COURSE OUTLINE

1. Data about the study programme

1.1 Higher education institution	Transilvania University of Brașov
1.2 Faculty	Faculty of Letters
1.3 Department	Theoretical and Applied Linguistics
1.4 Field of study[1]	Master
1.5 Study level[2]	Master
1.6 Study programme/ Qualification	Language Studies for Intercultural Communication (in English)

2. Data about the course

2.1 Name of course	Translation as Art					
2.2 Course convenor	Assoc. prof. Oana Tatu					
2.3 Seminar/ laboratory/ project convenor	Assoc. prof. Oana Tatu					
2.4 Study year	II	2.5 Semester	I	2.6 Evaluation type		2.7 Course status	Content[3]	PC
							Attendance type[4]	CPC

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

3.1 Number of hours per week	3	out of which: 3.2 lecture	2	3.3 seminar/ laboratory/ project	1
3.4 Total number of hours in the curriculum	42	out of which: 3.5 lecture	28	3.6 seminar/ laboratory/ project	14
Time allocation					hours
Study of textbooks, course support, bibliography and notes					27
Additional documentation in libraries, specialized electronic platforms, and field research					50
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays					50
Tutorial					2
Examinations					2
Other activities…………………………………					2

3.7 Total number of hours of student activity	133
3.8 Total number per semester	175
3.9 Number of credits[5]	7

4. Prerequisites (if applicable)

4.1 curriculum-related	• N.a.
4.2 competences-related	• N.a.

5. Conditions (if applicable)

5.1 for course development	• Lecture room, bibliography, dictionaries, handouts, computer, projector
5.2 for seminar/ laboratory/ project development	• Dictionaries, handouts, computer

6. Specific competences and learning outcomes

Professional competences	**PC1. Professional competencies** L.O.1.1. The graduate possesses advanced theoretical knowledge in the field of linguistics and related fields, necessary for processing information and identifying ways to facilitate communication between individuals from different cultural backgrounds. L.O.1.2 The graduate is able to observe and understand the similarities and differences between cultures and to approach them impartially, in the spirit of ethno-relativism. L.O.1.3 The graduate can initiate, design, monitor and complete research projects in the field of linguistics. L.O.1.4 The graduate can use the methodology and research tools specific to the field to document and investigate phenomena associated with interculturality. L.O.1.5 The graduate has the ability to process information from various sources, to compare and correlate it for research purposes and to develop original solutions to solve concrete problems arising in various communication situations. **PC2. Competencies in the field of intercultural communication in professional and social contexts, using traditional and digital means** L.O.2.1 The graduate possesses the ability to disseminate the results of his research, to present and argue his ideas in English, in writing, orally or with the help of digital means, in accordance with international academic norms and professional ethics. L.O.2.2 The graduate has the ability to mediate and manage communication between non-native speakers, in various communication situations and to use the tools necessary for effective collaboration with partners from different cultural and professional backgrounds. L.O.2.3 The graduate can participate in interactions in multicultural contexts, demonstrating understanding and tolerance towards the interlocutors opinions and values of the interlocutors, adapting his behavior to the given communication situation.
Transversal competences	**CT1. Research-related and metacognitive competencies** L.O.1.1 The graduate is prepared for independent or team work, and is able to plan and oversee activities designed for different project types. L.O.1.2. The graduate has the ability to efficiently organize his professional activity and to correctly and timely fulfill his work tasks, achieving a pre-established set of objectives. L.O.1.3 The graduate has the metacognitive skills necessary to gauge one's own strengths and liabilities relevant for the project in hand, and commits thereto accordingly. **CT2. Career management and development** LO.2.1. Is able to identify and explore lifelong learning opportunities. L.O.2.2. Can set objectives for one's own career management and is able to act towards attaining them. L.O.2.3. Is capable of self-assessment, self-adjustment, and management of professional issues. L.O.2.4. Possesses the coping strategies to control professional and emotional stress. L.O.2.5. Is able to commit to and perform the tasks in keeping with the ethical principles and shared values of the professional community.

