

# 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 <sup>1)</sup>	Master
1.5 Study level <sup>2)</sup>	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	<b>Anglo-American Women's Literature</b>							
2.2 Course convenor	Lect. dr. Ileana Botescu Sireşteanu							
2.3 Seminar/ laboratory/ project convenor								
2.4 Study year	1	2.5 Semester	1	2.6 Evaluation type	E	2.7 Course status	Content <sup>3)</sup>	DAP
							Attendance type <sup>4)</sup>	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 <sup>5)</sup>		4			

## 4. Prerequisites (if applicable)

4.1 curriculum-related	• -
4.2 competences-related	• Argumentation and critical and theoretical thinking; advanced knowledge of English

## 5. Conditions (if applicable)

5.1 for course development	• -
5.2 for seminar/ laboratory/ project development	• Classroom with video projector

## 6. Specific competences and learning outcomes

Professional competences	<p>Cognitive competences - understanding the evolution of Anglo-American language, literature and culture, as well as the identity elements of the Anglo-American space</p> <p>Cp1. in-depth knowledge of the history of Anglo-American literature, the latest literary and cultural theories and trends</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>L.O.1. The graduate is able to describe the coordinates of Anglo-American literature in the context of world literature.</p> <p>L.O.2. The graduate solves various professional situations that require knowledge of the Anglo-American linguistic diasystem.</p> <p>L.O.3. The graduate integrates modern research models and trends of the English language in various professional situations.</p> <p>Applied-practical skills - the ability to identify and utilize 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>L.O.4. The graduate integrates and pertinently applies the analysis of linguistic and/or literary structures in diverse professional situations.</p> <p>L.O.5. The graduate is able to develop scientific research in the field, applying appropriate and modern methods and methodologies.</p> <p>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>L.O.6. The graduate is able to use a variety of modes and styles of communication appropriate to specific situations.</p> <p>L.O.7. 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"> <li>Familiarization with some fundamental theories and directions in contemporary Anglo-American literature;</li> <li>Assimilation of concepts, particularities and features of contemporary Anglo-American literary discourse</li> </ul>
7.2 Specific objectives	<ul style="list-style-type: none"> <li>Strengthening skills in analyzing and interpreting contemporary texts</li> </ul>

## 8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
Allotropies of difference	exposure in ID technology	1	
Brief history of the concept of difference	exposure in ID technology	1	
Difference and identity	exposure in ID technology	1	
Anglo-American female discourse	exposure in ID technology	1	
Representations of the female body in Anglo-	exposure in ID technology	1	

American prose			
Female identity in temporal representation	exposure in ID technology	1	
Female identity in the representation of space	exposure in ID technology	1	
Irony, parody and masquerade	exposure in ID technology	1	
Historiographical metafiction	exposure in ID technology	1	
The Fantastic	exposure in ID technology	1	
Intertextuality	exposure in ID technology	1	
Literary vampirism	exposure in ID technology	1	
Genre hybridization	exposure in ID technology	1	
Final considerations	exposure in ID technology	1	
<b>Bibliography</b> CĂLINESCU, Matei: <i>Five Faces of Modernity: Modernism, Avant-Garde, Decadence, Kitsch, Postmodernism</i> , Duke University Press, 1987 CONNOR, Steven: <i>Postmodernist Culture: An Introduction to Theories of the Contemporary</i> , 2 <sup>nd</sup> edition, Oxford: Blackwell, 1997 Ed. FOSTER, Hal: <i>Postmodern Culture</i> , London & Sydney: Pluto, 1985 HABERMAS, Jurgen: <i>The Philosophical Discourse of Modernity</i> , Cambridge, MA: MIT Press, 1987			
<b>Teaching materials in ID technology:</b> Ileana Botescu-Sireteanu, Contemporary Anglo-American Literature by Women, curs pentru master an I, sem 1			
8.2 Seminar/laboratory/project	Teaching-learning methods	Number of hours	Remarks
Allotropies of difference, spatio-temporal representations, representations of the female body	alternating exposure with interactive method	2	topic in the subject calendar
Historiographical metafiction, gender identity, modes of expression of difference	alternating exposure with interactive method	2	topic in the subject calendar
Fantasy, irony, parody, satire in the contemporary female novel	alternating exposure with interactive method	3	topic in the subject calendar
<b>Bibliography</b> HARVEY, David: <i>The Condition of Postmodernity</i> , London: Blackwell, 1989 HUTCHEON, Linda: <i>The Poetics of Postmodernism</i> , London and New York: Routledge, 1989 IRIMIA, Mihaela: <i>Postmodern Revaluations</i> , ed. Univ. Bucuresti, 1999 NEAGU, Adriana: <i>The Rise and Fall of Postmodernism</i> , LBUS, Sibiu, 2002 POWLING, Chris: <i>Readers Who Don't</i> , The University of Reading, Earley, 2000 VARSAVA, Jerry A.: <i>Postmodern Fiction, Mimesis, and the Reader</i> , Tallahassee: Florida State UP, 1990 VIANU, Lidia: <i>British Desperadoes at the Turn of the Millennium</i> , ALL, Bucuresti, 1999 WAUGH, Patricia (Ed): <i>Postmodernism. A Reader</i> , London: Edward Arnold, 1992 WAUGH, Patricia: <i>Practising Postmodernism, Reading Modernism</i> , London: Edward Arnold, 1992  Teaching material in ID technology: Ileana Botescu-Sireteanu, Contemporary Anglo-American Literature by Women, curs pentru master an I, sem 1			

**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
10.4 Course		Written exam	50%
10.5 Seminar/ laboratory/ project	fitting to requirements, logical argumentation, use of subject-specific metalanguage, writing (correctness of expression, coherence of expression), originality	Practical work	50%

### 10.6 Minimal performance standard

- Develop an adequate and logically articulated critical discourse on a given theme in contemporary Anglo-American literature.
- Assimilation of the main techniques of critical analysis of a literary text.

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.

<b>Conf. dr. Adrian LĂCĂTUȘ,</b> Dean	<b>Prof. dr. Răzvan SĂFTOIU,</b> Head of Department
<b>Lect. Dr. Ileana BOTESCU SIREȚEANU,</b> Course holder	<b>Lect. Dr. Ileana BOTESCU SIREȚEANU,</b> 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).

# 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 <sup>1)</sup>	Master
1.5 Study level <sup>2)</sup>	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	<b>New Trends in Sociolinguistic Analysis</b>							
2.2 Course convenor	Conf. dr. Gabriela Cusen							
2.3 Seminar/ laboratory/ project convenor								
2.4 Study year	1	2.5 Semester	1	2.6 Evaluation type	E	2.7 Course status	Content <sup>3)</sup>	DS
							Attendance type <sup>4)</sup>	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					46
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays					20
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 <sup>5)</sup>		4			

## 4. Prerequisites (if applicable)

4.1 curriculum-related	<ul style="list-style-type: none"> <li>Concepts of theoretical linguistics; concepts of sociolinguistics</li> </ul>
4.2 competences-related	<ul style="list-style-type: none"> <li>Understanding of current sociolinguistic concepts; abstract and critical thinking</li> </ul>

## 5. Conditions (if applicable)

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

## 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	definition of concepts, identification and exemplification of language specific to sociolinguistics, knowledge of methods of analysis specific to the interdisciplinary study of the humanities.
7.2 Specific objectives	developing specific and interdisciplinary projects for sociolinguistics using modern methods and principles.

## 8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
1. William Labov and sociolinguistics.	exposure in ID technology	2	
2. Linguistics and sociolinguistics.	exposure in ID technology	2	
3. English language - lingua franca	exposure in ID technology	2	
4. English - international language	exposure in ID technology	2	
5. Globalization: Commodification of language and linguistic identity	exposure in ID technology	2	
6. Language policy and language planning	exposure in ID technology	2	
7. Political correctness: culture and language	exposure in ID technology	2	

<p><b>Bibliography</b></p> <p>Andor, J. 2004. The Master and His Performance: An Interview with Noam Chomsky. <i>Intercultural Pragmatics</i> 1: 93-112.</p> <p>Bauman, Z. 1997. <i>Postmodernity and its Discontents</i>. London: Routledge.</p> <p>Bender, M. 1999. Visibility and self-critique in Eastern Cherokee language education. Paper presented at the 98th Conference of the American Anthropological Association, Chicago, Illinois.</p> <p>Biber, D. 1995. <i>Dimensions of Register Variation</i>. Cambridge: Cambridge University Press.</p> <p>Giddens, A. 1999. <i>Runaway World: How Globalisation is Reshaping our Lives</i>. London: Profile Books.</p> <p>Gordon, M. J. 2006. Interview with William Labov. <i>Journal of English Linguistics</i>, 34/4, pp. 332-351</p> <p>Graddol, D. 1997. <i>The Future of English?</i> London: British Council.</p> <p>Gramkow Andersen, K. 1993. <i>Lingua franca discourse: An investigation of the use of English in an international business context</i>. MA thesis. Denmark: Aalborg University.</p> <p>Labov, W 1972. <i>Sociolinguistic Patterns</i>. Philadelphia: University of Pennsylvania Press.</p> <p>Labov, W 1982. Objectivity and Commitment in Linguistic Science. <i>Language in Society</i> 11: 165-201.</p> <p>Labov, W. 1994. <i>Principles of Linguistic Change, Vol. 1: Internal factors</i>. Oxford: Blackwell.</p> <p>Labov, W.. 2001. <i>Principles of Linguistic Change, Vol. 2: Social factors</i>. Oxford: Blackwell.</p> <p>Labov, W. 2006. <i>The Binding Force in Segmental Phonology</i>. Paper Given at the Annual Meeting of the Linguistic Society of America, Albuquerque, NM, January.</p> <p>Labov, W. and Ash, S. 1997. Understanding Birmingham. In Bernstein, C., Nunnally, T. and Sabino, R. (eds.), <i>Language Variety in the South Revisited</i>. Tuscaloosa: University of Alabama Press, pp. 508-73</p> <p><b>Teaching material in ID technology:</b> Gabriela Cusen- Noi Tendinte in Analiza Sociolingvistica curs pentru anul I, sem. I, format electronic</p>			
8.2 Seminar/laboratory/project	Teaching-learning methods	Number of hours	Remarks
William Labov and sociolinguistics; Linguistics and sociolinguistics; English language - lingua franca; English language - international language	alternating exposure with interactive method	3	topic in the subject calendar
Globalization: the commodification of language and linguistic identity; Language policy and language planning; Political correctness: culture and language	alternating exposure with interactive method	4	topic in the subject calendar
<p><b>Bibliography</b></p> <p>Labov, W 1972. <i>Sociolinguistic Patterns</i>. Philadelphia: University of Pennsylvania Press.</p> <p>Labov, W 1982. Objectivity and Commitment in Linguistic Science. <i>Language in Society</i> 11: 165-201.</p> <p>Labov, W. 1994. <i>Principles of Linguistic Change, Vol. 1: Internal factors</i>. Oxford: Blackwell.</p> <p>Labov, W.. 2001. <i>Principles of Linguistic Change, Vol. 2: Social factors</i>. Oxford: Blackwell.</p> <p>Labov, W. 2006. <i>The Binding Force in Segmental Phonology</i>. Paper Given at the Annual Meeting of the Linguistic Society of America, Albuquerque, NM, January.</p> <p>Labov, W. and Ash, S. 1997. Understanding Birmingham. In Bernstein, C., Nunnally, T. and Sabino, R. (eds.), <i>Language Variety in the South Revisited</i>. Tuscaloosa: University of Alabama Press, pp. 508-73</p> <p><b>Teaching material in ID technology:</b> Gabriela Cusen - Noi Tendinte in Analiza Sociolingvistica curs pentru anul I, sem. I, format electronic</p>			

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

The students will acquire: a) the knowledge necessary to constitute a didactic-pedagogical discourse appropriate to the teaching of English, in the case of orientation towards a teaching career; b) the skills necessary to understand and use research methods in the humanities, in the case of orientation towards doctoral studies.

