



## COURSE SYLLABUS

### 1. Information about the study program

1.1 University	Babes-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)	MA
1.6 Study program/Qualification	Sustainable Development and Environmental Management

### 2. Information about the subject

2.1 Course title/Code	LMU0083 (NME8621) Ethics, academic communication and editing techniques (in English)							
2.2 Course tutor	Lecturer Dr. Raluca Zglobiu Sandu							
2.3 Seminar tutor	Lecturer Dr. Raluca Zglobiu Sandu							
2.4 Year of study	2	2.5 Semester	4	2.6 Type of assessment	C	2.7 Course status	Contents	DS
							Mandatory	DO

### 3. Total estimated time (teaching hours per semester)

3.1 Number of hours per week	3	of which: 3.2 course	2	3.3 seminar/laboratory	1
3.4 Total number of hours in the curriculum	42	of which: 3.5 course	28	3.6 seminar/laboratory	14
Time distribution					Hours
Study based on textbook/course manual/recommended reading/personal notes					15
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					10
Assessment (examinations)					6
Other activities .....					
3.7 Total hours for individual study	56				
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	Internet connection
5.2. For teaching seminars/laboratory classes	Virtual Blackboard, video projector, audio kit



## 6. Acquired specific competences

Professional competences	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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).</p> <p>C4 1 Organizing debates, carrying out individual and group projects on topics from within the field of study.</p> <p>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.</p> <p>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.</p> <p>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.</p>
Transversal competences	<p>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.</p> <p>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.</p> <p>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</p>



	<p>efficient use of certain intellectual operating tools and of learning resources/techniques/strategies: speed reading, reading sheets, taking notes, documentation, cognitive organizers.</p> <p>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.</p>
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## 7. Course objectives (derived from the specific competences acquired)

7.1 General objective of the course	<ul style="list-style-type: none"> <li>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.</li> </ul>
7.2 Specific objectives / Learning outcomes	<ul style="list-style-type: none"> <li>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.</li> <li>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 MA studies and the extended professional community (both national and international).</li> <li>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.</li> <li>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</li> <li>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.</li> <li>6. Completing the individual tasks independently/autonomously.</li> <li>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.</li> <li>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.</li> </ul>

## 8. Contents

8.1 Courses	Teaching methods	Observations
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<b>1. Introduction in academic writing:</b>  Audience Purpose and strategy Organization, style and fluency Language Focus Positioning	<ul style="list-style-type: none"><li>• Interactive exposure</li></ul>	
<b>2. The construction of General – Specific Texts</b>  Defining the sentence The grammar of the definitions Extended definitions Contrastive definitions Comparative definitions Generalizations	<ul style="list-style-type: none"><li>• Interactive exposure</li></ul>	
<b>3 Problem, Process and Solution</b>  The structure of the texts (Language Focus : Mid-position Adverbs) Procedures and processes (Language Focus : Verbs and Agents in the Solution, -ing Clauses of Result, Indirect Questions)	<ul style="list-style-type: none"><li>• Interactive exposure</li></ul>	
<b>4 Data commentaries (I)</b>  The structure of data commentaries The location of the elements and of the summary (Language Focus- Verbs in Indicative and Informative Summaries, Linking as-Clauses, Highlighting Statements)	<ul style="list-style-type: none"><li>• Interactive exposure</li></ul>	
<b>5 Data commentaries (II)</b>  Organizing the information and the use of similes Ending a commentary Linguistic units used in graphic descriptions The introduction of data (Language Focus- Prepositions of Time)	<ul style="list-style-type: none"><li>• Interactive exposure</li></ul>	
<b>6 The scientific structure of an article</b>  The Abstract Bibliography Citations (Language Focus: Nominal That-Clauses, Summary Reminder Phrases, Comparative summaries)	<ul style="list-style-type: none"><li>• Interactive exposure</li></ul>	
<b>7 The construction of a research article (I)</b>  a) Methods b) Creating a space of research	<ul style="list-style-type: none"><li>• Interactive exposure</li></ul>	
<b>8 The construction of a research article (II)</b>  a) Specialised literature, b) The commentaries in the results section	<ul style="list-style-type: none"><li>• Interactive exposure</li></ul>	



