



SYLLABUS

Current Trends in Linguistic Research

Academic year 2026-2027

1. Information about the study program

1.1. University	Babeș-Bolyai University
1.2. Faculty	The Faculty of Letters
1.3. Department	Doctoral School of Linguistic and Literary Studies
1.4. Field of study	Language and literature
1.5. Study cycle (BA/MA)	Doctorate
1.6. Study programme/Qualification	Doctorate in Philology/Doctor of Philology
1.7. Enrolment frequency	Full time

2. Information about the subject

2.1. Course title		Current Trends in Linguistic Research				Course code		LDR1103	
2.2. Course tutor				Prof. univ. dr. Ștefan OLTEAN / Prof. univ. dr. habil. Liana POP					
2.3. Seminar / practical course (laboratory) tutor				Prof. univ. dr. Ștefan OLTEAN / Prof. univ. dr. habil. Liana POP					
2.4. Year of study	I	2.5. Semester	1	2.6. Type of assessment	E	2.7. Course status	Contents		DF
							Mandatory		OBL

3. Total estimated time (teaching hours per semester)

3.1. Number of hours per week	4	of which: 3.2 course	2	3.3 seminar / practical course (laboratory)	2
3.4. Total number of hours in the curriculum	48	of which: 3.5 course	24	3.6 seminar / practical course (laboratory)	24
Allotted time for individual study (ID) and self-study activities (SA)					hours
Study based on textbook, course manual, recommended bibliography, personal notes (SA)					48
Additional research (in the library, online scientific databases/platforms, or field documentation)					93
Preparation for seminars / laboratory classes/ essays/ projects/ homework/ portfolios and reports					48
Tutoring					12
Assessment (examinations)					3
Other activities:					-
3.7. Total hours for individual study (ID) and self-study activities (SA)					204
3.8. Total hours per semester					252
3.9. Number of credits					10

4. Prerequisites (if necessary)



4.1. curriculum	No requirements
4.2. skills	Knowledge of English and French

5. Conditions (if necessary)

5.1. for delivering lectures	Classroom equipped with blackboard, projector and computer, internet access
5.2. for teaching seminars / practical courses (laboratory classes)	Seminar room, projector, smartboard, internet access

6.1. Competences resulting from the completion of the degree programme (as referred to in the curriculum)¹

Professional competences	
Competence code	Competence
PC1	Advanced knowledge in the fields of philology, literature, linguistics, literary theory, cultural history, and discourse studies
PC2	Ability to identify, formulate, and creatively solve research problems specific to the field of Philology
PC3	Mastery of advanced research methods and techniques, including literary analysis, linguistic analysis, hermeneutics, philological research, archival research, corpus analysis, genetic criticism, literary history, cultural studies, and comparative methodologies
PC4	Ability to employ contemporary paradigms in linguistic research, including diachronic, synchronic, diatopic, pragmatic, normative, onomastic, discourse-oriented, and sociolinguistic approaches
PC5	Ability to identify, evaluate, and apply contemporary literary and cultural paradigms
PC6	Ability to integrate interdisciplinary perspectives into philological research, including history, philosophy, cultural anthropology, gender studies, childhood studies, memory studies, trauma studies, postcolonial studies, and alterity studies
PC7	Skills in documenting, selecting, interpreting, and critically exploiting primary and secondary sources
PC8	Ability to produce scholarly papers, research reports, articles, book chapters, and doctoral dissertations in accordance with national and international academic standards
PC9	Ability to process, organize, and interpret textual, linguistic, bibliographic, and archival data, including through the use of appropriate digital tools
PC10	Ability to design, develop, and manage research projects, including the preparation of research proposals and funding applications, as well as securing resources through national and European funding competitions
PC11	Ability to critically evaluate (peer review) the research of other scholars and to formulate well-reasoned and constructive assessments of scholarly work
PC12	Ability to manage research data responsibly in accordance with Open Science principles, including data management plans, FAIR principles, and the deposit of research outputs in open-access archives and repositories
Competences regarding ethics, integrity and research management	
Competence code	Competence

¹ The professional and/or transversal skills targeted by the subject for which the course description is prepared will be copied from the curriculum of the degree programme. For each competence, the complete entry, including the competence code, will be copied with the exact designation that appears in the curriculum, without any changes. If no competence is copied from either of the two categories, the row corresponding to that category is deleted from the table.



