



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	MA

2. Information about the subject

2.1 Course title/Code	Teaching EAP and ESP for the humanities and social sciences (in English); Code: LMU1204						
2.2 Course tutor	Lecturer Ioana Mudure-Iacob, Ph.D.						
2.3 Seminar tutor	Lecturer Ioana Mudure-Iacob, Ph.D.						
2.4 Year of study	I	2.5 Semester	2	2.6 Type of assessment	VP	2.7 Course status	Contents DA
							Mandatory DA

3. Total estimated time (teaching hours per semester)

3.1 Number of hours per week	2	of which: 3.2 course	1	3.3 seminar/laboratory	2
3.4 Total number of hours in the curriculum	42	of which: 3.5 course	14	3.6 seminar/laboratory	28
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					40
Tutoring					10
Assessment (examinations)					10
Other activities					20
3.7 Total hours for individual study	140				
3.8 Total hours per semester	182				
3.9 Number of credits	7				

4. Prerequisites (if necessary)

4.1 Curriculum	
4.2 Skills	English language at level B2/C1 (upper intermediate-advanced) cf. Common European Framework of Reference for Languages

5. Conditions (if necessary)

5.1. For delivering lectures	<ul style="list-style-type: none"> overhead projector; xerox; Internet access
5.2. For teaching seminars/laboratory classes	<ul style="list-style-type: none"> overhead projector; xerox; Internet access

6. Acquired specific competences

Professional competences	<p>C1.2 In-depth knowledge and understanding of the contexts and roles, as well as of the concepts, methods and discourse / language specific to the various situations of professional communication in English, with emphasis on the rhetorical situation, the forms of written and oral communication, the stages of the writing process, products of academic writing in the field of social sciences, and professional deontology.</p> <p>C1.2. Using in-depth knowledge to explain and interpret the various forms of written and oral communication in social sciences (specialized articles, scientific papers, research reports, prefaces and introductions to specialized books, specialist book reviews - paper based and electronic support), the conventions specific to scientific texts in the context of graduate studies (MA), of the extended professional community (national and international), and the recognition of plagiarism.</p> <p>C1.3. Transferring the concepts / principles / methods learned in reception activities to the production of written and oral texts, with emphasis on the stages of the writing process, the organization and development of ideas, text structure, communication strategies by complying with the standards of English for specific purposes/scientific discourse and the deontological principles of academic communication.</p> <p>C1.4. Using standard academic / professional community grids, with emphasis on the practice of various international scientific publications in the field of social and human sciences, to assess the quality of oral and written academic products in English.</p> <p>C1.5. Creating written papers and original oral presentations in English, using the principles and techniques established in the academic environment, with emphasis on the genres specific to the field of specialization. These products will be elaborated on the basis of the current research papers of the master students.</p>
Transversal competences	<p>CT1 Carrying out individual tasks based on writing models and teacher assistance;</p> <p>CT2 Participating in pair and team work projects, focusing on familiarizing with the roles within the working team in the academic environment;</p> <p>CT3 Becoming aware of and diagnosing main aspects of continuous training, monitoring and reflecting on the effective use of intellectual work tools and learning resources / techniques / strategies in English: quick reading, note-taking, documenting, cognitive mapping; integrating ICT tools specific to academic communication.</p>

7. Course objectives (derived from the specific competences acquired)

7.1 General objective of the course	Students will be able to identify, define and describe the concepts, methods and practice associated with teaching EAP/ESP in the field of humanities and social sciences.
7.2 Specific objectives	<ul style="list-style-type: none"> ➤ to develop the students' critical thinking abilities ➤ to enable the students to identify, master and teach academic discourse and practices in the field of humanities and social sciences ➤ to enable the students to design and assess an EAP/ESP syllabus for the humanities and social sciences ➤ to enable the students to select/adapt/create/evaluate materials for and develop EAP/ESP courses in the field of humanities and social sciences



	<ul style="list-style-type: none">➤ to enable the students to carry out EAP/ESP assessments➤ to prepare the students to teach EAP/ESP in the field of humanities and social sciences.
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8. Contents