<b>9 The construction of a research article– (III)</b> Limitations and discussion (Language Focus: Imperatives in Research Papers, Hyphens in Noun Phrases , Claiming Centrality, Citation and Tense, Negative Openings, Purpose Statements, Levels of Generalizations, Titles, Linguistic Features of Abstracts, Latin Phrases)	<ul style="list-style-type: none"> <li>● Interactive exposure</li> </ul>	
<b>10 Academic ethics and integrity (I)</b>  Academic liberty Integrity Responsibility Principles and values of academic integrity	<ul style="list-style-type: none"> <li>● Interactive exposure</li> </ul>	
<b>11 Academic ethics and integrity (II)</b>  Institutional responsibilities	<ul style="list-style-type: none"> <li>● Interactive exposure</li> </ul>	
<b>12 Academic ethics and integrity (III)</b>  Publishing principles and author rights	<ul style="list-style-type: none"> <li>● Interactive exposure</li> </ul>	
<b>13 Violations in academic research</b>  Plagiarism The abuse of intellectual rights Professional misconduct The abuse of research resources	<ul style="list-style-type: none"> <li>● Interactive exposure</li> </ul>	
<b>14 Moral integrity and competence</b> Intellectual correctness Transparency Conclusions		
<b>BIBLIOGRAPHY</b> <ol style="list-style-type: none"> <li>1. Cramer, S. (2001, July 27). Choosing a topic. In Guide to library research (part 1). Retrieved July 31, 2004, from Duke Libraries Web site: <a href="http://www.lib.duke.edu/libguide/choosing.htm">http://www.lib.duke.edu/libguide/choosing.htm</a></li> <li>2. Hamid, S. (2004). Writing a research paper. Retrieved July 10, 2004, from Purdue Online Writing Lab Web site: <a href="http://owl.english.purdue.edu/workshops/hypertext/researchw/index.html">http://owl.english.purdue.edu/workshops/hypertext/researchw/index.html</a></li> <li>3. Hult, C. A., &amp; Huckin, T. N. (2001). The new century handbook: Brief edition. Boston, MA: Allyn and Bacon.</li> <li>4. Jordan, R. R. (1999). Academic writing course: Study skills in English (3rd ed.). Harlow, MA: Pearson Education.</li> <li>5. Leki, I. (1998). Academic writing: Exploring processes and strategies. (2nd ed.). Cambridge, England: Cambridge University Press.</li> <li>6. Lester, J. D. (1996). Writing research papers: The City University style manual (8th ed.). New York, NY: Harper Collins.</li> <li>7. Lester, J. D. (1999). Writing research papers: A complete guide (9th ed.). New York, NY: Addison-Wesley Educational Publishers.</li> <li>8. Markham, R., Markham, P., &amp; Waddell, M. (2001). 10 steps in writing the research paper (6th ed.). Happaug, NY: Barron's.</li> <li>9. Ramage, J. D., Bean, J. C., &amp; Johnson, J. (2003). The Allyn &amp; Bacon guide to writing: Concise edition. New York, NY: Longman Publishers.</li> <li>10. Reid, J. M. (2000). The process of composition (3rd ed.). New York, NY: Prentice Hall Regents.</li> <li>11. Walliman, N. (2001). Your research project: A step-by-step guide for the first-time researcher. London, England: Sage</li> </ol>		