EC1	Knowledge and application of the principles of academic ethics and integrity throughout all stages of doctoral research, in accordance with Law No. 206/2004 and the institution's Code of Ethics
EC2	Ability to avoid plagiarism, self-plagiarism, data fabrication, data falsification, and other forms of research misconduct
EC3	Ability to design, plan, and manage a doctoral research project, including objectives, hypotheses, methodology, timetable, corpus, sources, outcomes, and dissemination activities
EC4	Knowledge of copyright, intellectual property, proper citation practices, open access principles, and the responsible use of digital resources
EC5	Ability to critically assess the limitations of one's own research and to formulate directions for further investigation
EC6	Knowledge of institutional procedures regarding ethical approval of research (ethics committees) and the application of regulations concerning informed consent and the responsible processing of data, where applicable
Transversal competences	
Competence code	Competence
TC1	Advanced oral and written scientific communication skills in academic, cultural, and professional contexts
TC2	Advanced proficiency in international languages required for research, academic writing, and the presentation of research findings
TC3	Advanced digital competences, including the use of databases, digital libraries, bibliographic management tools, linguistic corpora, and artificial intelligence tools in a critical and responsible manner
TC4	Ability to work both independently and collaboratively, including in interdisciplinary, multicultural, and multilingual environments
TC5	Critical thinking, synthesis, evaluation, and argumentation skills in scientific and professional contexts
TC6	Competences related to academic and non-academic career management, knowledge transfer, and the societal valorisation of research outcomes
TC7	Capacity for innovation and the development of cultural, educational, editorial, or applied research initiatives
TC8	Teaching and mentoring competences required for conducting lectures, seminars, and student supervision activities in higher education
TC9	Competences in science communication aimed at the general public and non-specialist audiences, including public engagement, dissemination, and cultural outreach
TC10	Coordination and leadership skills in research teams and in complex and unpredictable professional environments

6.2. Learning outcomes relevant to the degree programme (as referred to in the curriculum)²

Learning outcomes targeted by the subject		
Competence code	Knowledge and comprehension	Specific academic skills

² The learning outcomes relevant for the degree programme and targeted by the subject for which the course description is prepared will be listed. The entries, copied without any changes from the Curriculum (Core Subject/Specialisation Subject/Complementary Subject), are listed under the corresponding competence



PC2, PC7, PC8, PC9, PC10, EC1, EC3, EC4, EC5, TC1, TC2, TC3, TC4, TC5, TC6, TC7, TC10	2. To formulate independently an original research problem and to develop an appropriate theoretical and methodological framework	2. To demonstrate autonomy, responsibility, originality, and innovation in conducting doctoral research
PC1, PC3, PC4, PC5, PC9, EC2, TC1 TC3, TC4, TC6, TC7, TC8	3. To employ advanced philological, literary, and linguistic research methods in the analysis of texts, discourses, language phenomena, and cultural contexts	3. To carry out teaching and mentoring activities in higher education, adapted to the level and needs of learners
PC1, PC4, PC5, PC6, PC8, PC9, PC11, PC12, EC4, TC1, TC5, TC7	5. To identify, define, and correctly apply major theoretical concepts from literary, linguistic, and cultural studies	5. To critically evaluate (review) the research of other scholars and provide well-reasoned and constructive feedback