## 10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
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"> <li>Elaboration of a complex, lexically and syntactically rich, logically and precisely articulated written discourse on a sociolinguistic topic.</li> </ul>			

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).

## 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 <sup>1)</sup>	Master
1.5 Study level <sup>2)</sup>	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	Postcolonial Discourse							
2.2 Course convenor	Lect. dr. Aura Sibişan							
2.3 Seminar/ laboratory/ project convenor								
2.4 Study year	1	2.5 Semester	1	2.6 Evaluation type	E	2.7 Course status	Content <sup>3)</sup>	DAP
							Attendance type <sup>4)</sup>	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 <sup>5)</sup>		4			

### 4. Prerequisites (if applicable)

4.1 curriculum-related	•
4.2 competences-related	• knowledge of English and American literature; knowledge of English

### 5. Conditions (if applicable)

5.1 for course development	• -
5.2 for seminar/ laboratory/ project development	• Classroom with video projector

## 6. Specific competences and learning outcomes

Professional competences	<p>a) Cognitive competences - understanding the development of the Anglo-American language, literature and culture, and of the identity elements of the Anglo-American space</p> <p>Cp1. In-depth knowledge of the concepts of postcolonial discourse, the latest theories and cultural trends</p> <p>Cp2. Knowledge of the typology of orientations in the study of cultural theories and postcolonial discourse</p> <p>L.O.1. The graduate is able to describe the coordinates of postcolonial discourse concepts</p> <p>L.O.2. The graduate solves various professional situations that require knowledge of the concepts and theories of postcolonial discourse</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	Presentation of postcolonial theory, addressing the concepts of postcolonial critique and postcolonial discourse in different cultural contexts, in English.
7.2 Specific objectives	Acquiring operational knowledge of the main aspects and concepts of postcolonial discourse in English.

## 8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
Concepts of colonialism, postcolonialism, discourse. Place and role of postcolonial studies	exposure in ID technology	2	
The field of postcolonial theory, questioning identity in colonial and postcolonial societies	exposure in ID technology	2	
Racial, cultural difference and social hierarchies in colonial discourse; Franz Fanon's contribution.	exposure in ID technology	2	
Western discourse and the representation of the East; Edward Said - Orientalism	exposure in ID technology	2	
Ethnicity, nationalism, inter-racial relations. Case studies in Great Britain and the USA.	exposure in ID technology	2	
Globalization; Hybridity; Multiculturalism	exposure in ID technology	2	
Cultural stereotyping; Imitation; Cultural diversity	exposure in ID technology	2	

### Bibliography

Ashcroft, Bill et al.(eds.) – 1995, The Post-Colonial Studies Reader. London and New York: Routledge

Bassnet, Susan -1997, Studying British Cultures, London: Routledge

Bhabha, Homi -1994, The Location of Culture, London: Routledge

Boehmer, Elleke – 2005. Colonial & Postcolonial Literature, Oxford University Press

Bowers, S. (2000) Beloved and the New Apocalypse in Middleton, David, L. (ed) Toni Morrison's Fiction: Contemporary Criticism, New York & London, Garland Publishing

Cowart, D (2000) Faulkner and Joyce in Morrison's Song of Solomon in Middleton, David, L. (ed) Toni Morrison's Fiction: Contemporary Criticism, New York & London, Garland Publishing

DuBois, W. E. B. (1903) The Souls of Black Folk in Three Negro Classics, New York: Avon Books

King, R., Connel, J. - White, P.-1995, Writing Across Worlds. Literature and Migration. London: Routledge

Kiberd, Declan -1996, Inventing Ireland. London: Vintage

Mongia, Padmini – 1996, Contemporary Postcolonial Theory. A Reader. London: Arnold

Said, Edward - 1979, Orientalism. New York: Vintage

Schwartz, Henry & Ray, S – 2005. A Companion to Postcolonial Studies, Blackwell Publishing

Williams, P.& Chrisman, L.-1994, Colonial Discourse and Post-Colonial Theory. A Reader. Hertfordshire: Prentice Hall-Harvester Wheatsheaf

<b>Material in ID-IFR technology:</b> Liliana HAMZEA – <i>Postcolonial Discourse</i> , curs pentru anul I, sem. I, format electronic / Biblioteca UTBv			
8.2 Seminar/laboratory/project	Teaching-learning methods	Number of hours	Remarks
Fundamental concepts in postcolonial theory, background, scope. Beginnings of postcolonial writing – Unit 1 and Unit 2;	alternating exposure with interactive method	2	topic in the subject calendar
Issues of identity, otherness, discrimination, discursive construction of identity – Unit 3 and Unit 4;	alternating exposure with interactive method	2	topic in the subject calendar
Ethnicity, race; class membership; globalization; hybridity – Unit 5 and Unit 6.	alternating exposure with interactive method	3	topic in the subject calendar
<b>Bibliography</b> Said, Edward – 1979, <i>Orientalism</i> . New York: Vintage Schwartz, Henry & Ray, S – 2005. <i>A Companion to Postcolonial Studies</i> , Blackwell Publishing Williams, P. & Chrisman, L. – 1994, <i>Colonial Discourse and Post-Colonial Theory. A Reader</i> . Hertfordshire: Prentice Hall-Harvester Wheatsheaf Material didactic în tehnologie ID: <b>Material in ID-IFR technology:</b> Hamzea, Liliana – „Postcolonial Discourse”, Editura Universitatii Transilvania din Brasov, Tehnologie ID			

## 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 the skills necessary to understand and utilize research methods in the humanities with reference to the field of postcolonial discourse.
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## 10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	volume of knowledge, fitting within requirements, logical argumentation, originality, correct use of specialized bibliography, writing of the paper	Written exam	50%
10.5 Seminar/ laboratory/ project	breadth of knowledge, fit to requirements, logical argumentation, originality	2 essays	50%
10.6 Minimal performance standard			
<ul style="list-style-type: none"> <li>Students will produce a written examination paper and two essays on the Platforma, which are coherent expositions in English, based on the material in the bibliography and the seminars taught.</li> </ul>			

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
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Lect. dr. Aura SIBIȘAN, Course holder	Lect. dr. Aura SIBIȘAN, Holder of seminar/ laboratory/ project
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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);
- <sup>2)</sup> Study level – choose from among: Bachelor / Master / Doctorat;
- <sup>3)</sup> 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);
- <sup>4)</sup> Course status (attendance type) – select one of the following options: **CPC** (compulsory course)/ **EC** (elective course)/ **NCPC** (non-compulsory course);
- <sup>5)</sup> One credit is the equivalent of 25 study hours (teaching activities and individual study).

# 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 <sup>1)</sup>	Master
1.5 Study level <sup>2)</sup>	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	<b>Research Methods in the Humanities</b>							
2.2 Course convenor	Prof. dr. Gabriela Chefneux							
2.3 Seminar/ laboratory/ project convenor								
2.4 Study year	1	2.5 Semester	1	2.6 Evaluation type	E	2.7 Course status	Content <sup>3)</sup>	DSI
							Attendance type <sup>4)</sup>	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					40
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays					51
Tutorial					2
Examinations					2
Other activities					2
3.7 Total number of hours of student activity		111			
3.8 Total number per semester		125			
3.9 Number of credits <sup>5)</sup>		5			

## 4. Prerequisites (if applicable)

4.1 curriculum-related	<ul style="list-style-type: none"> <li>Undergraduate project</li> </ul>
4.2 competences-related	<ul style="list-style-type: none"> <li>Individual study skills, presentation, problem-posing</li> </ul>

## 5. Conditions (if applicable)

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

## 6. Specific competences and learning outcomes

Professional competences	<p>Cp1. Knowledge of the most important new models and trends in English language research L.O.1. The graduate integrates modern research models and trends of English in various professional situations</p> <p>Cp2. Knowledge of current strategies and techniques for designing scholarly research in the linguistic, literary and cultural fields L.O.2. The graduate is able to develop scientific research in the field, applying appropriate and modern methods and methodologies.</p> <p>Cp3. Knowledge of the requirements of team work L.O.3.1. The graduate is able to use a variety of communication modes and styles, appropriate to specific situations in the field. L.O.3.2. 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 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 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	Explaining the fundamentals of research methods with specific application in the humanities
7.2 Specific objectives	<p>Explanation of research methods and tools (survey, experiment, field research, evaluation, content analysis)</p> <p>Explain how to collect, process and interpret data</p> <p>Presenting the data obtained</p> <p>Developing a research project</p>

## 8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
Research - definition, characteristics, stages	exposure in ID technology	2	
Survey	exposure in ID technology	2	
Experiment and field research	exposure in ID technology	2	
Questionnaire and interview	exposure in ID technology	2	
Processing, analysis, interpretation and presentation	exposure in ID technology	2	
Action research, evaluation, content analysis, historical research	exposure in ID technology	2	
Ethical issues	exposure in ID technology	2	
<b>Bibliography</b> Cohen L., Manion, L. and Morrison, K. (2018) <i>Research Methods</i> Baker, T. (1998) <i>Doing Social Research</i> , New York: McGraw-Hill (Chapters 1-5) Brown, J.D. (2014). <i>Mixed Methods Research for TESOL</i> . Edinburgh: Edinburgh University Press <i>in Education</i> . London and New York: Routledge (Units 1-4) Newman, L. (2006) <i>Social Research Methods – Qualitative and Quantitative Approaches</i> . Boston: Pearson			

<b>Teaching materials in ID technology:</b> Chefneux, G. <i>Metode de cercetare în științele umaniste</i> , Curs ID			
8.2 Seminar/laboratory/project	Teaching-learning methods	Number of hours	Remarks
Research - definition, characteristics, stages	alternating exposure with interactive method	2	topic in the subject calendar
Questionnaire and interview	alternating exposure with interactive method	2	topic in the subject calendar
Data processing, analysis, interpretation and presentation	alternating exposure with interactive method	3	topic in the subject calendar
<b>Bibliography</b> Bell, J. (2009) <i>Doing Your Research Project</i> . London: Open University Press <b>Teaching materials in ID technology:</b> Chefneux, G. <i>Metode de cercetare în științele umaniste</i> , Curs ID			

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

Master's students can write a project proposal and carry out a research project, respecting research stages and ethical principles.
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**10. Evaluation**

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Analysing an article from the perspectives presented (appropriate use of concepts, correct use of metalanguage, complexity of analysis)	Written exam	70%
10.5 Seminar/ laboratory/ project	Appropriate use of concepts and theories	Written paper	30%
10.6 Minimal performance standard			
<ul style="list-style-type: none"> <li>The Master's student performs a complex analysis of a newspaper article</li> </ul>			

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
Prof. dr. Gabriela CHEFNEUX, Course holder	Prof. dr. Gabriela CHEFNEUX, 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).