<p>Publications.</p> <p>12. Biber, D. Johansson, S. / Leech, G. / Conrad, S. / Finegan, E. (1999). Longman Grammar of Spoken and Written English. London: Longman.</p> <p>13. Gillett, Andy. Using English for Academic Purposes – Guide for Students <a href="http://www.uefap.com/">http://www.uefap.com/</a></p> <p>14. Swales, J. (2004). Research Genres: Explorations and Applications. Cambridge: CUP</p> <p>15. Wedgwood, D. (2005). Shifting the Focus: From Static Structures to the Dynamics of Interpretation. Oxford: Elsevier.</p>		
8.2 Seminars	Teaching methods	Observations
<p><b>1. Academic Writing:</b> Debate material: Gillett, Andy. Using English for Academic Purposes – Guide for Students <a href="http://www.uefap.com/">http://www.uefap.com/</a> Debate material: Swales, J. (2004). Research Genres: Explorations and Applications. Cambridge: CUP</p>	<p>Explanation Conversation Assignment</p>	
<p><b>2. Problem, process and solution</b> Debate material: Leki, I. (1998). Academic writing: Exploring processes and strategies. (2nd ed.). Cambridge, England: Cambridge University Press. Data interpretation in a specialized scientific article.</p>	<p>Assignment Explanation Conversation</p>	
<p><b>3. Phases in the construction of a specialized article:</b>  Debate material: Lester, J. D. (1999). Writing research papers: A complete guide (9th ed.). New York, NY: Addison-Wesley Educational Publishers.  Writing an article in the field of research, choosing the topic, defining the abstract and selecting the bibliography</p>	<p>Assignment Explanation Conversation</p>	
<p><b>4. Scientific Article</b>  Debate material: Reid, J. M. (2000). The process of composition (3rd ed.). New York, NY: Prentice Hall Regents. Discussion.  Walliman, N. (2001). Your research project: A step-by-step guide for the first-time researcher. London, England: Sage Publications.  Discussing the article and the process of elaboration.</p>	<p>Assignment Explanation Conversation</p>	
<p><b>5. The structure of the texts</b> Debate material: Lester, J. D. (1999). Writing research papers: A complete guide (9th ed.). New York, NY: Addison-Wesley Educational Publishers.</p>	<p>Assignment Explanation Conversation</p>	
<p><b>6. The structure of data commentaries</b> Debate material: Lester, J. D. (1999). Writing research papers: A complete guide (9th ed.). New York, NY: Addison-Wesley Educational Publishers.</p>	<p>Assignment Explanation Conversation</p>	





<b>7. The introduction of data</b>  Walliman, N. (2001). Your research project: A step-by-step guide for the first-time researcher. London, England: Sage Publications.	Assignment Explanation Conversation	
<b>8. The Abstract</b> Debate material: Lester, J. D. (1999). Writing research papers: A complete guide (9th ed.). New York, NY: Addison-Wesley Educational Publishers.	Assignment Explanation Conversation	
<b>9. Creating a space of research</b>  Walliman, N. (2001). Your research project: A step-by-step guide for the first-time researcher. London, England: Sage Publications.	Assignment Explanation Conversation	
<b>10. The commentaries in the results section</b>	Assignment Explanation Conversation	
<b>11. Peer review process</b> Peer review process Students perform the task of peer review. Phases. Using track-changes.	Assignment Explanation Conversation	
<b>12. Moral competence and integrity</b> Discussions on a philosophical approach of morality.	Assignment Explanation Conversation	
<b>13. The code of ethics in academic research</b> Debate material: Code of Ethics in Academic Research, European University Institute, 2003 (pp. 14-21)	Assignment Explanation Conversation	
<b>14. Academic Ethics and Integrity</b>	Assignment Explanation Conversation	
<b>Bibliography</b>  1. Cramer, S. (2001, July 27). Choosing a topic. In Guide to library research (part 1). Retrieved July 31, 2004, from Duke Libraries Web site: <a href="http://www.lib.duke.edu/libguide/choosing.htm">http://www.lib.duke.edu/libguide/choosing.htm</a> 2. Hamid, S. (2004). Writing a research paper. Retrieved July 10, 2004, from Purdue Online Writing Lab Web site: <a href="http://owl.english.purdue.edu/workshops/hypertext/researchw/index.html">http://owl.english.purdue.edu/workshops/hypertext/researchw/index.html</a> 3. Hult, C. A., & Huckin, T. N. (2001). The new century handbook: Brief edition. Boston, MA: Allyn and Bacon. 4. Jordan, R. R. (1999). Academic writing course: Study skills in English (3rd ed.). Harlow, MA: Pearson Education. 5. Leki, I. (1998). Academic writing: Exploring processes and strategies. (2nd ed.). Cambridge, England: Cambridge University Press. 6. Lester, J. D. (1996). Writing research papers: The City University style manual (8th ed.). New York, NY: Harper Collins. 7. Lester, J. D. (1999). Writing research papers: A complete guide (9th ed.). New York, NY: Addison-Wesley Educational Publishers. 8. Markham, R., Markham, P., & Waddell, M. (2001). 10 steps in writing the research paper (6th ed.). Happaage, NY: Barron's. 9. Ramage, J. D., Bean, J. C., & Johnson, J. (2003). The Allyn & Bacon guide to writing: Concise edition. New York,		