7. Subject-specific learning outcomes

Knowledge and comprehension
Module 1: 1. The doctoral student will acquire knowledge and understanding of the basic ideas of the generative enterprise and their relevance for our understanding of the nature of human language. 2. The doctoral student will acquire knowledge and understanding of the relevance of possible world semantics for the study of meaning in natural language.
Module 2: 1. The doctoral student will acquire knowledge and understanding of the basic ideas of syntax and their relevance for analyzing language. 2. The doctoral student will acquire knowledge and understanding of the relevance of pragmatics and discourse analysis for the study of natural language expressions.
Specific academic skills
Module 1: 1. The doctoral student will be able to apply generative notions and concepts to the analysis of language phenomena. 2. The doctoral student will be able to examine the relevance of truth-conditional or possible world semantics for the description of meaning in natural language and to know how to apply this framework to the semantic analysis linguistic expressions.
Module 2: 1. The doctoral student will be able to apply pragmatic notions and concepts to the analysis of language phenomena. 2. The doctoral student will be able to examine the relevance of pragmatics and discourse analysis for the study of linguistic expressions.

8. Contents

8.1 Course	Teaching methods	Remarks
Module 1. 1. The Chomskyan perspective on language. Universal grammar, parameters, movement, phonetic form, logical form.	Lecture and heuristic conversation. Interactive presentation – projection. Analysis and	Each course is designed in close connection with the corresponding seminar, both emphasizing the doctoral

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	interpretation.	students' interventions on the proposed topic.
Module 1. 2. Contemporary theories of meaning. Cognitive theories, truth conditional theories, meaning as social practice.	Lecture and heuristic conversation. Interactive presentation – projection. Analysis and interpretation.	Each course is designed in close connection with the corresponding seminar, both emphasizing the doctoral students' interventions on the proposed topic.
Module 1. 3. Possible worlds for semantics. Transworld identity, rigid and nonrigid designators.	Lecture and heuristic conversation. Interactive presentation – projection. Analysis and interpretation.	Each course is designed in close connection with the corresponding seminar, both emphasizing the doctoral students' interventions on the proposed topic.
Module 1. 4. Quantification. Standard accounts and generalized quantifiers.	Lecture and heuristic conversation. Interactive presentation – projection. Analysis and interpretation.	Each course is designed in close connection with the corresponding seminar, both emphasizing the doctoral students' interventions on the proposed topic.
Module 1. 5. Intensionality. Propositional attitudes.	Lecture and heuristic conversation. Interactive presentation. Analysis and interpretation.	Each course is designed in close connection with the corresponding seminar, both emphasizing the doctoral students' interventions on the proposed topic.
Module 1. 6. Indexicality. The relevance of context for semantic interpretation.	Lecture and heuristic conversation. Interactive presentation. Analysis and interpretation.	Each course is designed in close connection with the corresponding seminar, both emphasizing the doctoral students' interventions on the proposed topic.
Module 2. 1. Limits of Grammatical Description of Language (unanalysable structures, malformed constructions, false functions). Grammatical Functions vs. Pragmatic-Discursive Functions (Pop). Sentence vs. Utterance.	Lecture and heuristic conversation. Interactive presentation. Analysis and interpretation.	Each course is designed in close connection with the corresponding seminar, both emphasizing the doctoral students' interventions on the proposed topic.
Module 2. 2. Pragmatic Theories: the category of speech act; Speech Act Theory (Austin, Searle); Enunciation Theory (Benveniste); Theory of the Functions of Language (Jakobson); cognitive theories of interpretation: the Cooperative Principle (Grice) and the Relevance Theory (Sperber & Wilson).	Lecture and heuristic conversation. Interactive presentation. Analysis and interpretation.	Each course is designed in close connection with the corresponding seminar, both emphasizing the doctoral students' interventions on the proposed topic.
Module 2. 3. Discourse Analysis. The Geneva Model of Conversation Analysis: hierarchical organization of discourse; monologic and dialogic units; discourse acts versus illocutionary acts (Roulet et al.; Kerbrat-Orecchioni). Written and Spoken Discourse.	Lecture and heuristic conversation. Interactive presentation. Analysis and interpretation.	Each course is designed in close connection with the corresponding seminar, both emphasizing the doctoral students' interventions on the proposed topic.
Module 2. 4. Compositional Heterogeneity in Discourse (Roulet). Sequence Types: Narrative,	Lecture and heuristic conversation. Interactive	Each course is designed in close connection with the corresponding seminar, both emphasizing the doctoral students' interventions on the proposed topic.