# 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 <sup>1)</sup>	Master
1.5 Study level <sup>2)</sup>	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	<b>Specialized Training</b>							
2.2 Course convenor	Prof. dr. Gabriela Chefneux							
2.3 Seminar/ laboratory/ project convenor								
2.4 Study year	1/ 2	2.5 Semester	1/ 2/ 3	2.6 Evaluation type	C	2.7 Course status	Content <sup>3)</sup>	DSI
							Attendance type <sup>4)</sup>	DI

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

3.1 Number of hours per week	5	out of which: 3.2 lecture	-	3.3 seminar/ laboratory/ project	5
3.4 Total number of hours in the curriculum	70	out of which: 3.5 lecture	-	3.6 seminar/ laboratory/ project	70
Time allocation					hours
Study of textbooks, course support, bibliography and notes					-
Additional documentation in libraries, specialized electronic platforms, and field research					47
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays					2
Tutorial					2
Examinations					2
Other activities					2
3.7 Total number of hours of student activity		55			
3.8 Total number per semester		125			
3.9 Number of credits <sup>5)</sup>		5			

## 4. Prerequisites (if applicable)

4.1 curriculum-related	• -
4.2 competences-related	• communication, argumentation, abstract and critical thinking, documentation

## 5. Conditions (if applicable)

5.1 for course development	• -
5.2 for seminar/ laboratory/ project development	<ul style="list-style-type: none"> <li>• mentoring of the practice supervisor;</li> <li>• mentoring IFRI designated monitors;</li> <li>• facilitating access to the work platform in the framework of projects initiated by the partner institution (CLRE, DTLR, etc.).</li> </ul>

## 6. Specific competences and learning outcomes

Professional competences	<p>Cp5. Knowledge of current strategies and techniques for designing scientific research in the linguistic and cultural fields</p> <p>L.O.5. The graduate is able to develop scientific research in the field, applying appropriate and modern methods and methodologies.</p> <p>Cp7. Knowledge of the requirements of team work</p> <p>L.O.7. The graduate is able to adapt effectively to the conditions of work in professional teams.</p>
Transversal competences	<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"> <li>- development of the ability to critically assimilate and relate methods, concepts, categories related to the specific problems of humanities research;</li> <li>- strengthening the ability to analyze and interpret the benefits and limitations of different scientific research methods.</li> </ul>
7.2 Specific objectives	<ul style="list-style-type: none"> <li>- development of the ability to formulate hypotheses on possible specialized or interdisciplinary research avenues in the field of philology, language sciences, socio-human sciences;</li> <li>- development of the ability to synthesize critically, the ability to argue, to apply and correlate the research method chosen for the study of a problem with other related methods useful for that research;</li> <li>- stimulating engagement in debate, critical and problem-oriented thinking, imagination and freedom of creative-theoretical thinking;</li> <li>- the cultivation and strengthening of argumentative skills, confidence in one's own judgment and opinion;</li> <li>- the cultivation of critical thinking, but also of mutual respect and tolerance for the opinion, perspective and experience of others.</li> </ul>

## 8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
Instruction I: presentation/configuration of the online course page dedicated to the subject on the eLearning platform, organizational aspects and posting of informative materials	exposure	6	Trainer: the person in charge of the practical training of the study program
Assignment II: presentation of the internship activities of the collective internships proposed by the faculty	exposure	2	Trainers: the person in charge of the internship of the study program, the internship coordinator appointed by the partner institution for

			the internship
Practicing specific competences in the humanities and acquiring new competences by carrying out individual and/or collective internship activities	<ul style="list-style-type: none"> <li>- applying quantitative, qualitative research methods;</li> <li>- formulating research hypotheses;</li> <li>- problem identification, operationalization;</li> <li>- experiment, case study;</li> <li>- debate, discovery/action learning, reflection</li> </ul>	60	Mentors: <ul style="list-style-type: none"> <li>- Faculty practicum coordinator;</li> <li>- the internship supervisor(s) appointed by the host/partner institution;</li> <li>- the program of study's placement officer.</li> </ul>
Recording of identification data, description of the practicum activities and competences practiced and acquired through the internship(s) in the Master's Student's Internship Record Sheet	-	2	The student's practicum is posted on the eLearning platform (in the specific section of the online course of the discipline)

#### Bibliography

##### 1. the one recommended by the practicum coordinator appointed by the host/partner institution (if applicable)

##### 2. general humanities research:

Apostu, Edi; Bogdan, Lucian. 2007. Cercetări multidisciplinare în științele socio-umane. Ed. Lumen

Bulai, A. 2000. Focus-grup, , București: Paideia

Iluț, Petru. 1999. Abordarea calitativă a socio-umanului. Iași: Polirom

Lessel, Wolfgang. 2002. Managementul proiectelor. București: All

Lock, Denis. 2006. Management de proiect. Ed. Codex

Rateau, Patrick. 2004. Metodele și statisticile experimentale în științele umane. Iași: Polirom

Weber, Max. 2001. Teorie și metodă în științele culturii. Iași: Polirom

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

The activities carried out by the practicing master's student correspond to the requirements formulated by the management of educational institutions, specialized committees and professional associations.

#### 10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	-		
10.5 Seminar/ laboratory/ project	<ul style="list-style-type: none"> <li>- completion of the internship (70 hours / semester)</li> <li>- presentation of the activities in the Master's student's practicum sheet</li> </ul>	Individual and/or collective attestation of practice	50% 50%
10.6 Minimal performance standard			
<ul style="list-style-type: none"> <li>The minimum performance standards for professional and transversal competences CP5, CP7, CT7 are met.</li> </ul>			

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
Prof. dr. Gabriela CHEFNEUX, CDSAM IFR Practice Leader	Conf. dr. Ana ENE, Masters Practice Coordinator

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).

# 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 <sup>1)</sup>	Master
1.5 Study level <sup>2)</sup>	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	<b>Trends in Discourse Analysis</b>							
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 <sup>3)</sup>	DSI
							Attendance type <sup>4)</sup>	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
<b>3.7 Total number of hours of student activity</b>		86			
<b>3.8 Total number per semester</b>		100			
<b>3.9 Number of credits<sup>5)</sup></b>		4			

## 4. Prerequisites (if applicable)

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

## 5. Conditions (if applicable)

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

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

## 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	
<b>Bibliography</b> 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
<b>Bibliography</b> 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 <a href="http://journals.cambridge.org">http://journals.cambridge.org</a> Song May, S., 2002, <i>Contextualising intercultural communication and sociopragmatic choices</i> , In <i>Multilingua</i> 21, pp. 79–99  <b>Teaching material in ID technology:</b> 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.
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**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"> <li>Elaboration of a complex, logically articulated critical discourse on an applied linguistics topic.</li> </ul>			

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).

# 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 <sup>1)</sup>	Master
1.5 Study level <sup>2)</sup>	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	Postcolonial Literature							
2.2 Course convenor	Lect. dr. Aura Sibişan							
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 <sup>3)</sup>	DAP
							Attendance type <sup>4)</sup>	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 <sup>5)</sup>		4			

## 4. Prerequisites (if applicable)

4.1 curriculum-related	•
4.2 competences-related	• Knowledge of Postcolonial Discourse; Knowledge of English

## 5. Conditions (if applicable)

5.1 for course development	• -
5.2 for seminar/ laboratory/ project development	• Classroom with video projector

## 6. Specific competences and learning outcomes

Professional competences	<p>a) Cognitive competences - understanding the development of the Anglo-American language, literature and culture, and of the identity elements of the Anglo-American space</p> <p>Cp1. In-depth knowledge of the concepts of postcolonial discourse, the latest theories and cultural trends</p> <p>Cp2. Knowledge of the typology of orientations in the study of cultural theories and postcolonial discourse</p> <p>L.O.1. The graduate is able to describe the coordinates of postcolonial discourse concepts</p> <p>L.O.2. The graduate solves various professional situations that require knowledge of the concepts and theories of postcolonial discourse</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	Understanding postcolonial literature, addressing the concepts of postcolonial literary criticism, in English.
7.2 Specific objectives	Acquiring a working knowledge of the main aspects and concepts of postcolonial literature in English.

## 8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
UI 1. Text and context in the space of postcolonial literature in English	exposure in ID technology	2	
UI 2. Toni Morrison and black female identity	exposure in ID technology	2	
UI 3. Salman Rushdie and "imaginary homelands" - the space of intersection of two cultures	exposure in ID technology	2	
UI. 4. Alice Walker and the challenge of identity	exposure in ID technology	2	
UI.5. Zadie Smith and the challenges of multiculturalism; Postcolonial dimensions in contemporary English literature	exposure in ID technology	2	
UI.6. The postcolonial work of J. M. Coetzee; Individuality and community in the psychological space of the "border"	exposure in ID technology	2	
UI.7. The postcolonial work of Jean Rhys - The construction of identity.	exposure in ID technology	2	

### Bibliography

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Bowers, S. (2000) Beloved and the New Apocalypse in Middleton, David, L. (ed) *Toni Morrison's Fiction: Contemporary Criticism*, New York & London, Garland Publishing

Cowart, D (2000) Faulkner and Joyce in Morrison's Song of Solomon in Middleton, David, L. (ed) *Toni Morrison's Fiction: Contemporary Criticism*, New York & London, Garland Publishing

DuBois, W. E. B. (1903) The Souls of Black Folk in *Three Negro Classics*, New York: Avon Books, 1965, 209-389

Foucault, M. (1998) 'The Archeology of Knowledge' in Rivkin, J. & Ryan, M.(eds.) *Literary Theory: An Anthology*. Oxford: Blackwell Publishers pp 421-428

Goonetilleke, D.C.R.A. (1998) *Salman Rushdie*. MacMillan, London

Grant, D. (1999) *Salman Rushdie*. Northcote House, London

Guerrero, E. (2000) Tracking the look in the novels of Toni Morrison in Middleton, David, L. (ed) *Toni Morrison's Fiction: Contemporary Criticism*, New York & London, Garland Publishing

Lee, D.H (1985) The Quest for Self: Triumph and Failure in the works of Toni Morrison in Mari Evans (ed) *Black Women Writers*, Pluto Press

Unlimited, Torianno Avenue, London Loomba, A. (1998) <i>Colonialism/Postcolonialism</i> . London: Routledge Morrison, T. (1997) <i>Beloved</i> , Vintage, London Morrison, T. (1998) <i>Song of Solomon</i> , Vintage, London Morrison, T. (2005) <i>The Bluest Eye</i> , Plume, USA Rushdie, S. (1989) <i>The Satanic Verses</i> . Viking Penguin Rushdie, S. (1995) <i>The Midnight's Children</i> . Vintage			
<b>Material in ID-IFR technology:</b> Liliانا HAMZEA – <i>Postcolonial Literature</i> , curs pentru anul I, sem. I, format electronic / Biblioteca UTBv			
8.2 Seminar/laboratory/project	Teaching-learning methods	Number of hours	Remarks
1. Toni Morrison and black female identity; Salman Rushdie - imaginary realms; postcolonial dimensions in contemporary literature	alternating exposure with interactive method	2	topic in the subject calendar
2. Alice Walker and the challenge of identity; Zadie Smith and the challenges of multiculturalism	alternating exposure with interactive method	2	topic in the subject calendar
3. The postcolonial work of J. M. Coetzee; The postcolonial work of the writer Jean Rhys	alternating exposure with interactive method	3	topic in the subject calendar
<b>Bibliography</b>			
<b>Material in ID-IFR technology:</b> Liliانا HAMZEA – <i>Postcolonial Literature</i> , curs pentru anul I, sem. I, format electronic / Biblioteca UTBv			

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

Knowledge of fundamental concepts corresponding to the field of study is in line with the expectations of the epistemic community.
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## 10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	volume of knowledge, fitting within requirements, logical argumentation, originality, correct use of specialized bibliography, writing of the paper	Written exam	50%
10.5 Seminar/ laboratory/ project	breadth of knowledge, fit to requirements, logical argumentation, originality	2 essays	50%
10.6 Minimal performance standard			
<ul style="list-style-type: none"> <li>Students will produce a written exam paper and two essays on the Platform, which are coherent expositions in English based on the material in the bibliography and the seminars taught.</li> </ul>			

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
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Lect. dr. Aura SIBIȘAN, Course holder	Lect. dr. Aura SIBIȘAN, Holder of seminar/ laboratory/ project
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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);
- <sup>2)</sup> Study level – choose from among: Bachelor / Master / Doctorat;
- <sup>3)</sup> 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);
- <sup>4)</sup> Course status (attendance type) – select one of the following options: **CPC** (compulsory course)/ **EC** (elective course)/ **NCPC** (non-compulsory course);
- <sup>5)</sup> One credit is the equivalent of 25 study hours (teaching activities and individual study).