8.1 Lectures	Teaching methods	Remarks
Week 1 – Developing critical thinking skills (I) <ul style="list-style-type: none">• Defining critical thinking• Identifying and developing thinking skills (analysis, synthesis, evaluation)• Identifying and building up arguments (focus on clarity, consistency, structure)	Lecturing; interactive teaching	
Week 2 – Developing critical thinking skills (II) <ul style="list-style-type: none">• Recognising underlying assumptions and implicit arguments• Identifying fallacies in argumentation• Weighing the evidence• Evaluation	Lecturing; interactive teaching	
Week 3 – English for Academic Purposes (I) <ul style="list-style-type: none">• Genre analysis: spoken academic genres (student presentations, peer feedback, dissertation defences, lectures, seminars etc.)• Academic study skills: listening (listening for gist/specific information, inferring meaning from context, capitalizing on prior knowledge on the topic etc.) and speaking (delivering oral presentations, seminar discussions, choice of register etc.)	Lecturing; interactive teaching	
Week 4 – English for Academic Purposes (II) <ul style="list-style-type: none">• Genre analysis: written academic genres (research reports, (under)graduate essays, conference abstracts and papers, grant proposals, dissertations etc.)• Academic study skills: reading (note taking, selecting key points, referencing, avoiding plagiarism etc.) and writing (writing stages and strategies, register, style, accuracy etc.)	Lecturing; interactive teaching	
Week 5 – English for Academic Purposes (III) <ul style="list-style-type: none">• Pedagogy and/or ideology in EAP• Pedagogical Digital Competence• CEFR (Common European Framework of Reference for Languages) and the new framework of macro and micro-skills	Lecturing; interactive teaching	



Week 6 – ESP for the humanities and social sciences <ul style="list-style-type: none">• Origins and development of ESP• ESP for the humanities and social sciences• Acquiring/Expanding knowledge on specialist discourse ('ethnography', genre analysis, corpus analysis)	Lecturing; interactive teaching	
Week 7 – Needs analysis. ESP Learning theories, teaching methods and approaches <ul style="list-style-type: none">• Needs analysis in ESP for the humanities and social sciences; collecting needs data (questionnaires, analyses of authentic texts, observations, structured interviews etc.)• Overview of learning theories and of the language teaching methods they inspired	Lecturing; interactive teaching	
Week 8 – Designing ESP syllabi for the humanities and social sciences <ul style="list-style-type: none">• Types of syllabi (structural, functional, notional, topical, situational, skills-based, task-based, content-based)• Rationale behind syllabus taxonomy (views of the nature of language and learning; e.g. focus on itemized language vs. holistic focus on the learning process (product/process-oriented types), etc.)• Integrating syllabi	Lecturing; interactive teaching	
Week 9 – Designing ESP courses for the humanities and social sciences (I) <ul style="list-style-type: none">• Main objectives in teaching ESP (to teach subject-specific language use, to develop relevant skills and competencies, to highlight “underlying competencies” (background knowledge of target field of study), to develop “strategic competence”)• Designing tasks for language mediation	Lecturing; interactive teaching	
Week 10 – Designing ESP courses for the humanities and social sciences (II) <ul style="list-style-type: none">• Evaluating published materials• Materials design (selecting/adapting/creating materials, adjusting materials based on student feedback; use of authentic and/or non-authentic texts)	Lecturing; interactive teaching	