NY: Longman Publishers.

10. Reid, J. M. (2000). The process of composition (3rd ed.). New York, NY: Prentice Hall Regents.
  11. Walliman, N. (2001). Your research project: A step-by-step guide for the first-time researcher. London, England: Sage Publications.
  12. Biber, D. Johansson, S. / Leech, G. / Conrad, S. / Finegan, E. (1999). Longman Grammar of Spoken and Written English. London: Longman.
  13. Gillett, Andy. Using English for Academic Purposes – Guide for Students <http://www.uefap.com/>
  14. Swales, J. (2004). Research Genres: Explorations and Applications. Cambridge: CUP
- Wedgwood, D. (2005). Shifting the Focus: From Static Structures to the Dynamics of Interpretation. Oxford: Elsevier.

### 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, Timișoara, Iași, Tîrgu-Mureș, 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, Dartmouth, 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.

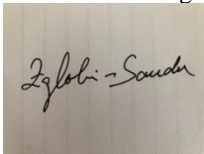
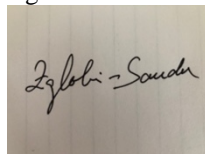

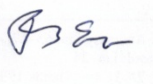
### 10. Assessment (examination)

Type of activity	10.1 Assessment criteria	10.2 Assessment methods	10.3 Weight in the final grade
10.4 Course	<ul style="list-style-type: none"> <li>• Presentation of a specific area/topic from the personal research field in the basic layout and structure of a scientific article</li> </ul>	Power Point Presentation	60%
10.5 Seminar	<ul style="list-style-type: none"> <li>• the righteousness and completeness of the acquired knowledge during the seminars</li> <li>• an overall understanding of the studied discipline and its connection towards the other fundamental disciplines</li> <li>• logical coherence</li> <li>• the degree of specialised language assimilation</li> <li>• participation and active involvement during the seminars</li> <li>• the accomplishment in due time of the home assignments and other tasks required during the seminars</li> </ul>	Oral exam	40%





	<ul style="list-style-type: none"><li>• the level of the technical vocabulary</li><li>• fluency in specialised discourse</li><li>• the capacity to use efficiently the specialised discourse in different settings, academic contexts</li></ul>		
10.6 Basic performance standard Each student has to prove that (s)he acquired an acceptable level of knowledge and understanding, that (s)he is capable of stating this knowledge in a coherent form. Attendance to seminars activities is mandatory as well as the presentation of the article. <u>Successful passing of the exam is conditioned by the final grade that has to be at least 5.</u>			
Organizational details, exceptional situation management:			

Date 20.03.2024	Course tutor's signature 	Seminar / Practical course tutor's signature 
Date of department endorsement 31.03.2024	Head of department's signature 	
Date of Dean's endorsement 02.06.2024	Signature of the vice-Dean in charge 	Faculty stamp