

COURSE OUTLINE

1. Data about the study programme

1.1 Higher education institution	Transilvania University of Braşov
1.2 Faculty	of Letters
1.3 Department	Department of Theoretical and Applied Linguistics
1.4 Field of study ¹⁾	Master
1.5 Study level ²⁾	Master
1.6 Study programme/Qualification	Culture and discourse in the Anglo-American space (IFR)

2. Data about the course

2.1 Name of course	Trends in Discourse Analysis							
2.2 Course convenor	Conf. dr. Gabriela Cusen							
2.3 Seminar/ laboratory/ project convenor								
2.4 Study year	1	2.5 Semester	2	2.6 Evaluation type	E	2.7 Course status	Content ³⁾	DSI
							Attendance type ⁴⁾	DI

3. Total estimated time (hours of teaching activities per semester)

3.1 Number of hours per week	2	out of which: 3.2 lecture	1	3.3 seminar/ laboratory/ project	1
3.4 Total number of hours in the curriculum	28	out of which: 3.5 lecture	14	3.6 seminar/ laboratory/ project	14
Time allocation					hours
Study of textbooks, course support, bibliography and notes					14
Additional documentation in libraries, specialized electronic platforms, and field research					54
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays					12
Tutorial					2
Examinations					2
Other activities					2
3.7 Total number of hours of student activity		86			
3.8 Total number per semester		100			
3.9 Number of credits ⁵⁾		4			

4. Prerequisites (if applicable)

4.1 curriculum-related	<ul style="list-style-type: none"> general linguistic concepts
4.2 competences-related	<ul style="list-style-type: none"> understanding of applied linguistics concepts; abstract and critical thinking

5. Conditions (if applicable)

5.1 for course development	<ul style="list-style-type: none"> -
5.2 for seminar/ laboratory/ project development	<ul style="list-style-type: none"> Classroom with video projector

6. Specific competences and learning outcomes

Professional competences	<p>a) Cognitive competences - understanding the evolution of the Anglo-American language, literature and culture, as well as the identity elements of the Anglo-American space</p> <p>Cp2. knowledge of the typology of the English language and the Anglo-American linguistic diasystem</p> <p>Cp3. knowledge of the most important and most recent models and trends in English language research</p> <p>L02. The graduate solves various professional situations that require knowledge of the Anglo-American linguistic diasystem.</p> <p>L03. The graduate integrates modern English language research models and trends in various professional situations.</p> <p>b) Application-practical skills - the ability to identify and use sources of information needed to solve new problems</p> <p>Cp4. knowledge of techniques for analyzing various linguistic and literary structures</p> <p>Cp5. knowledge of current strategies and techniques of designing scientific research in the linguistic, literary and cultural fields</p> <p>L04. The graduate integrates and pertinently applies the analysis of linguistic and/or literary structures in diverse professional situations.</p> <p>L05. The graduate is able to develop scientific research in the field, applying appropriate and modern methods and methodologies.</p> <p>c) Communication and interpersonal skills - the ability to communicate effectively in English</p> <p>Cp6. diversified and in-depth knowledge of communication modes and styles</p> <p>Cp7. knowledge of the requirements of team work</p> <p>L06. The graduate is able to use a variety of modes and styles of communication appropriate to specific situations.</p> <p>L07. The graduate is able to adapt effectively to the conditions of working in professional teams.</p>
Transversal competences	<p>Ct1. knowledge of communication and cooperation strategies in professional and/or intercultural contexts</p> <p>L.O.1. The graduate is able to communicate ideas, values, attitudes in English effectively and appropriately in different contexts.</p> <p>Ct2. know how to apply acquired knowledge in different professional and research situations</p> <p>L.O.2. The graduate is able to organize his/her professional and research work effectively and creatively.</p>

7. Course objectives (resulting from the specific competences to be acquired)

7.1 General course objective	<ul style="list-style-type: none"> presentation of the most important and new models and research trends in discourse analysis (with application to English)
7.2 Specific objectives	<ul style="list-style-type: none"> recognizing and applying logical and methodological criteria in investigating linguistic phenomena of interest; analysing texts from a discursive perspective; applying discourse analysis to identify cultural differences in communication; oral/written communication and relating in English in a variety of contexts recognizing and applying logical and methodological criteria in investigating linguistic phenomena of interest;