<p>Week 11 – Information technology in ESP for the humanities and social sciences</p> <ul style="list-style-type: none"> E-learning, computer-supported collaborative learning, blended learning, flipped classroom 	Lecturing; interactive teaching	
<p>Week 12 – Integrating digital tools and apps in a social-emotional hybrid learning</p> <ul style="list-style-type: none"> IT in ESP classes: creation/teaching of online courses, specialised corpora for the study of academic/professional genres and specialised terminology, using IT to foster learner autonomy and collaborative learning etc. 	Lecturing; interactive teaching	
<p>Week 13 – Assessment in ESP</p> <ul style="list-style-type: none"> Student assessment (placement tests, achievement tests, proficiency tests) Constructing an ESP test (specificity of ESP testing, criteria, the “washback effect”) Course evaluation Relevance of the Common European Framework of Reference for Languages (CEFR) and of the European Language Portfolio (ELP) for ESP testing 	Lecturing; interactive teaching	
<p>Week 14 – Final evaluation</p> <p>Each student will present a 15-minute paper on an ESP topic of his/her choice; the students will be prepared to answer questions from an audience consisting of fellow students, teachers and invited guests. A roundtable discussion will serve to wrap-up the course.</p>		
<p>Bibliography: Arno Macia, Elisabet et al., eds. (2006), <i>Information Technology in Languages for Specific Purposes. Issues and Prospects</i>, Springer: New York Bailey, Stephen (2006), <i>Academic Writing. A Handbook for International Students</i>, Routledge: London, New York Basturkmen, Helen (2010), <i>Developing Courses in English for Specific Purposes</i>, London: Palgrave Macmillan Basturkmen, Helen (2006), <i>Ideas and Options in English for Specific Purposes</i>, New Jersey: Lawrence Erlbaum Associates Benesch, Sarah (2001), <i>Critical English for Academic Purposes: Theory, Politics and Practice</i>, Lawrence Erlbaum Associates: Mahwah, London Cottrell, Stella (2005), <i>Critical Thinking Skills. Developing Effective Analysis and Argument</i>, Palgrave Macmillan: Basingstoke, New York Creme, Phyllis, M. R. Lea (2003, 2nd edition), <i>Writing at University. A Guide for Students</i>, Open University Press: Philadelphia Hutchinson, Tom & Alan Waters (1991 [1987]), <i>English for Specific Purposes: A learning-centred approach</i>, Cambridge: Cambridge University Press Hyland, Ken (2006), <i>English for Academic Purposes: An advanced resource book</i>, London: Routledge Johnson, Marysia (2004), <i>A Philosophy of Second Language Acquisition</i>, Yale University Press: New York Lowes, Ricky et al. (2004), <i>The International Student's Guide. Studying in English at University</i>, Sage Publications:</p>		



<p>London</p> <p>Murray, Garold et al., eds. (2011), <i>Identity, Motivation and Autonomy in Language Learning</i>, Multilingual Matters: Bristol, Buffalo</p> <p>Ruiz-Garrido, Miguel F. et al., eds. (2010), <i>English for Professional and Academic Purposes</i>, Amsterdam: Rodopi</p> <p>Stryker, Stephen, B. L. Leaver, eds., (1997), <i>Content-based Instruction. Foreign Language Education: Models and Methods</i>, Georgetown University Press: Washington</p>		
8.2 Seminars	Teaching methods	Remarks
<p>Week 1 – Developing critical thinking skills (I)</p> <p><i>Reading assignment for seminar discussion and practice:</i></p> <p>Cottrell, Stella (2005), <i>Critical Thinking Skills. Developing Effective Analysis and Argument</i>, Palgrave Macmillan: Basingstoke, New York, chapters: 2,3,5 (group presentations of key points in the assigned chapters, followed by practice on identifying and building up arguments)</p>	<ul style="list-style-type: none"> - heuristic conversation - pair/group work - guided practice - problem-solving - learning by inquiry - independent learning 	
<p>Week 2 – Developing critical thinking skills (II)</p> <p><i>Reading assignment for seminar discussion and practice:</i></p> <p>Cottrell, Stella (2005), <i>Critical Thinking Skills. Developing Effective Analysis and Argument</i>, Palgrave Macmillan: Basingstoke, New York, chapters: 6-8 (group presentations of key points in the assigned chapters, followed by practice)</p>	<ul style="list-style-type: none"> - heuristic conversation - pair/group work - guided practice - problem-solving - learning by inquiry - independent learning 	
<p>Week 3 – English for Academic Purposes (I)</p> <p><i>Reading assignment for seminar discussion:</i></p> <p>Lowes, Ricky et al. (2004), <i>The International Student's Guide. Studying in English at University</i>, Sage Publications: London, pp 40-64, 91-115 (the students will compare/contrast their own experience with spoken academic genres with that described in the reading assignment and will evaluate the effectiveness of the strategies for improvement recommended by Lowes et al.)</p>	<ul style="list-style-type: none"> - heuristic conversation - pair/group work - guided practice - problem-solving - learning by inquiry - independent learning 	
<p>Week 4 – English for Academic Purposes (II)</p> <p><i>Seminar discussion. Case study: "English for Thesis Writing" in</i></p> <p>Basturkmen, Helen (2010), <i>Developing Courses in English for Specific Purposes</i>, London: Palgrave Macmillan, pp 122-136</p>	<ul style="list-style-type: none"> - heuristic conversation - pair/group work - guided practice - problem-solving - learning by inquiry - independent learning 	