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

7.1 General course objective	• Acquiring the ability to translate difficult aspects pertaining to the lack of direct correspondence at all language levels between English and Romanian, in literary translations
7.2 Specific objectives	• Acquiring theoretical input • Identifying translation difficulties and finding appropriate solutions • Perfecting the ability to translate highly difficult literary excerpts

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
1. Translation between art and science	Interactive, participative lecture, Q&A session	2h	
2. The concept of translation equivalence	Interactive, participative lecture, Q&A session	2h	
3. Translation difficulties – the morphological level	Interactive, participative lecture, Q&A session	2h	
4. Translation difficulties – the lexical level I	Interactive, participative lecture, Q&A session	2h	
5. Translation difficulties – the lexical level II	Interactive, participative lecture, Q&A session	2h	
6. Managing translation difficulties above word level	Interactive, participative lecture, Q&A session	2h	
7. Managing translation difficulties at word level	Interactive, participative lecture, Q&A session	2h	
8. Translation difficulties – the syntactic level	Interactive, participative lecture, Q&A session	2h	
9. Sociolinguistics and translation	Interactive, participative lecture, Q&A session	2h	
10. Translating language dialects	Interactive, participative lecture, Q&A session	2h	
11. Translating language registers	Interactive, participative lecture, Q&A session	2h	
12. Translating the English of foreigners	Interactive, participative lecture, Q&A session	2h	
13. Pragmatic equivalence	Interactive, participative lecture, Q&A session	2h	
14. The concepts of cohesion and coherence at textual level	Interactive, participative lecture, Q&A session	2h	

Bibliography

Alvstad, Cecilia, et al. (Eds.). *Literary Translation: Redrawing the Boundaries*. 2021. Cambridge University Press.

Baker, Mona. *In Other Words. A Coursebook on Translation*, 1992. Routledge.

Bassnett, Susan. *Translation and World Literature*. 2018. Routledge.

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Gaballo, Viviana, and Federica Scarpa. *Professional Development in Translation: A Case Study Approach*. 2023. Cambridge Scholars Publishing.

Hermans, Theo. *The Conference of the Tongues*. 2007. St. Jerome Publishing.

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Steiner, George. *After Babel: Aspects of Language and Translation* (3rd ed.). 1998. Oxford University Press.

Tymoczko, Maria. *Translation in a Postcolonial Context* (2nd ed.). 2020. St. Jerome Publishing.

Venuti, Lawrence (Ed.). *The Translation Studies Reader* (4th ed.). 2021. Routledge.

8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
1.Initial test	Handouts, ppt	2h	

		presentation, discussions		
2.Direct vs indirect translation procedures	Handouts, ppt presentation, discussions	2h	
3.Communicative vs semantic translation	Handouts, ppt presentation, discussions	2h	
4.Solving instances of lack of direct grammatical correspondence between English and Romanian	Handouts, ppt presentation, discussions	2h	
5.Difficulties of translation at the lexical level: culture-bound terms, false friends, "untranslatable" terms	Handouts, ppt presentation, discussions	2h	
6.Difficult syntax: intercalation and topicalization	Handouts, ppt presentation, discussions	2h	
7.Solving sociolinguistic issues in translation: idiolects, dialects, slang	Handouts, ppt presentation, discussions	2h	

Bibliography

Baker, Mona, and Boéri, Julie. *Compromised: Translating in the Shadow of the State*. 2022. Palgrave Macmillan.

Bassnett, Susan, and André Lefevere (Eds.). *Constructing Cultures: Essays on Literary Translation*. 1998. Multilingual Matters.

Bellos, David. *Is That a Fish in Your Ear? Translation and the Meaning of Everything*. 2011. Penguin Books.

Robinson, Douglas. *Becoming a Translator: An Introduction to the Theory and Practice of Translation* (4th ed.). 2020. Routledge.

Nida, Eugene. *Toward a Science of Translating: With Special Reference to Principles and Procedures Involved in Bible Translating*. 1964. E. J. Brill.