# 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 <sup>1)</sup>	Master
1.5 Study level <sup>2)</sup>	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	<b>Cultural Contradictions of Modernity</b>							
2.2 Course convenor	Lect. dr. Cristian PRALEA							
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 <sup>3)</sup>	DAP
							Attendance type <sup>4)</sup>	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 <sup>5)</sup>		4			

## 4. Prerequisites (if applicable)

4.1 curriculum-related	• -
4.2 competences-related	• argumentation and theoretical and critical thinking

## 5. Conditions (if applicable)

5.1 for course development	• -
5.2 for seminar/ laboratory/ project development	• 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>Cp1. in-depth knowledge of the history of Anglo-American literature, the latest literary and literary theories and trends cultural trends and trends</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>LO1. The graduate is able to describe the coordinates of Anglo-American literature in the context of world literature.</p> <p>LO2. The graduate solves various professional situations that require knowledge of the Anglo-American linguistic diasystem.</p> <p>LO3. 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>LO4. The graduate integrates and pertinently applies the analysis of linguistic and/or literary structures in diverse professional situations.</p> <p>LO5. 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>LO6. The graduate is able to use a variety of modes and styles of communication appropriate to specific situations.</p> <p>LO7. 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"> <li>Explaining the modern Western intellectual genealogy of American foundational discourses</li> </ul>
7.2 Specific objectives	<ul style="list-style-type: none"> <li>Analysis of the fundamental ideas of Western modernity: the construction of the concept of the subject, the history of the idea of progress.</li> <li>Interdisciplinary thematic analysis of various modern meta-narratives</li> </ul>

## 8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
Genealogy of modern thought	exposure in ID technology	2	
Hermeneutics of the subject	exposure in ID technology	2	
History of the concept of progress	exposure in ID technology	2	
The concept of the West (Abendland)	exposure in ID technology	2	

Characteristics of Western thought	exposure in ID technology	2	
Cultural dynamics of globalization	exposure in ID technology	2	
Culture and democracy	exposure in ID technology	2	
<b>Bibliography</b> Baudrillard, Jean. <i>The ecstasy of communication</i> . Brooklyn, N.Y.: Autonomedia, 1988 Baumann, Zygmunt. <i>Globalization: The Human Consequences</i> . Columbia University Press, 1998 Berkeley, George. <i>Treatise Concerning the Principles of Human Knowledge</i> . Cosimo Classics, 2005 Comte, Auguste. <i>The Catechism of Positive Religion</i> . Kessinger Publishing, 2004 Condorcet, Jean Marie Antoine Nicolas Caritat marquis de. <i>Sketch for a historical picture of the progress of human mind</i> . New York: Noonday Press, 1955 Darwin, Charles. <i>Autobiography</i> . W. W. Norton & Company, 1993. Debord, Guy. <i>The Society of the Spectacle</i> . New York: Zone Books, 1994. De Certeau, Michel. <i>The practice of everyday life</i> . Berkeley: University of California Press, 1988. Deleuze, Gilles. <i>Difference and repetition</i> . New York: Columbia University Press, 1994. Derrida, Jacques. <i>Writing and Difference</i> . Chicago: University of Chicago Press, 1978. Descartes, Rene. <i>Discourse on Method and Meditations on First Philosophy</i> . BN Publishing, 2008. Eldred, Michael. <i>The Digital Cast of Being: Metaphysics, Mathematics, Cartesianism, Cybernetics, Capitalism, Communication</i> . Ontos, 2009. Fontenelle, Bernard de. <i>Entretiens sur la pluralite des mondes. Digression sur les anciens et les modernes</i> . Oxford: Clarendon Press, 1955. Foucault, Michel. <i>Discipline and punish: the birth of the prison</i> . New York: Vintage Books, 1979. Hegel, Georg Friedrich. <i>The Philosophy of History</i> . Buffalo, New York: Prometheus Books, 1991. Heidegger, Martin. <i>The question concerning technology, and other essays</i> . New York: Garland Pub., 1977. Heidegger, Martin. <i>Pathmarks</i> . Cambridge; New York: Cambridge University Press, 1998. Hegel, Georg Friedrich. <i>The Philosophy of History</i> . Buffalo, New York: Prometheus Books, 1991. Heidegger, Martin. <i>The question concerning technology, and other essays</i> . New York: Garland Pub., 1977. Heidegger, Martin. <i>Pathmarks</i> . Cambridge; New York: Cambridge University Press, 1998. Husserl, Edmund. <i>Cartesian Meditations: An Introduction to Phenomenology</i> . Springer, 2008. Jameson, Fredric. <i>Postmodernism, or, The cultural logic of late capitalism</i> . Durham: Duke University Press, 1991. Kant, Immanuel. <i>Critique of Pure Reason</i> . Dover Publications, 2003. Lyotard, Jean-Francois. <i>The postmodern condition: a report on knowledge</i> . Minneapolis: University of Minnesota Press, 1984. Vattimo, Gianni. <i>The end of modernity: nihilism and hermeneutics in postmodern culture</i> . Baltimore: Johns Hopkins University Press, 1988. Wittgenstein, Ludwig. <i>Tractatus Logico Philosophicus</i> . Routledge, 2001 Zabala, Santiago, ed. <i>Weakening Philosophy, Essays in Honour of Gianni Vattimo</i> . Montreal, London, Ithaca: McGill-Queen's University Press, 2007.			
8.2 Seminar/laboratory/project	Teaching-learning methods	Number of hours	Remarks
Conservative modernities	alternating exposure with interactive method	2	topic in the subject calendar
Intellectualism and capitalism	alternating exposure with interactive method	2	topic in the subject calendar
Religion today	alternating exposure with interactive method	3	topic in the subject calendar
<b>Bibliography</b> Adrian Lacatus, <i>The Cultural Contradictions of Modernity</i> (2010 – curs) Cristian Pralea, <i>A Hermeneutical Ontology of Cyberspace</i> (OhioLink ETD, 2010)			

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

Graduates critically interpret a contemporary cultural fact from the perspective of the intellectual tradition of Western modernity critique.
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## 10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	volume of knowledge, fitting within requirements, logical argumentation, originality, correct use of specialized bibliography, writing of the paper	Written essay	80%
10.5 Seminar/ laboratory/ project	breadth of knowledge, fit to requirements, logical argumentation, originality	Forum	20%
10.6 Minimal performance standard			
<ul style="list-style-type: none"> <li>Analysing an academic text using one of the methods learned</li> <li>Interpreting an academic text from multiple perspectives</li> </ul>			

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
Lect. Dr. Cristian PRALEA, Course holder	Lect. Dr. Cristian PRALEA, 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).

# 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 <sup>1)</sup>	Master
1.5 Study level <sup>2)</sup>	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	Theory and practice in applied linguistics							
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 <sup>3)</sup>	DSI
							Attendance type <sup>4)</sup>	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					84
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays					7
Tutorial					2
Examinations					2
Other activities					2
3.7 Total number of hours of student activity		111			
3.8 Total number per semester		125			
3.9 Number of credits <sup>5)</sup>		5			

## 4. Prerequisites (if applicable)

4.1 curriculum-related	<ul style="list-style-type: none"> <li>Concepts of theoretical linguistics;</li> </ul>
4.2 competences-related	<ul style="list-style-type: none"> <li>Understanding of current theoretical linguistics concepts; abstract and critical thinking</li> </ul>

## 5. Conditions (if applicable)

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

## 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>L.O.2. The graduate solves various professional situations that require knowledge of the Anglo-American linguistic diasystem.</p> <p>L.O.3. The graduate integrates modern English language research models and trends in various professional situations.</p> <p>b) Applied-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>L.O.4. The graduate integrates and pertinently applies the analysis of linguistic and/or literary structures in diverse professional situations.</p> <p>L.O.5. 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>L.O.6. The graduate is able to use a variety of communicative modes and styles appropriate to specific situations.</p> <p>L.O.7. 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	Presentation of the concepts and theories specific to the field of linguistics and the coordinates of applied linguistics
7.2 Specific objectives	<p>- the perception of language as a social system and phenomenon; the acquisition of the most important theories and methods of research on the English language; the awareness of the theoretical and practical dimensions of linguistic research; the acquisition of the metalanguage specific to the area of study;</p> <p>- understanding and deepening the specific linguistic facts of the English language, collecting, processing and interpreting data judiciously; the ability to carry out scientific research in the field of language sciences, applying the most appropriate and modern methods and methodologies.</p>

## 8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
1.The nature and essence of language - generalities	exposure in ID technology	2	
2.Directions of applied linguistic research (I): translation	exposure in ID technology	2	

3.Directions in applied linguistic research (II): lexicography	exposure in ID technology	2	
4.Directions in applied linguistic research (III): language acquisition	exposure in ID technology	2	
5.Directions in applied linguistic research (IV): text linguistics	exposure in ID technology	2	
6.Cultural contact and linguistic contact	exposure in ID technology	2	
7.Language contact and language change	exposure in ID technology	2	

### Bibliography

Lyons, J. Language and Linguistics. An Introduction. (1981) Cambridge:CUP

Thomason, Sarah & Kaufman, Terrence (1988), Language Contact, Creolization and Genetic Linguistics. Berkeley: University of California Press

Romaine, Suzanne (1994) Language in Society. An Introduction to Sociolinguistics. Oxford University Press

Rowe, B.M. & Levine, D.P. (2006) A Concise Introduction to Linguistics. Pearson

Spolsky, Bernard (1998) Sociolinguistics. Oxford University Press

Crystal, David (2000) Language Death. Cambridge University Press

**Teaching material in ID technology:** Marinela BURADA – Theory and Practice in Applied Linguistics, curs pentru anul I, sem. II, format electronic

8.2 Seminar/laboratory/project	Teaching-learning methods	Number of hours	Remarks
1.Directions of applied linguistic research (I): translation, lexicography and elements of bilingual lexicography, language acquisition and empirical research - applications	alternating exposure with interactive method	3	topic in the subject calendar
2.Directions in applied linguistic research (II): text linguistics - applications	alternating exposure with interactive method	2	topic in the subject calendar
3.Cultural contact and language contact; language contact and language change - applications	alternating exposure with interactive method	2	topic in the subject calendar

### Bibliography

**Teaching material in ID technology:** Marinela BURADA – Theory and Practice in Applied Linguistics, 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 the skills necessary to understand and use research methods in the humanities, in the case of orientation towards a teaching career or doctoral studies.

## 10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
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			

- Elaboration of a complex, lexically and syntactically rich, logically precise written discourse on a topic in the field of applied linguistics.