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Descriptive, Argumentative, Explanatory, Procedural, and Dialogic Sequences (Adam).	presentation. Analysis and interpretation.	corresponding seminar, both emphasizing the doctoral students' interventions on the proposed topic.
Module 2. 5. Discourse vs. Text. Pragmatic and Discourse Markers. Pragmaticalization (Traugott & Dasher). Cohesion and Coherence in Discourse.	Lecture and heuristic conversation. Interactive presentation. Analysis and interpretation.	Each course is designed in close connection with the corresponding seminar, both emphasizing the doctoral students' interventions on the proposed topic.
Module 2. 6. Referential Heterogeneity in Discourse. The Concept of Discursive Spaces (Pop). The Iceberg Model of Text (Vlad). The Modular Model of Discourse (Roulet).	Lecture and heuristic conversation. Interactive presentation. Analysis and interpretation.	Each course is designed in close connection with the corresponding seminar, both emphasizing the doctoral students' interventions on the proposed topic.
Bibliography Module 1: For the meetings held during the semester, PhD students will be required to review recent scholarly works, discuss them in seminars, and/or write reviews of them. The readings will serve as a starting point for the specific discussions that will take place. PhD students are asked to prepare and annotate these texts before the meetings, in order to be able to conduct informed observations based on them. CAPPELEN, Herman, Ernie Lepore. <i>Language Turned On Itself</i>. Oxford: Oxford University Press, 2007. CHIERCHIA, Gennaro and Sally McConnell-Ginet. <i>Meaning and Grammar: An Introduction to Semantics</i>. Cambridge, Massachusetts: MIT Press, 2000. CHOMSKY, Noam. <i>Knowledge of Language: Its Nature, Origin, and Use</i>. New York: Praeger, 1986, pp.1-50. VON FINTEL, Kay, Irene Heim, <i>Intensional Semantics</i>, Cambridge, Massachusetts: MIT, 2010. KOENEMAN, Olaf, Hedde Zeijlstra, <i>Introducing Syntax</i>, Cambridge: University Press, 2017. KRIPKE, Saul. <i>Naming and Necessity</i>. În Donald Davidson, Gilbert Harman (eds.), <i>Semantics of Natural Language</i>, Dordrecht: Reidel, 1972., LEWIS, David. Possible worlds. În Loux, M. J., (ed.), <i>The Possible and the Actual: Readings in the Metaphysics of Modality</i>. Ithaca and London: Cornell University Press: 182-189. LOUX, Michael J. (ed.). <i>The Possible and the Actual: readings in the metaphysics of modality</i>. Ithaca and London: Cornell University Press, 1979. MEL'ČUK, Igor, Jasmina Milićević, <i>An Advanced Introduction to Semantics. A Meaning-Text Approach</i>, Cambridge: Cambridge University Press, 2020. OLTEAN, Ștefan. <i>Introducere în semantica referențială</i>. Cluj: Presa Universitară Clujeană, 2006. PORTNER, P. H. <i>What Is Meaning? Fundamentals of Formal Semantics</i>. Oxford: Blackwell, 2005. SOAMES, Scott. <i>Beyond Rigidity. The Unfinished Semantic Agenda of 'Naming and Necessity'</i>, Oxford: Oxford University Press, 2002. Module 2: AUCHLIN, A., J. Moeschler (1997/2000) <i>Introduction à la linguistique</i>, A. Colin. (sau în română: 2005 <i>Introducere în lingvistică</i>, Echinox) BL BENVENISTE, E. (1966/1974) <i>Problèmes de linguistique générale</i>, Paris, Gallimard – BSF. BENVENISTE, E. (1970) L'appareil formel de l'énonciation. <i>Langages</i>, 5^e année, n°17. "L'énonciation": 12-18; CHARAUDEAU, P. (1992) <i>Grammaire du sens et de l'expression</i>, Paris, Hachette – BLF, BIF. COSTĂCHESCU, A. (2019) <i>Pragmatica lingvistică</i>, https://www.euroinst.ro/titlu.php?id=1640 Din Cuprins: ♦ Referința, deixis, anafora ♦ Deicticele de persoană ♦ Deicticele spațiale ♦ Adverbialele temporale (valori deictice și anaforice) ♦ Timpurile verbului (valori deictice, aspectual, anaforice și modale) ♦ Timpurile verbului între semantică și pragmatică ♦ Implicaturile conversaționale ♦ Presupoziția ♦ Acte de limbaj ♦ Pragmatica cognitivă		



