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
Fax: 0264 432303

# COURSE SYLLABUS

## 1. Information about the study program

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| 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) | Bachelor |
| 1.6 Study program/Qualification | BA |

## 2. Information about the subject

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|---|---|---|---|---|---|---|---|---|
| 2.1 Course title/Code | | Code LLU0012 English for specific purposes – practical course | | | | | | |
| 2.2 Course tutor | | | | | | | | |
| 2.3 Seminar tutor | | Lecturer ELENA PĂCURAR PhD | | | | | | |
| 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)

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|---|---|---|---|---|---|
| 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 | | | | | 15 |
| Preparation for seminars/laboratory classes, essays, portfolios and reports | | | | | 10 |
| Tutoring | | | | | 6 |
| Assessment (examinations) | | | | | 6 |
| Other activities ..... | | | | | |
| 3.7 Total hours for individual study | 47 | | | | |
| 3.8 Total hours per semester | 75 | | | | |
| 3.9 Number of credits | 3 | | | | |

## 5. Conditions (if necessary)

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| 5.1. For delivering lectures | • |
| 5.2. For teaching seminars/laboratory classes | • Course room/educational platform, audio system, VP, printed and electronic resources<br>• |

## 6. Acquired specific competences

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| 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.<br>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 sciences/exact sciences/humanities, professional deontology and identifying plagiarism.<br>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. |

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| | 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.<br>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).<br>C4 1 Organizing debates, carrying out individual and group projects on topics from within the field of study.<br>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.<br>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.<br>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.<br>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.<br>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.<br>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. |

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| 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.<br>• 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).<br>• 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.<br>• 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<br>• 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.<br>• 6. Completing the individual tasks independently/autonomously.<br>• 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.<br>• 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 |
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| | | |
| **8.2 Seminars** | Teaching methods | Observations |
| Initial course: information about the language proficiency test<br>Self-assessment | Interactive practical course, peer and group work, collaborative learning, debate, role play, research-led and discovery-based learning, blended learning, synchronous/asynchronous learning etc. | 2 h |
| Accommodation. Making a reservation, describing types of hotel services and facilities. | Interactive practical course, peer and group work, collaborative learning, debate, role play, research-led and discovery-based learning, blended learning, synchronous/asynchronous learning etc. | 2 h |
| Accommodation. Grammar - prepositions of place, location, movement | Interactive practical course, peer and group work, collaborative learning, debate, role play, research-led and discovery-based | 2 h |

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| | learning, blended learning, synchronous/asynchronous learning etc. | |
| Marketing and promotion. Designing a SWOT analysis. | Interactive practical course, peer and group work, collaborative learning, debate, role play, research-led and discovery-based learning, blended learning, synchronous/asynchronous learning etc. | 2 h |
| Marketing and promotion. Grammar - verb patterns | Interactive practical course, peer and group work, collaborative learning, debate, role play, research-led and discovery-based learning, blended learning, synchronous/asynchronous learning etc. | 2 h |
| The airline industry. Low-cost and traditional air transport.<br>Focus on use of English in context | Interactive practical course, peer and group work, collaborative learning, debate, role play, research-led and discovery-based learning, blended learning, synchronous/asynchronous learning etc. | 2 h |
| The airline industry. Expressing likes and dislikes, preferences | Interactive practical course, peer and group work, collaborative learning, debate, role play, research-led and discovery-based learning, blended learning, synchronous/asynchronous learning etc. | 2 h |
| Holidays with a difference. Cultural differences, cultural awareness, intercultural communication – a framework | Interactive practical course, peer and group work, collaborative learning, debate, role play, research-led and discovery-based learning, blended learning, synchronous/asynchronous learning etc. | 2 h |
| Holidays with a difference. Hypothetical constructions and If clauses. (part 1) | Interactive practical course, peer and group work, collaborative learning, debate, role play, research-led and discovery-based learning, blended learning, synchronous/asynchronous learning etc. | 2 h |
| Reservations and sales. Holiday bookings, processing computer reservation systems.<br>Focus on speaking skills | Interactive practical course, peer and group work, collaborative learning, debate, role play, research-led and discovery-based learning, blended learning, synchronous/asynchronous learning etc. | 2 h |

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| Reservations and sales. Hypothetical constructions and If clauses (part 2) | Interactive practical course, peer and group work, collaborative learning, debate, role play, research-led and discovery-based learning, blended learning, synchronous/asynchronous learning etc. | 2 h |
| Airport departures. Airport jobs, standards of performance | Interactive practical course, peer and group work, collaborative learning, debate, role play, research-led and discovery-based learning, blended learning, synchronous/asynchronous learning etc. | 2 h |
| Airport departures. Grammar - modals of possibility, permission, prohibition. | Interactive practical course, peer and group work, collaborative learning, debate, role play, research-led and discovery-based learning, blended learning, synchronous/asynchronous learning etc. | 2 h |
| Bibliography:<br>Walker, Robin; Harding, Keith – Oxford English for Careers 1 – Tourism, Oxford University, Press, 2006<br>Dignen, Sheila; Viney, Brigit – Grammar Practice for Intermediate Students, Pearson Longman, 2007 | | |

**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 | • | | |

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| 10.5 Seminar | • Active participation and engagement<br>• Timeliness<br>• Accuracy, fluency, adequacy to register (oral and written)<br>• Efficient acquisition and use of English for academic and specific purposes<br>• | Final written language proficiency exam | 100% |

10.6 Basic performance standard

The students will be able to:

- Make use of listening, reading, speaking and writing skills in general and specific purpose contexts
- Apply individual learning strategies in developing academic reading and in improving specialised vocabulary through printed and electronic resources
- Write academic texts (articles, essays, reports etc)
- Present learning products orally

Communicate the content of individual and collaborative academic work.

Organizational details, exceptional situation management:

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|---|---|---|
| Date<br>20.03.2022 | Course tutor's signature | Seminar / Practical course tutor's signature |
| Date of department endorsement<br><br>26.03.2022 | Head of department's signature | |
| Date of Dean's endorsement | Signature of the vice-Dean in charge | Faculty stamp |

ROMÂNIA MINISTERUL EDUCAȚIEI NAȚIONALE UNIVERSITATEA BABEȘ-BOLYAI DIN CLUJ-NAPOCA FACULTATEA DE LITERE DECANAT