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).

# 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 <sup>1)</sup>	Master
1.5 Study level <sup>2)</sup>	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	<b>Cultural Differences in Nonverbal Communication</b>							
2.2 Course convenor	Prof. dr. Elena BUJA							
2.3 Seminar/ laboratory/ project convenor								
2.4 Study year	1	2.5 Semester	1	2.6 Evaluation type	C	2.7 Course status	Content <sup>3)</sup>	DCC
							Attendance type <sup>4)</sup>	DO

## 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					76
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays					15
Tutorial					2
Examinations					2
Other activities					2
3.7 Total number of hours of student activity		111			
3.8 Total number per semester		125			
3.9 Number of credits <sup>5)</sup>		5			

## 4. Prerequisites (if applicable)

4.1 curriculum-related	<ul style="list-style-type: none"> <li>It is not the case.</li> </ul>
4.2 competences-related	<ul style="list-style-type: none"> <li>Basics of intercultural culture and communication</li> </ul>

## 5. Conditions (if applicable)

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

## 6. Specific competences and learning outcomes

Professional competences	<p>Cognitive competences - understanding the development of the Anglo-American language, literature and culture and the identity elements of the Anglo-American space</p> <p>Cp1. In-depth knowledge of the latest cultural theories and trends</p> <p>L.O.1. The graduate is able to describe the characteristics of Romanian nonverbal behavior in the context of European multiculturalism.</p> <p>Applied-practical competences - the ability to identify and use sources of information needed to solve new problems</p> <p>Cp5. Knowledge of current strategies and techniques for designing scientific research in the cultural field</p> <p>L.O. 5. The graduate is able to develop scientific research in the field, applying appropriate and modern methods and methodologies</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	The course provides students with the basic information necessary to understand intercultural communication. At the same time, it introduces the key elements of face-to-face communication (verbal and non-verbal) as well as the cultural differences that can intervene in this process.
7.2 Specific objectives	<ul style="list-style-type: none"> <li>- Developing new communication strategies in intercultural contexts and encouraging the evaluation of pre-existing ideas about cultures and stereotypes.</li> <li>- To identify values and symbols of lesser-known cultures.</li> <li>- Developing students' ability to identify and understand cultural differences in verbal and non-verbal communication. To adopt an objective/impartial attitude towards other cultures.</li> </ul>

## 8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
1. Professional communication in intercultural contexts	exposure in ID technology	2	
2. Kinezica: hand gestures	exposure in ID technology	2	
3. Kinesics: gestures involving arms, elbows and legs	exposure in ID technology	2	
4. Facial expression	exposure in ID technology	2	
5. Touching	exposure in ID technology	2	
6. Use of space	exposure in ID technology	2	
7. Use of time	exposure in ID technology	2	

### Bibliography

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Baker, W. 2022. *Intercultural and Transcultural Awareness in Language Teaching*. Cambridge: CUP.

Collet, P. (1993), *Cartea gesturilor europene*, Editura Trei, Bucuresti

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Hofstede, G. (1994), *Cultures and Organizations. Intercultural Cooperation and its Importance for Survival*. Harper Collins Publishers, London

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Kunkhe, E. (2007) *Body Language for Dummies*, John Wiley & Sons, Ltd., West Sussex

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Monaghan, L. & Godman, J.E. (2007), *A Cultural Approach to Interpersonal Communication*, Blackwell Publishing: Oxford

<p>Navarro, J. (2008), <i>What Every Body is Saying</i>, Harper Collins Publishers, New York</p> <p>Pease, A. (1981) <i>Body Language – How to Read Other's Thoughts by Their Gestures</i>. Camel Publishing Company, North Sydney</p> <p>Pease, A. &amp; Garner, A. (1985), <i>Limbajul vorbirii</i>, Editura Polimark, Bucuresti</p> <p>Segerstrile, U and Molnar Semmelweis, P. (1997), <i>Nonverbal Communication: Where Nature Meets Culture</i>, Lawrence Erlbaum</p> <p>Scollon R. &amp; Scollon, W.S. (1995) <i>Intercultural Communication. A Discourse Approach</i>. Oxford UK &amp; Cambridge USA, Blackwell</p> <p>Trompenaars, F. (1993) <i>Riding the Waves of Culture. Understanding Cultural Diversity in Business</i>. Nicholas Brealey Publishing, London</p> <p>Wharton, T. (2009) <i>Pragmatics and Non-Verbal Communication</i>, CUP</p> <p>Material in ID-IFR technology: Elena BUJA: <i>Cultural differences in non-verbal communication</i>. Curs in tehnologie ID (format electronic), elaborat in 2014 pentru anul I, sem.1.</p>			
8.2 Seminar/laboratory/project	Teaching-learning methods	Number of hours	Remarks
Quiz - knowledge of behavioral culture	alternating exposure with interactive method	2	topic in the subject calendar
Watch the BBC documentary "The Human Animal" (Desmond Morris and identify cultural differences in gestures, symbols, touch, facial expression.	alternating exposure with interactive method	2	topic in the subject calendar
Analyze on text the problems caused by cultural differences in non-verbal communication between Europeans and Asians.	alternating exposure with interactive method	3	topic in the subject calendar
<p><b>Bibliography</b></p> <p>Kohls, Robert L. 2001. <i>Learning to Think Korean</i>. Nicholas Brealey, Boston.</p> <p>Kunkhe, E. (2007) <i>Body Language for Dummies</i>, John Wiley &amp; Sons, Ltd., West Sussex</p> <p>Morris, Desmond. <i>The Human Animal</i>(BBC documentary); <a href="https://www.youtube.com/watch?v=nsU4WRVpS-k&amp;t=375s">https://www.youtube.com/watch?v=nsU4WRVpS-k&amp;t=375s</a>)</p> <p>Material in ID-IFR technology: Elena BUJA: <i>Cultural differences in non-verbal communication</i>. Curs in tehnologie ID (format electronic), elaborat in 2014 pentru anul I, sem.1.</p>			

## 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 knowledge and skills that will help them to adopt appropriate nonverbal behavior in different social situations and intercultural contexts.
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## 10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Fit to the requirements, logical argumentation, use of subject-specific metalanguage, writing (correctness of expression, coherence of expression), originality	Colloquium	50%
10.5 Seminar/ laboratory/ project	Fit to the requirements, logical argumentation, use of subject-specific metalanguage, writing (correctness of expression, coherence of expression), originality	Checks during the semester	50%
10.6 Minimal performance standard			

- Students should be able to identify the codes of non-verbal communication characteristic of our culture and other cultures closer to or different from ours.
- Students should be able to apply the knowledge acquired in the interpretation of different artistic productions (movies, books).
- Students are expected to adopt an objective attitude towards all world cultures and to be able to adapt their non-verbal behavior to the cultures they visit both professionally and privately.

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.

<b>Conf. dr. Adrian LĂCĂTUȘ,</b> <b>Dean</b>	<b>Prof. dr. Răzvan SĂFTOIU,</b> <b>Head of Department</b>
<b>Prof. dr. Elena BUJA,</b> <b>Course holder</b>	<b>Prof. dr. Elena BUJA,</b> <b>Holder of seminar/ laboratory/ project</b>

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).

## 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 <sup>1)</sup>	Master
1.5 Study level <sup>2)</sup>	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 Anglo-American literary criticism							
2.2 Course convenor	Lect. dr. Aura Sibişan							
2.3 Seminar/ laboratory/ project convenor								
2.4 Study year	1	2.5 Semester	1	2.6 Evaluation type	C	2.7 Course status	Content <sup>3)</sup>	DCC
							Attendance type <sup>4)</sup>	DO

### 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					76
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays					15
Tutorial					2
Examinations					2
Other activities					2
3.7 Total number of hours of student activity		111			
3.8 Total number per semester		125			
3.9 Number of credits <sup>5)</sup>		5			

### 4. Prerequisites (if applicable)

4.1 curriculum-related	• It is not the case
4.2 competences-related	• Basics of intercultural culture and communication

### 5. Conditions (if applicable)

5.1 for course development	• -
5.2 for seminar/ laboratory/ project development	• 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>Cp1. In-depth knowledge of the latest cultural theories and trends</p> <p>L.O.1. The graduate is able to describe the main schools of British and American literary criticism.</p> <p>Application-practical skills - the ability to identify and use sources of information needed to solve new problems</p> <p>Cp5. Knowledge of current strategies and techniques for designing scholarly research in the cultural field</p> <p>L.O.5. The graduate is able to develop scientific research in the field, applying appropriate and modern methods and methodologies</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	The course provides students with basic information necessary for critical literary analysis of various types of texts.
7.2 Specific objectives	<ul style="list-style-type: none"> <li>- Develop strategies for literary critical analysis (formalist, archetypal, naratological) on different types of texts.</li> <li>- Students will be able to synthesize information from a critical text.</li> <li>- Students will be stimulated to engage in debates.</li> </ul>

## 8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
1. General perspectives on Anglo-American literary criticism. The critical spirit of modernism. The new worldview of the modern age, shaped by scientific theories.	exposure in ID technology	2	
2. T.S. Eliot - literary critic and poetry theorist, one of the first modern literary critics	exposure in ID technology	2	
3. Cambridge group of literary critics: I.A. Richards, F.R. Leavis and William Empson. Criticism of sensibility and psychological criticism	exposure in ID technology	2	
4. Formalist criticism (New Criticism). Literary work approached from a formal and structuralist perspective. John Crowe Ransom, Cleanth Brooks, Mark Schorer	exposure in ID technology	2	
5. Archetypal criticism. The symbolic dimension of literature - Northrop Frye. The influence of S. Freud and Carl Gustav Jung on literary criticism	exposure in ID technology	2	
6. Genre criticism. The Chicago Critical School. The theory of inherent literary forms; Northrop Frye - the combination of genre criticism and archetypal criticism; Wayne C. Booth and the rhetoric of the novel	exposure in ID technology	2	
7. Interdisciplinary literary criticism. Postmodern criticism - New sensibility and the indeterminacy of postmodern culture - Ihab Hassan, Susan Sontag.	exposure in ID technology	2	
<b>Bibliography</b> Aaron, W. W (ed), (1997), <i>Nonverbal Behaviour: Perspectives, Applications, Intercultural Insights</i> . Hogrefe and Huber, Seattle Baker, W. 2022. <i>Intercultural and Transcultural Awareness in Language Teaching</i> . Cambridge: CUP.			

Collet, P. (1993), *Cartea gesturilor europene*, Editura Trei, Bucuresti

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Givens, D. P. (2000), *Dictionary of Gestures, Signs and Body Languages*. Spokane, Washington: Center for Nonverbal Studies Press

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Milhouse, V.H, Asante, M.K & Nwosu, P.O (eds) (2001), *Transcultural Realities: Interdisciplinary Perspectives on Cross-Cultural Relations*, Sage Publications, London

Monaghan, L. & Godman, J.E. (2007), *A Cultural Approach to Interpersonal Communication*, Blackwell Publishing: Oxford

Navarro, J. (2008), *What Every Body is Saying*, Harper Collins Publishers, New York

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Scollon R. & Scollon, W.S. (1995) *Intercultural Communication. A Discourse Approach*. Oxford UK & Cambridge USA, Blackwell

Trompenaars, F. (1993) *Riding the Waves of Culture. Understanding Cultural Diversity in Business*. Nicholas Brealey Publishing, London

Wharton, T. (2009) *Pragmatics and Non-Verbal Communication*, CUP

**Teaching material in ID technology:** Elena BUJA: *Cultural differences in non-verbal communication*. Curs in tehnologie ID (format electronic), elaborat in 2014 pentru anul I, sem.1.