DUCROT, O. (1980) *Les mots du discours*, Paris, Minuit – BLF.
GRICE, P. (1975) *Logic and Conversation*, In P. Cole, & J. Morgan (Eds.), *Syntax and semantics* (pp. 41-58). New York: Academic Press ; (pentru versiunea în limba franceză : « Logique et conversation », *Communications* 30).
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ZUFFEREY, S. & MOESCHLER, J., *Initiation à l'étude du sens. Sémantique et pragmatique*, Editions Sciences Humaines, 2024.

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8.2 Seminar / practical course (laboratory class)	Teaching methods	Remarks
Module 1. 1. The Chomskyan perspective on language. Universal grammar, parameters, movement, phonetic form, logical form.	Analysis and interpretation.	
Module 1. 2. Contemporary theories of meaning. Cognitive theories, truth conditional theories, meaning as social practice.	Analysis and interpretation.	
Module 1. 3. Possible worlds for semantics. Transworld identity, rigid and nonrigid designators.	Analysis and interpretation.	
Module 1. 4. Quantification. Standard accounts and generalized quantifiers.	Analysis and interpretation.	
Module 1. 5. Intensionality. Propositional attitudes.	Analysis and interpretation.	
Module 1. 6. Indexicality. The relevance of context for semantic interpretation.	Analysis and interpretation.	
Module 2. 1. Limits of Grammatical Description of Language (unanalysable structures, malformed constructions, false functions). Grammatical Functions vs. Pragmatic-Discursive Functions (Pop). Sentence vs. Utterance.	Analysis and interpretation.	
Module 2. 2. Pragmatic Theories: the category of speech act; Speech Act Theory (Austin, Searle); Enunciation Theory (Benveniste); Theory of the Functions of Language (Jakobson); cognitive theories of	Analysis and interpretation.	

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interpretation: the Cooperative Principle (Grice) and the Relevance Theory (Sperber & Wilson).		
Module 2. 3. Discourse Analysis. The Geneva Model of Conversation Analysis: hierarchical organization of discourse; monologic and dialogic units; discourse acts versus illocutionary acts (Roulet et al.; Kerbrat-Orecchioni). Written and Spoken Discourse.	Analysis and interpretation.	
Module 2. 4. Compositional Heterogeneity in Discourse (Roulet). Sequence Types: Narrative, Descriptive, Argumentative, Explanatory, Procedural, and Dialogic Sequences (Adam).	Analysis and interpretation.	
Module 2. 5. Discourse vs. Text. Pragmatic and Discourse Markers. Pragmaticalization (Traugott & Dasher). Cohesion and Coherence in Discourse.	Analysis and interpretation.	
Module 2. 6. Referential Heterogeneity in Discourse. The Concept of Discursive Spaces (Pop). The Iceberg Model of Text (Vlad). The Modular Model of Discourse (Roulet).	Analysis and interpretation.	
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9. Assessment (examination)