<p>Week 5 – English for Academic Purposes (III)</p> <p><i>Reading assignment for seminar discussion:</i></p> <p>Hyland, Ken (2006), <i>English for Academic Purposes: An advanced resource book</i>, London: Routledge, pp 109-124</p> <p>Benesch, Sarah (2001), <i>Critical English for Academic Purposes: Theory, Politics and Practice</i>, Lawrence Erlbaum Associates: Mahwah, London, pp 34-45</p>	<ul style="list-style-type: none">- heuristic conversation- pair/group work- guided practice- problem-solving- learning by inquiry- independent learning	
<p>Week 6 – ESP for the humanities and social sciences</p> <p><i>ESP and specialist discourses. Students will create mind maps for various ESP niches and identify particular specialist discourses for each of them</i></p>	<ul style="list-style-type: none">- heuristic conversation- pair/group work- guided practice- problem-solving- learning by inquiry- independent learning	
<p>Week 7 – Needs analysis. ESP Learning theories, teaching methods and approaches</p> <p><i>Students will analyse the structure of needs analysis forms and work on designing customised needs analyses for ESP learners</i></p> <p><i>Reading assignment for seminar discussion:</i></p> <p>"Natural Talent, Natural Acquisition and Abroad: Learner Attributions of Agency in Language Learning", in Murray, Garold et al., eds. (2011), <i>Identity, Motivation and Autonomy in Language Learning</i>, Multilingual Matters: Bristol, Buffalo, pp 160-176</p>	<ul style="list-style-type: none">- heuristic conversation- pair/group work- guided practice- problem-solving- learning by inquiry- independent learning	
<p>Week 8 – Designing ESP syllabi for the humanities and social sciences</p> <p><i>Seminar assignment: the students will survey the ESP syllabi for the humanities and social sciences (to be found on the site of the Faculty of Letters) examining objectives and the envisaged scope of the courses; the students report and discuss their findings in class</i></p>	<ul style="list-style-type: none">- heuristic conversation- pair/group work- guided practice- problem-solving- learning by inquiry- independent learning	
<p>Week 9 – Designing ESP courses for the humanities and social sciences (I)</p> <p><i>Seminar discussion: Case study: "Content-based Instruction in French for Journalism Students at Ohio University", in Stryker, Stephen, B. L. Leaver, eds., (1997), <i>Content-based Instruction. Foreign Language Education: Models and Methods</i>, Georgetown University Press: Washington, pp 118-140</i></p>	<ul style="list-style-type: none">- heuristic conversation- pair/group work- guided practice- problem-solving- learning by inquiry- independent learning	