8.2 Seminar/laboratory/project	Teaching-learning methods	Number of hours	Remarks
Formalist criticism (New Criticism). Literary work approached from a formal and structuralist perspective. John Crowe Ransom, Cleanth Brooks, Mark Schorer	alternating exposure with interactive method	3	topic in the subject calendar
Genre criticism. Chicago Critical School	alternating exposure with interactive method	2	topic in the subject calendar
Inherent Form Theory. Wayne C. Booth and the rhetoric of the novel	alternating exposure with interactive method	2	topic in the subject calendar

#### Bibliography

1. Blamires, Harry – *A History of Literary Criticism*, Macmillan, London, 1991
2. Booth, Wayne C. – *The Rhetoric of Fiction*, Yale University Press, New Haven, 1961
3. Eliot, T. S. – *Selected Essays*, Macmillan, London, 1964
4. Frye, Northrop – *The Anatomy of Criticism*, Y.U.P., 1967
5. Lodge, David – *20th Century Literary Criticism*, Longman
6. Matthews, Sean, Taras Sibisan, Aura – *Theories: A Reader*, Ed. Paralela 45, Pitesti Bucuresti 2003
7. Selden, Raman et al – *A Reader's Guide to Contemporary Literary Theory*, 1985, 2005, London: Pearson, Longman
8. Sutton, Walter – *Modern American Criticism*, Greenwood Press, Connecticut, 1985
9. Waugh, Patricia (ed) – *Postmodernism, A Reader*, 1992, London: Edward Arnold
10. Welleck, Rene – *Modern American Criticism*, vol 5-6, Y.U.P., 1975

#### 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 knowledge and skills that will help them to adopt appropriate critical behavior in different social situations and intercultural contexts.

#### 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	Colloquium	50%
10.5 Seminar/ laboratory/ project	framing, logical argumentation, use of subject-specific metalanguage, writing, originality	Checks during the semester	50%
10.6 Minimal performance standard			
<ul style="list-style-type: none"> <li>Students should be able to identify strategies of critical analysis.</li> <li>Students must be able to apply the acquired knowledge in the interpretation of different artistic productions (movies, books).</li> </ul>			

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
Lect. dr. Aura SIBIȘAN, Course holder	Lect. dr. Aura SIBIȘAN, 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).

# 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 <sup>1)</sup>	Master
1.5 Study level <sup>2)</sup>	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	Culture and discourse in American cinema							
2.2 Course convenor	Prof. dr. Elena BUJA							
2.3 Seminar/ laboratory/ project convenor								
2.4 Study year	1	2.5 Semester	1	2.6 Evaluation type	C	2.7 Course status	Content <sup>3)</sup>	DCA
							Attendance type <sup>4)</sup>	DO

## 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 <sup>5)</sup>		4			

## 4. Prerequisites (if applicable)

4.1 curriculum-related	<ul style="list-style-type: none"> <li>Elements of pragmatics and semantics.</li> </ul>
4.2 competences-related	<ul style="list-style-type: none"> <li>It is not the case.</li> </ul>

## 5. Conditions (if applicable)

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

## 6. Specific competences and learning outcomes

Professional competences	<p>Cp4. knowledge of the main concepts underlying the culture and discourse of American cinema</p> <p>L.O.4. The graduate integrates and applies relevant concepts that hold the culture and discourse of American cinema.</p> <p>Cp6. strengthening skills of analysis and interpretation of film culture</p> <p>Cp7. knowledge of the demands of teamwork</p> <p>L.O.6. The graduate is able to use a variety of modes and styles of communication appropriate to field-specific situations.</p> <p>L.O.7. 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"> <li>To familiarize students with the basics of American cinema.</li> <li>Awareness of the importance of discursive strategies in American cinema.</li> </ul>
7.2 Specific objectives	<ul style="list-style-type: none"> <li>Strengthening skills in analysing and interpreting American film culture.</li> </ul>

## 8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
Defining film culture	exposure in ID technology	2	
Film culture in the American space (1)	exposure in ID technology	2	
Film culture in the American space (2)	exposure in ID technology	2	
Defining the concept of discourse	exposure in ID technology	2	
Discourse in American cinema	exposure in ID technology	2	
Types of discourse	exposure in ID technology	2	
Analysis of screenings	exposure in ID technology	2	
<b>Bibliography</b> <ol style="list-style-type: none"> <li>Daymon, Christine, Immy Holloway. 2011. <i>Qualitative Research Methods in Public Relations and Marketing Communications</i>. 2<sup>nd</sup> edition. London, New York: Routledge.</li> <li>Harrison, Charles and Paul J. Wood (eds.). <i>Art in Theory. 1900-2000: An Anthology of Changing Ideas</i>. Oxford: Wiley-Blackwell, 2002</li> <li>Jenks, Chris (ed) <i>Visual Culture</i>. Routledge. New York, 1995.</li> <li>Mirzoeff, Nicholas. <i>Visual Culture Reader</i>. New York: Routledge, 2002</li> <li>Robertson, Hilary (ed.). <i>Feminism-Art-Theory. An Anthology: 1968-2000</i>. Oxford: Wiley-Blackwell, 2001</li> <li>Silvia, Tony, Terry Anzur. 2011. <i>Power Performance. Multimedia Storytelling for Journalism and Public Relations</i>. Oxford: John Wiley &amp; Sons.</li> <li>Stacks, Don W. 2011. <i>Primer of Public Relations Research</i>. 2<sup>nd</sup> edition. New York, London: The Guilford Press</li> </ol>			
8.2 Seminar/laboratory/project	Teaching-learning methods	Number of hours	Remarks
Introduction to American cinema	alternating exposure with interactive method	2	topic in the subject calendar
American film culture	alternating exposure with interactive method	2	topic in the subject calendar
American cinematic discourse	alternating exposure with interactive method	3	topic in the subject calendar

## Bibliography

1. Harrison, Charles and Paul J. Wood (eds.). *Art in Theory. 1900-2000: An Anthology of Changing Ideas*. Oxford: Wiley-Blackwell, 2002
2. Jenks, Chris (ed) *Visual Culture*. Routledge. New York, 1995.
3. Mirzoeff, Nicholas. *Visual Culture Reader*. New York: Routledge, 2002
4. Robertson, Hilary (ed.). *Feminism-Art-Theory. An Anthology: 1968-2000*. Oxford: Wiley-Blackwell, 2001
5. Silvia, Tony, Terry Anzur. 2011. *Power Performance. Multimedia Storytelling for Journalism and Public Relations*. Oxford: John Wiley & Sons.

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

The course content and the related practical activities meet the needs of integrating our graduates into the labor market, in prestigious multinational companies, by integrating the language skills acquired over the years in various professional communication scenarios. Graduates can move on to any activity involving effective communication, responsible information and skillful negotiation.

## 10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	volume of knowledge, fitting within requirements, logical argumentation, originality, correct use of specialized bibliography, writing of the paper	Written grid exam	60%
10.5 Seminar/ laboratory/ project	breadth of knowledge, fit to requirements, logical argumentation, originality	Forum	40%
10.6 Minimal performance standard			
• Obtain at least 50% of the marks for each test.			

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
Prof. dr. Elena BUJA, Course holder	Prof. dr. Elena BUJA, 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);

- <sup>4)</sup> Course status (attendance type) – select one of the following options: **CPC** (compulsory course)/ **EC** (elective course)/ **NCPC** (non-compulsory course);
- <sup>5)</sup> One credit is the equivalent of 25 study hours (teaching activities and individual study).

# 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 <sup>1)</sup>	Master
1.5 Study level <sup>2)</sup>	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	<b>Public Relations from an Intercultural Perspective</b>							
2.2 Course convenor	Conf. dr. Stanca MĂDA							
2.3 Seminar/ laboratory/ project convenor								
2.4 Study year	1	2.5 Semester	1	2.6 Evaluation type	C	2.7 Course status	Content <sup>3)</sup>	DCA
							Attendance type <sup>4)</sup>	DO

## 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 <sup>5)</sup>		4			

## 4. Prerequisites (if applicable)

4.1 curriculum-related	<ul style="list-style-type: none"> <li>Elements of pragmatics and semantics.</li> </ul>
4.2 competences-related	<ul style="list-style-type: none"> <li>It is not the case.</li> </ul>

## 5. Conditions (if applicable)

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

## 6. Specific competences and learning outcomes

Professional competences	<p>Cp4. knowledge of techniques for analyzing various linguistic and literary structures L.O.4. The graduate integrates and pertinently applies the analysis of linguistic and/or literary structures in various professional situations.</p> <p>Cp6. diversified and in-depth knowledge of communication modes and styles Cp7. knowledge of the requirements of team work L.O.6. The graduate is able to use a variety of modes and styles of communication appropriate to specific situations in the field. L.O.7. 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 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 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	To familiarize students with basic notions in the field of internal and external public relations specific to an organization (company or public institution). Awareness of the importance of intercultural coordination in public relations work.
7.2 Specific objectives	Developing a public relations campaign with intercultural communication elements.

## 8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
Public relations. Definition. Typology. Intercultural context	exposure in ID technology	2	
Public relations - an intercultural experience	exposure in ID technology	2	
Organizations and communicative behaviours in intercultural PR	exposure in ID technology	2	
Planning in public relations	exposure in ID technology	2	
Public relations campaign	exposure in ID technology	2	
Professional conduct in public relations.	exposure in ID technology	2	
Internal public relations.	exposure in ID technology	2	
<b>Bibliography</b> <ol style="list-style-type: none"> <li>1. Beamer, L.; Varner, I. (2008) <i>Intercultural Communication in the Global Workplace</i>. International Edition – McGraw Hill;</li> <li>2. Coman, C. (2006) <i>Relațiile publice. Principii și strategii</i>. Iași: Polirom;</li> <li>3. Dagenais, B. (2002) <i>Profesia de relaționist</i>. Iași: Polirom;</li> <li>4. Dagenais, B. (2003) <i>Campania de relații publice</i>. Iași: Polirom;</li> <li>5. Holmes, J.; Stubbe, M. (2003) <i>Power and Politeness in the Workplace. A Sociolinguistic Analysis of Talk at Work</i>. London: Pearson Education;</li> <li>6. Ionescu-Ruxăndoiu, L.; Hoinărescu, L. (editori) (2006) <i>Cooperation and Conflict in Ingroup and Intergroup Communication</i>. București: Editura Universității din București;</li> <li>7. Mucchielli, A. (2008) <i>Comunicarea în instituții și organizații</i>. Iași: Polirom;</li> <li>8. Popescu, L. G. (2007) <i>Comunicare în administrația publică</i>. București: Editura Economică;</li> </ol>			

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  10. Șerb, S. (2000) *Relații publice și comunicare*. București: Teora.
  11. Daymon, Christine, Immy Holloway. 2011. *Qualitative Research Methods in Public Relations and Marketing Communications. 2<sup>nd</sup> edition*. London, New York: Routledge.
  12. Silvia, Tony, Terry Anzur. 2011. *Power Performance. Multimedia Storytelling for Journalism and Public Relations*. Oxford: John Wiley & Sons.
- Stacks, Don W. 2011. *Primer of Public Relations Research. 2<sup>nd</sup> edition*. New York, London: The Guilford Press

**Material in ID-IFR technology:** Stanca MĂDA, *Public Relations from an Intercultural Perspective*, curs în tehnologie ID (format electronic)

8.2 Seminar/laboratory/project	Teaching-learning methods	Number of hours	Remarks
Introduction to PR. Intercultural coordinates	alternating exposure with interactive method	2	topic in the subject calendar
Organizations. PR Campaign (Research and Planning)	alternating exposure with interactive method	2	topic in the subject calendar
PR Campaign (Implementation and Evaluation). Internal campaigns.	alternating exposure with interactive method	3	topic in the subject calendar

#### Bibliography

**Material in ID-IFR technology:** Stanca MĂDA, *Limbajul profesional*, curs în tehnologie ID (format electronic), adaptat pentru predarea în limba engleză.

