence to young adulthood: I. Periods of risk for initiation, continued use, and discontinuation." *American journal of public health* 74.7 (1984): 660-666.
- Khoury, Muin J. "Genetic susceptibility to birth defects in humans: From gene discovery to public health action", *Teratology*, 2000, Volume 61, Issue:1-2, 17-20
- Mitchell. Clifford S., "Evaluating occupational health and safety programs in the public sector", *American Journal of Industrial Medicine*, 1998, Volume:34, Issue:6, 600-606
- Nutbeam, Don. "Health literacy as a public health goal: a challenge for contemporary health education and communication strategies into the 21st century." *Health promotion international* 15.3 (2000): 259-267.
- Russell, Steven; Sara Bennett; Anne Mills, "Reforming the health sector: towards a healthy new public management", *Journal of International Development*,1999, Volume:11, Issue:5, 767-775.

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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 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	Final assessment.	Final language test (to cover the speaking, writing, reading and listening comprehension skills).	100%
10.6 Basic performance standard			
5/10			
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 March 19, 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