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 and seminar curricula are in keeping with those of other Romanian faculties and with the labour market requirements, so that the acquired skills should support the students' further employability

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	- accuracy and integrity ofknowledge - degree of terminology acquisition - ability to corroborate thesubject content with the content of adjacent subjects	Final examination (written, endof semester)	30%

F03.2-PS7.2-01/ed.3, rev.6

10.5 Seminar/ laboratory/ project	- ability to simultaneouslymanage bilingual and monolingual dictionaries - ability to select the optimal and contextually appropriate translation variants - assessing the studying availability	Weekly homework Active seminar participationTranslating a short-story during the latter part of the semester	70%

10.6 Minimal performance standard
• Completing a translation task in a given time span, in accordance with the standards of linguistic accuracy

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.

Assoc. Prof. Dr. Adrian Lăcătuș Dean	Prof. dr. Răzvan Săftoiu Head of Department
Assoc. Prof. Dr. Oana Tatu Course holder	Assoc. Prof. Dr. Oana Tatu 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 Brașov
1.2 Faculty	Faculty of Letters
1.3 Department	Theoretical and Applied Linguistics
1.4 Field of study[1]	Master
1.5 Study level[2]	Master
1.6 Study programme/ Qualification	Language Studies for Intercultural Communication (in English)

2. Data about the course

2.1 Name of course	Fundamentals of Bilingual Lexicography						
2.2 Course convenor	Dr Raluca Sinu (weeks 1-7)						
	Dr Marinela Burada (weeks 8-14)						
2.3 Seminar/ laboratory/ project convenor	Dr Raluca Sinu						
2.4 Study year	2	2.5 Semester	I	2.6 Evaluation type	E	2.7 Course status	Content[3]	PC
							Attendance type[4]	CPC

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

3.1 Number of hours per week	3	out of which: 3.2 lecture	2	3.3 seminar/ laboratory/ project	1
3.4 Total number of hours in the curriculum	42	out of which: 3.5 lecture	28	3.6 seminar/ laboratory/ project	14
Time allocation					hours
Study of textbooks, course support, bibliography and notes					60
Additional documentation in libraries, specialized electronic platforms, and field research					30
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays					43
Tutorial					2
Examinations					2
Other activities…………………………………					2

3.7 Total number of hours of student activity	133
3.8 Total number per semester	175
3.9 Number of credits[5]	7

4. Prerequisites (if applicable)

4.1 curriculum-related	• Not necessary
4.2 competences-related	• Basic computer skills

5. Conditions (if applicable)

5.1 for course development	• Video projector, computer, internet connection
5.2 for seminar/ laboratory/ project development	• Video projector, computer, internet connection

6. Specific competences and learning outcomes

<table>
<tr><td rowspan="1">Professional competences</td><td>

PC1. Professional competencies

L.O.1.1. The graduate possesses advanced theoretical knowledge in the field of linguistics and related fields, necessary for processing information and identifying ways to facilitate communication between individuals from different cultural backgrounds.

L.O.1.2 The graduate is able to observe and understand the similarities and differences between cultures and to approach them impartially, in the spirit of ethno-relativism.

L.O.1.3 The graduate can initiate, design, monitor and complete research projects in the field of linguistics.

L.O.1.4 The graduate can use the methodology and research tools specific to the field to document and investigate phenomena associated with interculturality.

L.O.1.5 The graduate has the ability to process information from various sources, to compare and correlate it for research purposes and to develop original solutions to solve concrete problems arising in various communication situations.

PC2. Competencies in the field of intercultural communication in professional and social contexts, using traditional and digital means

L.O.2.1 The graduate possesses the ability to disseminate the results of his research, to present and argue his ideas in English, in writing, orally or with the help of digital means, in accordance with international academic norms and professional ethics.

L.O.2.2 The graduate has the ability to mediate and manage communication between non-native speakers, in various communication situations and to use the tools necessary for effective collaboration with partners from different cultural and professional backgrounds.

L.O.2.3 The graduate can participate in interactions in multicultural contexts, demonstrating understanding and tolerance towards the interlocutors opinions and values of the interlocutors, adapting his behavior to the given communication situation.
</td></tr>
<tr><td rowspan="1">Transversal competences</td><td>

CT1. Research-related and metacognitive competencies

L.O.1.1 The graduate is prepared for independent or team work, and is able to plan and oversee activities designed for different project types.