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

The course content and the related practical activities meet the needs of integrating our graduates into the labor market, in prestigious multinational companies, by integrating the language skills acquired over the years in various professional communication scenarios. Graduates can move on to any activity involving effective communication, responsible information and skillful negotiation.

### 10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course		Written grid exam	60%
10.5 Seminar/ laboratory/ project		Practical work	40%
10.6 Minimal performance standard			
<ul style="list-style-type: none"> <li>To obtain at least 50% of the marks for each test.</li> </ul>			

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. Stanca MĂDA, Course holder	Conf. dr. Stanca MĂDA, 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).

# 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 <sup>1)</sup>	Master
1.5 Study level <sup>2)</sup>	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	<b>Anglo-American Popular Culture</b>							
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	C	2.7 Course status	Content <sup>3)</sup>	DAP
							Attendance type <sup>4)</sup>	DO

## 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					40
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays					51
Tutorial					2
Examinations					2
Other activities					2
3.7 Total number of hours of student activity		111			
3.8 Total number per semester		125			
3.9 Number of credits <sup>5)</sup>		5			

## 4. Prerequisites (if applicable)

4.1 curriculum-related	<ul style="list-style-type: none"> <li>Undergraduate project</li> </ul>
4.2 competences-related	<ul style="list-style-type: none"> <li>Individual study skills, presentation, problem-posing</li> </ul>

## 5. Conditions (if applicable)

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

## 6. Specific competences and learning outcomes

Professional competences	<p>Cp1. Knowledge of Anglo-American popular culture L.O.1. The graduate is able to describe the coordinates of Anglo-American popular culture L.O.2. The graduate solves various professional situations that require knowledge of the Anglo-American linguistic diasystem.</p> <p>Cp2. Complex evaluation of a contemporary cultural phenomenon L.O.1. The student integrates and pertinently applies complex analysis in diverse cultural situations.</p> <p>Cp3. Knowledge of the requirements of team work L.O.3.1. The graduate is able to use a variety of modes and styles of communication, appropriate to field-specific situations. L.O.3.2. 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 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 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"> <li>Identifying and dealing critically with contemporary cultural phenomena on the basis of information and methodologies specific to cultural studies</li> </ul>
7.2 Specific objectives	<ul style="list-style-type: none"> <li>analysing socio-cultural phenomena with reference to the Anglo-American space</li> <li>complex evaluation of a contemporary cultural phenomenon</li> </ul>

## 8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
1. Popular culture: definitions	exposure in ID technology	2	
2. Structure of popular culture. Contestations and evaluations	exposure in ID technology	4	
3. Myths, beliefs and values in popular culture	exposure in ID technology	4	
4. Advertising as a social phenomenon	exposure in ID technology	2	
5. Fast Food and consumer society	exposure in ID technology	2	
<b>Bibliography</b>  Barker, Chris, 2000. <i>Cultural Studies. Theory and practice</i> . London: Sage Publications Ciugureanu, Adina, 2008. <i>Efectul de boomerang</i> . Iasi: Institutul European Fiske, John, 1989/1998. <i>Understanding Popular Culture</i> . London: Routledge Marchand, Roland, 1986. <i>Advertising the American Dream</i> . Berkely: University of California Press Nachbar, Jack & Kevin Lause, 1992. <i>Popular Culture: An Introductory Text</i> . Bowling Green, Ohio: Bowling Green State University Schlosser, Eric, 2002. <i>Fast Food Nation. What the All-American Meal Is Doing to the World</i> . London: Penguin Books Storey, John, 1997. <i>An Introduction to Cultural Theory and Popular Culture</i> . London: Prentice Hall/ Harvester Wheatsheaf  Teaching material in ID technology: Liliana Hamzea – <i>Cultura populara anglo-americană</i> , curs redactat în tehnologie ID pentru anul I, sem. II, multiplicat în reprografia Univ. „Transilvania” din Braşov			
8.2 Seminar/laboratory/project	Teaching-learning methods	Number of hours	Remarks
Popular culture	alternating exposure with interactive method	2	topic in the subject calendar

Advertising as a social phenomenon	alternating exposure with interactive method	2	topic in the subject calendar
Fast food and consumer society	alternating exposure with interactive method	3	topic in the subject calendar
<b>Bibliography</b> Barker, Chris, 2000. <i>Cultural Studies. Theory and practice</i> . London: Sage Publications Ciugureanu, Adina, 2008. <i>Efectul de boomerang</i> . Iasi: Institutul European Fiske, John, 1989/1998. <i>Understanding Popular Culture</i> . London: Routledge Marchand, Roland, 1986. <i>Advertising the American Dream</i> . Berkely: University of California Press Nachbar, Jack & Kevin Laue, 1992. <i>Popular Culture: An Introductory Text</i> . Bowling Green, Ohio: Bowling Green State University Schlosser, Eric, 2002. <i>Fast Food Nation. What the All-American Meal Is Doing to the World</i> . London: Penguin Books Storey, John, 1997. <i>An Introduction to Cultural Theory and Popular Culture</i> . London: Prentice Hall/ Harvester Wheatsheaf  Teaching material in ID technology: Liliana Hamza – <i>Cultura populara anglo-americana</i> , curs redactat in tehnologie ID pentru anul I, sem. II, multiplicat în reprografia Univ. „Transilvania” din Braşov			

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

Graduates can contextualize and critically interpret a mass media text from several perspectives (linguistic, historical, mythological)
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### 10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Analyzing an article from the perspectives presented (appropriate use of concepts, correct use of metalanguage, complexity of analysis)	Written exam	70%
10.5 Seminar/ laboratory/ project	Appropriate use of concepts and theories	Written paper	30%
10.6 Minimal performance standard			
<ul style="list-style-type: none"> <li>The Master's student carries out a complex analysis of an Anglo-American cultural phenomenon.</li> </ul>			

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 LĂCĂTUŞ, 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).

# 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 <sup>1)</sup>	Master
1.5 Study level <sup>2)</sup>	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	The Discourse of the AngloAmerican Media							
2.2 Course convenor	Prof. dr. Gabriela Chefneux							
2.3 Seminar/ laboratory/ project convenor								
2.4 Study year	1	2.5 Semester	2	2.6 Evaluation type	C	2.7 Course status	Content <sup>3)</sup>	DAP
							Attendance type <sup>4)</sup>	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					40
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays					51
Tutorial					2
Examinations					2
Other activities					2
3.7 Total number of hours of student activity		111			
3.8 Total number per semester		125			
3.9 Number of credits <sup>5)</sup>		5			

## 4. Prerequisites (if applicable)

4.1 curriculum-related	<ul style="list-style-type: none"> <li>Undergraduate project</li> </ul>
4.2 competences-related	<ul style="list-style-type: none"> <li>Individual study skills, presentation, problem-posing</li> </ul>

## 5. Conditions (if applicable)

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

## 6. Specific competences and learning outcomes

Professional competences	<p>Cp1. Knowledge of the evolution of Anglo-American journalism L.O.1. The graduate is able to describe the coordinates of Anglo-American journalism and its evolution L.O.2. The graduate solves various professional situations that require knowledge of the Anglo-American linguistic diasystem.</p> <p>Cp2. Knowledge of techniques for analyzing various linguistic and literary structures L.O.1. The graduate integrates and pertinently applies the analysis of linguistic and/or literary structures in diverse professional situations.</p> <p>Cp3. knowing the requirements of team work L.O.3.1. The graduate is able to use a variety of modes and styles of communication appropriate to specific situations in the field. L.O.3.2. 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 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 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	Explaining the evolution, role and functions of the press and critically analyzing journalistic language
7.2 Specific objectives	<ul style="list-style-type: none"> <li>- analyzing socio-cultural phenomena with reference to the Anglo-American space</li> <li>- historical presentation of Anglo-American journalism</li> <li>- explaining different types of articles</li> <li>- interpretation and critical evaluation of an article applying the knowledge acquired</li> </ul>

## 8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
Introduction to communication and media	exposure in ID technology	2	
Journalistic language (headlines, names, syntax, lexical and grammatical cohesion)	exposure in ID technology	4	
Representations (racial, gender)	exposure in ID technology	4	
History of journalism	exposure in ID technology	2	
Media myths	exposure in ID technology	2	
<b>Bibliography</b> <ul style="list-style-type: none"> <li>• Barnhurst, K, Nerone, J (2001) The Form of News, Guildford, New York Capitolul 2, The Founding Forms – Politics and the Work of Newspapers (pp.31-68) și Capitolul 4 Civic Picturing – The Regimes of Illustrated News (pp.111-140)</li> <li>• Branston, G., Stafford, R. (2008) The Media Student's Book, Routledge, New York (Part 1 Approaching media texts pp.9-31) Part 2 Narratives (pp.42-68), Part 10 Regulation now (pp. 285-308), Part 11 Debating advertising, branding and celebrity (pp. 309-332)</li> <li>• Kellner, Douglas (1995). Media Culture, Routledge Social Anxiety, Class and Dissaffected Youth, pp. 125-2156 și Black voices from Spike Lee to Rap 147-130</li> </ul>			

- Reah, D. (1998) *The Language of Newspapers*, Routledge, London - Unit 2 Headlines, pp. 13-34, Unit 3 Audience pp. 35-52, Unit 4 Representation of groups, pp. 53-72

**Teaching materials in ID technology:** Chefneux Gabriela (2007) *Discursul presei anglo-americe* Curs ID

8.2 Seminar/laboratory/project	Teaching-learning methods	Number of hours	Remarks
Introduction to communication	alternating exposure with interactive method	2	topic in the subject calendar
Journalistic language analysis	alternating exposure with interactive method	2	topic in the subject calendar
Myths in the press	alternating exposure with interactive method	3	topic in the subject calendar

#### Bibliography

Branston, G., Stafford, R. (2008) *The Media Student's Book*, Routledge, New York

Reah, D. (1998) *The Language of Newspapers*, Routledge, London

Richardson, J. (2007), *Analysing Newspapers An Approach from Critical Discourse Analysis*, Macmillan, Hampshire

**Teaching materials in ID technology:** Chefneux Gabriela (2007) *Discursul presei anglo-americe* Curs ID

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

Graduates can contextualize and critically interpret a mass media text from several perspectives (linguistic, historical, mythological) .

### 10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Analysing an article from the perspectives presented (appropriate use of concepts, correct use of metalanguage, complexity of analysis)	Written exam	70%
10.5 Seminar/ laboratory/ project	Appropriate use of concepts and theories	Written paper	30%
10.6 Minimal performance standard			
<ul style="list-style-type: none"> <li>The Master's student performs a complex analysis of a newspaper article</li> </ul>			

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
Prof. dr. Gabriela CHEFNEUX, Course holder	Prof. dr. Gabriela CHEFNEUX, Holder of seminar/ laboratory/ project

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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).

