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

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/ LLU0013						
2.2 Course tutor								
2.3 Seminar tutor		Lucreţia-Dorina Loghin, Lecturer, Ph.D.						
2.4 Year of study	II	2.5 Semester	3	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	• online, resources for individual activities

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 Curs	Metode de predare	Observaţii
Bibliografie		
8.2 Seminar		Observaţii
1 Placement test		
2. . Tense review Reading/Listening/Speaking: exercises	Practical interactive course, pair/group work, cooperative learning, heuristic conversation, debate, role play, exercises, research and discovery, problem-raising, combined learning activities, etc.	
3. The cathartic element: Michael Haneke's *Caché* Speaking: polemical cinema, the film as catharsis	Practical interactive course, pair/group work, cooperative	

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Reading: reviews of *Caché* (summary, extracting detailed information, open-ended questions) Listening/viewing: *Caché*, to view in advance	learning, heuristic conversation, debate, role play, exercises, research and discovery, problem-raising, combined learning activities, etc.	
4. Tragedy; its forms of representation in film and theatre Reading and Speaking: references to two newspaper stories. The meaning of the word 'tragedy'. Listening: Tragedy: TED presentation	Practical interactive course, pair/group work, cooperative learning, heuristic conversation, debate, role play, exercises, research and discovery, problem-raising, combined learning activities, etc.	
5. Shakespeare with a Difference: prejudice in Shakespeare's work and time Speaking: discussion about prejudice in general terms as well as relating it to Shakespearian plays Reading: three of Shakespeare's best-known plays, all of which have been quite controversial as being sexist or racist Writing: writing about attitudes towards women and different race in Shakespeare's time	Practical interactive course, pair/group work, cooperative learning, heuristic conversation, debate, role play, exercises, research and discovery, problem-raising, combined learning activities, etc..	
6. Shakespeare with a Difference: Shakespeare with a Difference: *race in* Othello Speaking: identifying and discussing issues of race and racism in *Othello*. Reading: *Othello* the play and the film script Listening: understand and appreciate the relevance of Shakespeare in exploring contemporary issues Writing: summarising an argument and using persuasive language in spoken and written form.	Practical interactive course, pair/group work, cooperative learning, heuristic conversation, debate, role play, exercises, research and discovery, problem-raising, combined learning activities, etc.	
7. Shakespeare with a Difference: *crime and punishment* Speaking: using vocabulary associated with crime and punishment Reading: Crime and Punishment in Sixteenth Century England Writing: Roleplay: inside a Shakespearean courtroom	Practical interactive course, pair/group work, cooperative learning, heuristic conversation, debate, role play, exercises, research and discovery, problem-raising, combined learning activities, etc.	
8. *King Lear* and *Ran* Speaking: similarities and differences between Kozintsev's and Kurosawa's adaptations Reading: reviews of the two films (summary, word-definition matching, open-ended questions) Listening/viewing: Kozintsev's *King Lear* and Kurosawa's *Ran*, to view in advance Writing: the students are given a list of topics to choose from for their term paper	Practical interactive course, pair/group work, cooperative learning, heuristic conversation, debate, role play, exercises, research and discovery, problem-raising, combined learning activities, etc.	
9. Stage vs. screen Speaking: Differences between plays and films; plots and emotions; what goes into a plot? Reading: An interview with an actress that plays both in thatre and film productions. Video: professional instructions pertaining to movie and stage acting – the differences between the two. Writing: short texts (script/ play) that involves using terms related to emotions, character, props.	Practical interactive course, pair/group work, cooperative learning, heuristic conversation, debate, role play, exercises, research and discovery, problem-raising, combined learning activities, etc.	
10. Animation in Art Films: Waltz with Bashir,	Practical interactive course,	

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Persepolis Speaking: Why Folman's choice for an animated documentary rather than a regular feature film? Reading: reviews of Waltz with Bashir and Persepolis (true/false statements, summary, word-definition matching) Listening/viewing: Waltz with Bashir, Persepolis to view in advance	pair/group work, cooperative learning, heuristic conversation, debate, role play, exercises, research and discovery, problem-raising, combined learning activities, etc.	
11. The story behind the camera Video: Timothy Allen's experience as a NatGeo film maker – stories of stories Speaking and writing: interpreting Allen's pictures.	Practical interactive course, pair/group work, cooperative learning, heuristic conversation, debate, role play, exercises, research and discovery, problem-raising, combined learning activities, etc.	
12." Citizen Kane" the official greatest film of all time? Speaking: How to make a 'great' film? Reading: review of *Citizen Kane* (open-ended questions) Listening/viewing: fragments from *Citizen Kane*	Practical interactive course, pair/group work, cooperative learning, heuristic conversation, debate, role play, exercises, research and discovery, problem-raising, combined learning activities, etc.	
13-14. Semestrial Review Miscellaneous language tests	Practical interactive course, pair/group work, cooperative learning, heuristic conversation, debate, role play, exercises, research and discovery, problem-raising, combined learning activities, etc.	

Bibliography:

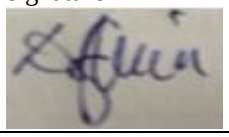
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Counsell, Colin: *Signs of Peformance. An Introduction to Twentieth-Century Theatre*, London & New York: Routledge, 1996
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Evans, Virginia: *Successful Writing*, Newbury: Express Publishing, 2000
Zemach, Dorothy, L. Rumisek, *Academic Writing. From paragraph to essay*, Oxford: Macmillan, 2005
Ştefănescu, Maria: *Resources for Students in Theatre and Television Studies*, CD format (at the Library of the Faculty of Theatre and Television)
Murphy, Raymond: *English Grammar in Use*, Cambridge: Cambridge UP, 1985
Vince, Michael: *Intermediate Language Practice. English Grammar and Vocabulary*, Oxford: Macmillan, 2003
Notă: materialele sunt accesibile online.

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 - timely task fulfilment - specialized vocabulary acquisition - appropriacy, fluency and task requirement fulfilment (orally and in writing) - appropriate use of English in academic and specific professional contexts	• end of semester examination • class activity	70% 30%
10.6 Basic performance standard			
Organizational details, exceptional situation management: •			

Date 15.03.2022	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