Type of activity	9.1 Assessment criteria	9.2 Assessment methods	9.3 Weight in the final grade
9.4 Course	To graduate in the discipline, doctoral students will opt to be assessed in one of the two modules, completing the work assignments in the chosen module. As a means of assessment for module 1, doctoral students must obtain a grade based on a review or a paper of at least 5 pages, which should be related to the individual research project and should comply with the norms of academic writing.	Exam The course instructors jointly agree on two exam dates during the official session for finalizing the grade. Two weeks before the end of teaching activities, the doctoral students jointly submit a request to the director of the doctoral school, asking to be evaluated in one of the modules. The request will include three lists showing the distribution of the doctoral students registered for	75%

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	As a form of assessment for Module 2, doctoral candidates will be required to obtain a passing grade based on the preparation of a research paper (minimum 7 pages, including a bibliography). The paper must be related to the candidate's individual research project and must comply with academic and scientific standards. The topic should be discussed and agreed upon in advance with the instructor responsible for the module. Module 3: the correct and comprehensive understanding of concepts; the correct application of concepts and methods to real-life situations	evaluation with each of the three course instructors. Both the request and the individual certificates confirming the grade are to be signed by the evaluating instructor (who determines the grade), by the other two course instructors, and by the doctoral supervisor (who cannot serve as the evaluator). The possible ratings are: very good, good, satisfactory or unsatisfactory.	
9.5 Seminar/practical course (laboratory class)	Active participation in discussions and analyses Effective involvement in seminars	Periodical evaluation / Appreciation of the activity Oral contributions	25%
9.6 Basic performance standard			
- Module 1: Understanding of the syntactic and the semantic aspects of language; the PhD student knows the main notions and concepts in the field, has a clear view of their acceptance and uses them in compliance with academic standards. - Module 2: Understanding of the syntactic and the semantic-pragmatic aspects of language; the PhD student knows the main notions and concepts in the field, has a clear view of their acceptance and uses them in compliance with academic standards.			

10. SDG labels (Sustainable Development Goals)³

		Sustainable Development Generic Label
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³ Select a single label which, according to the [Implementation of SDG labels in the academic process](#), best matches the subject. If the subject addresses sustainable development in a generic manner (i.e. by presenting/introducing the general framework of sustainable development, etc.), then the Sustainable Development generic label may be applied. If none of the labels describe the subject, select the last option: "No label applies."



1 FĂRĂ SĂRĂCIE	2 FOAMETE „ZERO”	3 SĂNĂTATE ȘI BÎNĂSTĂRE	4 EDUCATIE DE CALITATE	5 EGALITATE DE GEN	6 APĂ CURĂȚĂ ȘI SĂNĂTATE	7 ENERGIE CURĂȚĂ ȘI LA PREȚURI ACCESIBILE	8 MUNCĂ DECENTĂ ȘI CREȘTERE ECONOMICĂ	9 INDUSTRIE, INOVAȚIE ȘI INFRASTRUCTURĂ
10 INEGALITĂȚI REDUSE	11 ORĂȘE ȘI COMUNITĂȚI DURABILE	12 CONSUM ȘI PRODUCȚIE RESPONSABILE	13 ACȚIUNE CLIMATICĂ	14 VIAȚĂ ACVATICĂ	15 VIAȚĂ TERESTRĂ	16 PACE, JUSTIȚIE ȘI INSTITUȚII EFICIENTE	17 PARTENERIATE PENTRU REALIZAREA OBIECTIVELOR	No label applies

Date:
30.06.2026

Course tutor's name and signature

Module 1

Ștefan OLTEAN

Module 2

Liana POP

Date of approval:
July 2026

Head of Doctoral School of Linguistic and Literary

Studies's name and signature,

Prof. univ. dr. habil. ADRIAN CHIRCU

Digitally signed by
ADRIAN CHIRCU-BUFTEA
Date: 2026.09.11 22:08:07 +03'00'

MOLDOVAN IOAN-RARES
2026.09.14 14:52
Date of approval

Name and signature of Dean