# 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 <sup>1)</sup>	Master
1.5 Study level <sup>2)</sup>	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	<b>Sociolinguistics</b>							
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	C	2.7 Course status	Content <sup>3)</sup>	DAP
							Attendance type <sup>4)</sup>	DO

## 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 <sup>5)</sup>		4			

## 4. Prerequisites (if applicable)

4.1 curriculum-related	<ul style="list-style-type: none"> <li>Concepts of theoretical linguistics; concepts of sociolinguistics</li> </ul>
4.2 competences-related	<ul style="list-style-type: none"> <li>Understanding of current sociolinguistic concepts; abstract and critical thinking</li> </ul>

## 5. Conditions (if applicable)

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

## 6. Specific competences and learning outcomes

Professional competences	<p>Cp1. Knowledge of the most important and latest models and trends in English language research</p> <p>L.O.1.1 The graduate solves a variety of professional situations requiring knowledge of the Anglo-American linguistic diasystem.</p> <p>L.O.1.1 The graduate integrates modern research models and trends of the English language in various professional situations.</p> <p>Cp2. Knowledge of techniques for analyzing various linguistic and literary structures</p> <p>L.O.2.1 The graduate integrates and applies relevant analysis of linguistic and/or literary structures in diverse professional situations.</p> <p>L.O.2.2 The graduate is able to develop scientific research in the field, applying appropriate and modern methods and methodologies.</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	Students will learn the basic concepts of current sociolinguistics.
7.2 Specific objectives	<p>Awareness of various aspects of the interaction between language and society. Students will understand how the study of language as a means of communication can allow the recognition of socio-cultural values conveyed by a society.</p> <p>Students will be introduced to complex approaches to the relations between society, language and discourse, sociology and sociolinguistics, linguistics and sociolinguistics.</p> <p>The course will broaden students' cognitive horizon on language and social classes, linguistic variation, society and space, language and politics, language planning, language planning, conversation and social interaction, political discourse, language contact/conflict and the management of plurilingualism.</p>

## 8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
1. Introduction to sociolinguistics. Defining language from a sociolinguistic point of view.	exposure in ID technology	2	
2. Relationship between language and society. Linguistic community.	exposure in ID technology	2	
3. Linguistic variation.	exposure in ID technology	2	
4. Diglossia. Bilingualism. Contact between languages.	exposure in ID technology	2	
5. Sociolect.	exposure in ID technology	2	
6. Language and culture.	exposure in ID technology	2	
7. Language and politics. Language planning.	exposure in ID technology	2	
<b>Bibliography</b> Blanchet P., 1998, Introduction à la complexité de l'enseignement du Français Langue Étrangère, Peeters, Louvain Boyer H., 1996, Sociolinguistique. Territoire et objets. Delà chaux et niestlé, Lausanne			

Bulot T., 2001, « L'essence sociolinguistique des territoires urbains : un aménagement linguistique de la ville ? », dans Sociolinguistique urbaine (Variations linguistiques : images urbaines et sociales), Cahiers de Sociolinguistique 6, Presses Universitaires de Rennes 2, Rennes, 5-11.

Bulot T., 2011, « L'approche de la diversité linguistique en sociolinguistique », in Dynamiques de la langue française au 21<sup>ème</sup> siècle: une introduction à la sociolinguistique.

Labov W., 1976, Sociolinguistique, Éditions de Minuit, Paris,

Marcellesi J.B., 2003 (1980), « De la crise de la linguistique à la linguistique de la crise : la sociolinguistique », dans Sociolinguistique (épistémologie, langues régionales, polynomie), L'Harmattan, Paris, 39-68.

Meillet Antoine, 1921, "L'état actuel des études de linguistique générales", leçon inaugurale au Collège de France (13 février 1906), repris dans Linguistique historique et linguistique générale, Paris, Champion,

Sitographie :  
[www.sociolinguistique.fr](http://www.sociolinguistique.fr)  
<http://creoles.free.fr/sociolinguistique/definitions.htm>.

**Teaching material in ID technology:** Gabriela Cusen- Noi Tendinte in Analiza Sociolingvistica curs pentru anul I, sem. I, format electronic

8.2 Seminar/laboratory/project	Teaching-learning methods	Number of hours	Remarks
Themes 1-2	alternating exposure with interactive method	3	topic in the subject calendar
Themes 3-4	alternating exposure with interactive method	2	topic in the subject calendar
Themes 5-7	alternating exposure with interactive method	2	topic in the subject calendar

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Labov, W 1972. Sociolinguistic Patterns. Philadelphia: University of Pennsylvania Press.

Labov, W 1982. Objectivity and Commitment in Linguistic Science. Language in Society 11: 165-201.

Labov, W. 1994. Principles of Linguistic Change, Vol. 1: Internal factors. Oxford: Blackwell.

Labov, W.. 2001. Principles of Linguistic Change, Vol. 2: Social factors. Oxford: Blackwell.

Labov, W. 2006. The Binding Force in Segmental Phonology. Paper Given at the Annual Meeting of the Linguistic Society of America, Albuquerque, NM, January.

Labov, W. and Ash, S. 1997. Understanding Birmingham. In Bernstein,C., Nunnally, T. and Sabino, R. (eds.), Language Variety in the South Revisited. Tuscaloosa: University of Alabama Press,pp. 508-73

**Teaching material in ID technology:** Gabriela Cusen - Noi Tendinte in Analiza Sociolingvistica curs pentru anul I, sem. I, 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)

The subject content is in line with the syllabus of other university centers in the country/ abroad. For a better adaptation to the requirements of the labor market, discussions were organized with professors from the region and representatives from the socio-cultural environment.

#### 10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	accuracy and completeness of knowledge; logical coherence; degree of assimilation of specialized language.	Written exam	50%

10.5 Seminar/ laboratory/ project	attitudinal criteria: conscientiousness, interest in self-study; ability to work with abstract concepts; ability to apply in practice.	Written exam	50%
10.6 Minimal performance standard			
<ul style="list-style-type: none"> <li>Correct grasp of basic theoretical concepts and their application in solving simple applications. Completion and submission of the control assignments according to the subject timetable. Obtaining a mark of 5 (five) in the final assessment.</li> </ul>			

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).

# 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 <sup>1)</sup>	Master
1.5 Study level <sup>2)</sup>	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	Language and Interaction							
2.2 Course convenor	Prof. dr. Răzvan SĂFTOIU							
2.3 Seminar/ laboratory/ project convenor								
2.4 Study year	1	2.5 Semester	2	2.6 Evaluation type	C	2.7 Course status	Content <sup>3)</sup>	DAP
							Attendance type <sup>4)</sup>	DO

## 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 <sup>5)</sup>		4			

## 4. Prerequisites (if applicable)

4.1 curriculum-related	Contemporary English
4.2 competences-related	Ability to analyze linguistically verbal interactions

## 5. Conditions (if applicable)

5.1 for course development	• -
5.2 for seminar/ laboratory/ project development	• Classroom with video projector

## 6. Specific competences and learning outcomes

Professional competences	<p>Cp1. Knowledge of the most important and latest models and trends in English language research</p> <p>L.O.1.1 The graduate solves a variety of professional situations requiring knowledge of the Anglo-American linguistic diasystem.</p> <p>L.O.1.1 The graduate integrates modern research models and trends of the English language in various professional situations.</p> <p>Cp2. Knowledge of techniques for analyzing various linguistic and literary structures</p> <p>L.O.2.1 The graduate integrates and applies relevant analysis of linguistic and/or literary structures in diverse professional situations.</p> <p>L.O.2.2 The graduate is able to develop scientific research in the field, applying appropriate and modern methods and methodologies.</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	- To familiarize Master's students with the basic theoretical and practical concepts in communication sciences research.
7.2 Specific objectives	<ul style="list-style-type: none"> <li>- identifying the general elements of verbal communication;</li> <li>- awareness of effective interpersonal communication strategies;</li> <li>- acquiring specific methods of analyzing interpersonal communication;</li> <li>- developing negotiation skills in different conversational situations;</li> <li>- developing a positive attitude towards interpersonal communication.</li> </ul>

## 8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
Perspectives on interpersonal communication	exposure in ID technology	2	
Beyond words: implicature and inference. The individual ego	exposure in ID technology	2	
The interactional perspective	exposure in ID technology	2	
Power or influence?	exposure in ID technology	2	
Verbal conflict	exposure in ID technology	2	
Building, maintaining and dissolving interpersonal relationships (I)	exposure in ID technology	2	
Building, maintaining and dissolving interpersonal relationships (II)	exposure in ID technology	2	
<b>Bibliography</b> Austin J. L. (2004): <i>Cum să faci lucruri cu vorbe</i> , Paralela 45, București Bidu-Vrănceanu, Călărașu, Ionescu-Ruxăndoiu, Pană-Dindelegan, Mancaș (2001): <i>Dicționar de științe ale limbii</i> (ediția a doua), Editura Nemira, București Brown P. and Levinson S. (1978): <i>Politeness</i> , Cambridge University Press, Cambridge Cutting Joan (2002): <i>Pragmatics and Discourse</i> , Routledge, London Dascălu-Jinga Laurenția (2002): <i>Corpus de limbă română vorbită</i> , Oscar Print, București Dragoș Elena (2000): <i>Introducere în pragmatică</i> , Casa Cărții de Știință, Cluj Grice H.P. (1975): "Logic and Conversation" în Cole and Morgan (1975: 41 - 58) Kerbrat-Orecchioni Catherine (1991-1994): <i>Les Interactions Verbales</i> (vol. 2), Colin, Paris Ionescu-Ruxăndoiu Liliana (1991): <i>Narațiune și dialog</i> , Editura Academiei, București			

<p>Ionescu-Ruxăndoiu Liliana (1999): <i>Conversația. Structuri și strategii</i> (ediția a doua), Editura All, București</p> <p>Ionescu-Ruxăndoiu Liliana (2003): <i>Limba și comunicare</i>, Editura All, București</p> <p>Levinson Stephen (1983): <i>Pragmatics</i>, Cambridge University Press, Cambridge</p> <p>Săftoiu Răzvan (2014): <i>Principii ale comunicării verbale</i>, Editura Universității Transilvania din Brașov</p> <p>Searle J.R. (1979): <i>Expression and Meaning</i>, Cambridge University Press, Cambridge</p> <p><b>Teaching material in ID/IFR technology:</b> Săftoiu, R., <i>Limba și interacțiune</i>, curs opțional pentru masterat IFR, Universitatea „Transilvania” din Brașov</p>			
8.2 Seminar/laboratory/project	Teaching-learning methods	Number of hours	Remarks
1. Themes 1-2	alternating exposure with interactive method	2	topic in the subject calendar
2. Themes 3-5	alternating exposure with interactive method	2	topic in the subject calendar
3. Themes 6-7			
<p><b>Bibliography</b></p> <p><b>Teaching material in ID/IFR technology:</b> Săftoiu, R., <i>Limba și interacțiune</i>, curs opțional pentru masterat IFR, Universitatea „Transilvania” din Brașov</p>			

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**10. Evaluation**

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	accuracy and completeness of knowledge; logical coherence; degree of assimilation of specialized language.	Written exam	60%
10.5 Seminar/ laboratory/ project	attitudinal criteria: conscientiousness, interest in self-study; ability to work with abstract concepts; ability to apply in practice.	Written exam	40%
10.6 Minimal performance standard			
<ul style="list-style-type: none"> <li>Correct grasp of basic theoretical concepts and their application in solving simple applications. Completion and submission of the control assignments according to the subject timetable. Obtaining a mark of 5 (five) in the final assessment.</li> </ul>			

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

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