<p>Week 10 – Designing ESP courses for the humanities and social sciences (II)</p> <p><i>Students will observe ESP classes for the humanities and social sciences (video formats, recorded sessions) and evaluate the materials used in class in terms of relevance for target audience, purpose (language points, skills, tasks, content etc.), underlying theory/ies of learning etc.; the students report and discuss their findings in class</i></p>	<ul style="list-style-type: none"> - heuristic conversation - pair/group work - guided practice - problem-solving - learning by inquiry - independent learning 	
<p>Week 11 – Information technology in ESP for the humanities and social sciences</p> <p><i>Students will analyse and discuss CALL (Computer Assisted Language Learning) features in ESP for humanities, while also designing skill-related tasks with the help of digital tools and apps</i></p>	<ul style="list-style-type: none"> - heuristic conversation - pair/group work - guided practice - problem-solving - learning by inquiry - independent learning 	
<p>Week 12 – Integrating digital tools and apps in social-emotional learning</p> <p><i>Students will participate in a co-teaching and collaborative learning scenario, by using digital tools and apps and integrating ESP concepts and transferable skills in practical tasks.</i></p>	<ul style="list-style-type: none"> - heuristic conversation - pair/group work - guided practice - problem-solving - learning by inquiry - independent learning 	
<p>Week 13 – Assessment in ESP</p> <p><i>Reading assignment for seminar discussion: Hutchinson, Tom & Alan Waters (1991 [1987]), <i>English for Specific Purposes: A learning-centred approach</i>, Cambridge: Cambridge University Press, pp 144-157</i></p>	<ul style="list-style-type: none"> - heuristic conversation - pair/group work - guided practice - problem-solving - learning by inquiry - independent learning 	
<p>Week 14 – Final evaluation: <i>Each student will present a 15-minute paper on an ESP topic. A roundtable discussion will serve to wrap-up the course.</i></p>		
<p>Bibliography:</p> <p>Arno Macia, Elisabet et al., eds. (2006), <i>Information Technology in Languages for Specific Purposes. Issues and Prospects</i>, Springer: New York</p> <p>Bailey, Stephen (2006), <i>Academic Writing. A Handbook for International Students</i>, Routledge: London, New York</p> <p>Basturkmen, Helen (2010), <i>Developing Courses in English for Specific Purposes</i>, London: Palgrave Macmillan</p> <p>Basturkmen, Helen (2006), <i>Ideas and Options in English for Specific Purposes</i>, New Jersey: Lawrence Erlbaum Associates</p> <p>Benesch, Sarah (2001), <i>Critical English for Academic Purposes: Theory, Politics and Practice</i>, Lawrence Erlbaum Associates: Mahwah, London</p> <p>Cottrell, Stella (2005), <i>Critical Thinking Skills. Developing Effective Analysis and Argument</i>, Palgrave Macmillan: Basingstoke, New York</p> <p>Crene, Phyllis, M. R. Lea (2003, 2nd edition), <i>Writing at University. A Guide for Students</i>, Open University Press: Philadelphia</p> <p>Hutchinson, Tom & Alan Waters (1991 [1987]), <i>English for Specific Purposes: A learning-centred approach</i>, Cambridge: Cambridge University Press</p>		



Hyland, Ken (2006), *English for Academic Purposes: An advanced resource book*, London: Routledge

Johnson, Marysia (2004), *A Philosophy of Second Language Acquisition*, Yale University Press: New York London

Lowes, Ricky et al. (2004), *The International Student's Guide. Studying in English at University*, Sage Publications: London

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Ruiz-Garrido, Miguel F. et al., eds. (2010), *English for Professional and Academic Purposes*, Amsterdam: Rodopi

Stryker, Stephen, B. L. Leaver, eds., (1997), *Content-based Instruction. Foreign Language Education: Models and Methods*, Georgetown University Press: Washington

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 Lecture	Active participation and engagement Accuracy, fluency, adequacy to register (oral and written) Efficient acquisition and use of English for academic and specific purposes	30% of final grade: formative assessment of coursework (critical thinking essay) 40% of final grade: presentation (content creation abilities, integration of content and digital tools).	
10.5 Seminar		10% seminar activity 20% of final grade: designing and creating assessment quizzes	
10.6 Basic performance standard			
Students will know how to - recognize the contexts and ways of written and oral communication in English in the context of graduate studies and extended professional community (national and international); - organize the writing process and develop a scientific text by following models and using the appropriate academic English			







conventions;

- use the standard academic / professional community criteria to assess the quality of written and oral academic communication products in English;
- elaborate written works and original oral presentations that use the principles and techniques of editing established in the academic environment, with emphasis on the specific genres in the field of specialization;
- perform individual work tasks in contexts of autonomy and independence;
- plan, monitor and self-assess their intellectual work.

Organizational details, exceptional situation management:

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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