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
1. Language and discourse analysis - definitions of discourse analysis, basic concepts in discourse analysis	exposure in ID technology	2	
2. Varieties of discourse analysis: pragmatics	exposure in ID technology	2	
3. Varieties of discourse analysis: interactional	exposure in ID technology	2	

sociolinguistics			
4. Varieties of discourse analysis: conversational analysis	exposure in ID technology	2	
5. Varieties of discourse analysis: critical discourse analysis and discourse psychology	exposure in ID technology	2	
6. Interactional sociolinguistics (Gumperz)	exposure in ID technology	2	
7. Goffman's framework analysis	exposure in ID technology	2	
Bibliography Ch. Antaki & S. Widdicombe (eds.), <i>Identities in Talk</i> . London, Thousand Oaks, New Helhi, SAGE Publications, Jaworski, A. and Coupland, N. (eds.), 1999 <i>The Discourse Reader</i> . London and New York, Routledge Gumperz, J. J., 1982a, <i>Discourse Strategies</i> . Cambridge University Press. Gumperz, J. J. (ed.), 1982b, <i>Language and Social Identity</i> . Cambridge University Press. Goffman, E., 1974/1986, <i>Frame Analysis</i> . New York, Harper and Row. Drew, P. & Heritage, J. (eds.), 1992, <i>Talk at Work – Interaction in Institutional Settings</i> . Cambridge, Cambridge University Press. Fairclough, N., 1992, <i>Discourse and Social Change</i> . Polity Press. Potter, J., 2006, <i>Cognition and conversation</i> , in <i>Discourse Studies</i> , vol. 8 (1), 131–140 Teaching material in ID technology: Liliana COPOSESCU – <i>Trends in Discourse Analysis</i> , curs pentru anul I, sem. II, format electronic			
8.2 Seminar/laboratory/project	Teaching-learning methods	Number of hours	Remarks
1.Types of discourse analysis	alternating exposure with interactive method	2	topic in the subject calendar
2. Misunderstanding analysis in interactional sociolinguisticsă. Oral transcription techniques for discourse analysis	alternating exposure with interactive method	2	topic in the subject calendar
3. Institutional context analysis. Conversational analysis	alternating exposure with interactive method	3	topic in the subject calendar
Bibliography Davies, C., 2004, <i>Developing awareness of cross-cultural pragmatics</i> , In <i>Multilingua</i> , 23, pp. 207–231 Gardner, R., <i>Discourse analysis – implications for language teaching, with particular reference to casual conversation</i> , In http://journals.cambridge.org Song May, S., 2002, <i>Contextualising intercultural communication and sociopragmatic choices</i> , In <i>Multilingua</i> 21, pp. 79–99 Teaching material in ID technology: Liliana COPOSESCU – <i>Trends in Discourse Analysis</i> , curs pentru anul I, sem. II, format electronic			

9. Correlation of course content with the demands of the labour market (epistemic communities, professional associations, potential employers in the field of study)

Students will acquire: a) the knowledge necessary to teach contemporary Anglo-American literature; b) the skills necessary to construct a critical literary discourse in written and oral situations.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
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10.4 Course	framing, logical argumentation, use of subject-specific metalanguage, writing, originality	Written exam	50%
10.5 Seminar/ laboratory/ project	framing, logical argumentation, use of subject-specific metalanguage, writing, originality	Written exam	50%
10.6 Minimal performance standard			
<ul style="list-style-type: none"> Elaboration of a complex, logically articulated critical discourse on an applied linguistics topic. 			

This course outline was certified in the Department Board meeting on 23/09/2024 and approved in the Faculty Board meeting on 23/09/2024.

Conf. dr. Adrian LĂCĂTUȘ, Dean	Prof. dr. Răzvan SĂFTOIU, Head of Department
Conf. dr. Gabriela CUSEN, Course holder	Conf. dr. Gabriela CUSEN, Holder of seminar/ laboratory/ project

Note:

- 1) Field of study – select one of the following options: Bachelor / Master / Doctorat (to be filled in according to the forceful classification list for study programmes);
- 2) Study level – choose from among: Bachelor / Master / Doctorat;
- 3) Course status (content) – for the Bachelor level, select one of the following options: **FC** (fundamental course) / **DC** (course in the study domain)/ **SC** (speciality course)/ **CC** (complementary course); for the Master level, select one of the following options: **PC** (proficiency course)/ **SC** (synthesis course)/ **AC** (advanced course);
- 4) Course status (attendance type) – select one of the following options: **CPC** (compulsory course)/ **EC** (elective course)/ **NCPC** (non-compulsory course);
- 5) One credit is the equivalent of 25 study hours (teaching activities and individual study).