



## 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)	Master
1.6 Study program/Qualification	<b>Sustainable Development and Environmental Management</b>

### 2. Information about the subject

2.1 Course title/Code	<b>LMU0073 / COMMUNICATION STRATEGIES FOR SPECIFIC PURPOSES NME 8821</b>						
2.2 Course tutor	Raluca Zglobiu-Sandu						
2.3 Seminar tutor	Raluca Zglobiu-Sandu						
2.4 Year of study	2	2.5 Semester	3	2.6 Type of assessment	E	2.7 Course status	Contents
							Mandatory

### 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					30
Additional research in the library, by accessing scientific databases, or during field work					30
Preparation for seminars/laboratory classes, essays, portfolios and reports					10
Tutoring					10
Assessment (examinations)					10
Other activities .....					16
3.7 Total hours for individual study	6				
3.8 Total hours per semester	106				
3.9 Number of credits	5				

### 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	•



## 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	<p>The ability to understand the profesional roles and contexts, to use the oral and written communication conventions in terms of receptive skills (Reading/listening) and productive skills (writing/speaking)</p> <p>The ability to operate with and acknowledge the requiremets of academic ethics and integrity principles.</p> <p>The ability to operate with specialised linguistic structures in the professional domain according to the current professional instances</p>
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 BA 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 Lectures	Teaching Methods	Observations
<b>1.” English for Environmental Professionals”</b>  Introductory course Purpose and target audience Content	<ul style="list-style-type: none"> <li>• Interactive exposure</li> <li>• Explanation</li> <li>• Conversation</li> </ul> Didactical demonstration	
<b>2. Official emails</b> Basic principles Compulsory Elements Addressing formulae Typical syntagms in the specialised domain	<ul style="list-style-type: none"> <li>• Interactive exposure</li> <li>• Explanation</li> <li>• Conversation</li> </ul> Didactical demonstration	
<b>3. Dialogue (Face-to-face conversation)</b> Turn-taking Basic principles Compulsory Elements Addressing formulae Turn-taking Principles Details and explanations	<ul style="list-style-type: none"> <li>• Interactive exposure</li> <li>• Explanation</li> <li>• Conversation</li> </ul> Didactical demonstration	
<b>4. Official statements and official press releases</b> Types of official statements and press release Structure and content Addressing formulae Format	<ul style="list-style-type: none"> <li>• Interactive exposure</li> <li>• Explanation</li> <li>• Conversation</li> </ul> Didactical demonstration	
<b>5. Phone conversation</b> Planning the information Addressing formulae Turn-taking principles Question Techniques Short Answers	<ul style="list-style-type: none"> <li>• Interactive exposure</li> <li>• Explanation</li> <li>• Conversation</li> </ul> Didactical demonstration	



<b>6 Application File</b> Procedures of application Letter of intent Motivation Letter Application File CV/Resume Files Attachments Letter of recommendation	<ul style="list-style-type: none"> <li>• Interactive exposure</li> <li>• Explanation</li> <li>• Conversation</li> </ul> Didactical demonstration	
<b>7 Job Interview</b>  Preparing your personal information Oral presentation  Types of Questions The triangle of industry-employer-employee  *invited speakers from different companies in the domain		
<b>8 Activity report / Practice Report</b> Basic Principles in Environmental Legislation The construction of a report	<ul style="list-style-type: none"> <li>• Interactive exposure</li> <li>• Explanation</li> <li>• Conversation</li> </ul> Didactical demonstration	
<b>9 Power Point Presenatation and Swot Analysis</b> a) A successful power point presentation b) Content –form ratio c) Efficient Communicatin Strategies d) Swot Analysis (Strenghts, Weaknesses, Opportunities and Threats)	<ul style="list-style-type: none"> <li>• Interactive exposure</li> <li>• Explanation</li> <li>• Conversation</li> </ul> Didactical demonstration	
<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> <li>• Explanation</li> <li>• Conversation</li> </ul> Didactical demonstration	
<b>11 Academic ethics and integrity (II)</b>  Institutional responsabilities	<ul style="list-style-type: none"> <li>• Interactive exposure</li> <li>• Explanation</li> <li>• Conversation</li> </ul> Didactical demonstration	
<b>12 Academic ethics and integrity (III)</b>  Publishing principles and author rights	<ul style="list-style-type: none"> <li>• Interactive exposure</li> <li>• Explanation</li> <li>• Conversation</li> </ul> Didactical demonstration	



<b>13 Violations in academic research</b>  Plagiarism The abuse of intellectual rights Professional misconduct The abuse of research resources		
<b>14 Moral integrity and competence</b> Intellectual correctness Transparency		
<b>8.2 SEMINARS</b>	<b>Teaching methods</b>	<b>Remarks</b>
<b>1. E-mail / Dialogue</b> Video material: watching different conversations from varied specialists in the field Debate	<ul style="list-style-type: none"> <li>• Explanation</li> <li>• Conversation</li> </ul> Assignment	4 hours
<b>2. – Official Letters</b> Debate material: Leki, I. (1998). Academic writing: Exploring processes and strategies. (2nd ed.). Cambridge, England: Cambridge University Press. Writing an official letter.Discussions.	<ul style="list-style-type: none"> <li>• Assignment</li> <li>• Explanation</li> </ul> Conversation	4 hours
<b>3. Telephone conversations</b>  Audio and video material.  Role -play.	<ul style="list-style-type: none"> <li>• Assignment</li> <li>• Explanation</li> </ul> Conversation	4 hours
<b>4. Application File</b>  Creating an application file.  Demonstration.	<ul style="list-style-type: none"> <li>• Assignment</li> <li>• Explanation</li> </ul> Conversation	4 hours
<b>5 Job Interview</b> Special guest from a specialized firm who delivers a lecture of how they choose to hire personnel.	<ul style="list-style-type: none"> <li>• Assignment</li> <li>• Explanation</li> </ul> Conversation	4 hours
<b>6 Power Point Presentation</b> Video	<ul style="list-style-type: none"> <li>• Assignment</li> <li>• Explanation</li> </ul> Conversation	4 hours
<b>7 Swot Analysis</b> Teams of 3 students apply the swot analysis technique to a given notion from the environmental science domain. Game strategy.	<ul style="list-style-type: none"> <li>• Assignment</li> <li>• Explanation</li> </ul> Conversation	4 hours



## BIBLIOGRAPHY

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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, 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, Darmouth, Essex, Leeds, Graz, Central European University, etc.

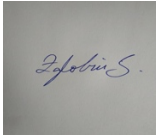
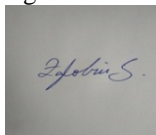

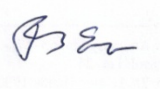
The content of the teaching activity can develop those skills and competences that are specific to academic learning and research activities, in the context of higher education internationalization.





## 10. Assessment (examination)

Type of activity	10.1 Assessment criteria	10.2 Assessment methods	10.3 Weight in the final grade
10.4 Lecture	The elaboration of an application file according to all the principles studied throughout the seminars	Presentation of the personal application file	60%
10.5 Seminar	A professional presentation The correctness of the accumulated knowledge.	Oral exam	40%
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 these knowledge in a coherent form. Attendance to laboratory activities is mandatory as well as the presentation of the application file. Successful passing of the exam is conditioned by the final grade that has to be at least 5.			
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