L.O.1.2. The graduate has the ability to efficiently organize his professional activity and to correctly and timely fulfill his work tasks, achieving a pre-established set of objectives.

L.O.1.3 The graduate has the metacognitive skills necessary to gauge one's own strengths and liabilities relevant for the project in hand, and commits thereto accordingly.

CT2. Career management and development

LO.2.1. Is able to identify and explore lifelong learning opportunities.

L.O.2.2. Can set objectives for one's own career management and is able to act towards attaining them.

L.O.2.3. Is capable of self-assessment, self-adjustment, and management of professional issues.

L.O.2.4. Possesses the coping strategies to control professional and emotional stress.

L.O.2.5. Is able to commit to and perform the tasks in keeping with the ethical principles and shared values of the professional community.
</td></tr>
</table>

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

7.1 General course objective	• To use proficiently the research methods in the field of linguistic and paralinguistic communication.
7.2 Specific objectives	• To become familiarized with the specifics of the research in this field and of the interdisciplinary approaches to the investigation of intercultural phenomena.

| | • To collect, correlate and interpret the linguistic and paralinguistic data through modern specific and non-specific methods. |
| | • To build a set of quality criteria and standards for the qualitative evaluation of dictionaries. |

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
Preliminaries: content, approach, methodology	Lecture, discussions	2	
Lexicography and metalexicography: basic concepts	Lecture, discussions	2	
The Dictionary as *Product* (I): Dictionaries among Other Reference Works	Lecture, discussions	2	
The Dictionary as *Product* (I): The Anatomy of Dictionaries	Lecture, discussions	2	
The *Process* of Dictionary Making: Stages in Dictionary Compilation	Lecture, discussions	2	
Electronic lexicography	Lecture, discussions	2	
Dictionaries and the Internet. Collaborative lexicography	Lecture, discussions	2	
Blueprinting Online Dictionaries: The Making of LEXICA	Lecture, discussions	2	
The Dictionary as *Product* (II): Criteria of Categorization	Lecture, discussions		
The Dictionary as *Product* (II): the Problems of Categorization	Lecture, discussions	2	
The Microstructure of Dictionaries: Types and Formats of Lexicographic Definitions	Lecture, discussions	2	
Constructing Lexicographic Definitions: Principles and Conventions	Lecture, discussions	2	
Dictionary criticism and metacriticism. Ethical issues in dictionary making	Lecture, discussions	2	
Revision	Lecture, discussions	2	

Bibliography

Atkins, B.T. Sue & Michael Rundell (2008) The Oxford Guide to Practicai Lexicography. Oxford:Oxford University Press.

Atkins, B.T.S. & A. Zampolli (1994) Computa ional Approaches to the Lexicon. Oxford: Clarendon Press.

Bejoint, Henri (2000, 2004) Modern Lexicography: An Introduction, Oxford: Oxford University Press.

Burada M. & Raluca Sinu (2016) Research and Practice in Lexicography. Editura Universității Transilvania din Brașov

de Schryver, G. M. (2003) Lexicographers' Dreams in the Electronic-Dictionary Age, in "International Journal of Lexicography", Vol. 16 No. 2, Oxford: Oxford University Press, on-line at ttp://tshwanedje.com/publications/dreams.pdf (May 2006).

Hartmann, R.R.K (2001) Teaching and Researching Lexicography, Pearson Education Limited.

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Jackson, Howard (2003) Lexicography - An Introduction. London and New York: Routledge.

Landau, Sidney I. (2001) Dictionaries. The Art and Craft of Lexicography (2nd edition), Cambridge: Cambridge University Press.

8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
Fundamental concepts: lexicography, dictionary,	Discussions based on	2 ore	

reference work	exercises		
Dictionary anatomy: relevant concepts and terminology	Discussions based on exercises	2 ore	
Stages in dictionary-making. The impact of the digital revolution on dictionary compilation	Discussions based on exercises	2 ore	
Contrastive analysis of monolingual and bilingual dictionaries	Discussions based on exercises	2 ore	
Dictionary microstructure: types of information, with a special emphasis on usage labels and the lexicographic definition	Discussions based on exercises	4 ore	
Dictionary assessment: two distinct approaches	Discussions based on exercises	2 ore	

Bibliography

Burada M. and Raluca Sinu (2016) *Research and Practice in Lexicography*. Brașov: Editura Universității Transilvania din Brașov.

Scholfield, Philip (2005) *Why Shouldn't Monolingual Dictionaries be as easy to use as Bilingual or Semi-Bilingual ones?*, online at http://www.etni.org.il/monodict.htm (June 2005).

Svensén, Bo (2009) *A Handbook of Lexicography. The Theory and Practice of Dictionary-Making*. Cambridge: Cambridge University Press.

Tarp, Sven (2009) "Beyond Lexicography: New Visions and Challenges in the Information Age". In Henning Bergenholtz, Sandro Nielsen, Sven Tarp (eds.), *Lexicography at a Crossroads. Dictionaries and Encyclopedias Today, Lexicographical Tools Tomorrow*. Bern: Peter Lang. 17-31.

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

Students can build lexicographic tools, can initiate and develop lexicographic projects.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Conceptual accuracy and adequacy	Written exam	60%
10.5 Seminar/ laboratory/ project	Conceptual accuracy and adequacy	Test	40%
10.6 Minimal performance standard			
• The ability to use correctly basic lexicographic concepts and the related terminology			

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.

Associate Professor Adrian Lăcătuș,	Professor Răzvan Săftoiu,
Dean	Head of Department
Associate Professor Raluca SINU,	Associate Professor Raluca SINU,
Course holder	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 Brașov
1.2 Faculty	Faculty of Letters
1.3 Department	Theoretical and Applied Linguistics
1.4 Field of study[1)]	Master
1.5 Study level[2)]	Master
1.6 Study programme/ Qualification	Linguistic Studies for Intercultural Communication

2. Data about the course

2.1 Name of course	**Intercultural Aspects of Humour**							
2.2 Course convenor	Assoc. Prof. Stanca MĂDA, PhD							
2.3 Seminar/ laboratory/ project convenor	Assoc. Prof. Stanca MĂDA, PhD							
2.4 Study year	2	2.5 Semester	1	2.6 Evaluation type	C	2.7 Course status	Content[3)]	SC
							Attendance type[4)]	EC

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					20
Additional documentation in libraries, specialized electronic platforms, and field research					20
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays					27
Tutorial					2
Examinations					2
Other activities…………………………………					1

3.7 Total number of hours of student activity	72
3.8 Total number per semester	105
3.9 Number of credits[5)]	4

4. Prerequisites (if applicable)

4.1 curriculum-related	• Not applicable
4.2 competences-related	• Competencies related to discourse analysis, intercultural communication, verbal and nonverbal communication.

5. Conditions (if applicable)

5.1 for course development	• Classroom with laptop, video-projector, internet connection, software
5.2 for seminar/ laboratory/ project development	• Classroom with video-projector

6. Specific competences and learning outcomes

<table>
<tr>
<td rowspan="2">Professional competences</td>
<td>

PC1. Professional competencies

L.O.1.1. The graduate possesses advanced theoretical knowledge in the field of linguistics and related fields, necessary for processing information and identifying ways to facilitate communication between individuals from different cultural backgrounds.

L.O.1.2 The graduate is able to observe and understand the similarities and differences between cultures and to approach them impartially, in the spirit of ethno-relativism.

L.O.1.3 The graduate can initiate, design, monitor and complete research projects in the field of linguistics.

L.O.1.4 The graduate can use the methodology and research tools specific to the field to document and investigate phenomena associated with interculturality.

L.O.1.5 The graduate has the ability to process information from various sources, to compare and correlate it for research purposes and to develop original solutions to solve concrete problems arising in various communication situations.

PC2. Competencies in the field of intercultural communication in professional and social contexts, using traditional and digital means

L.O.2.1 The graduate possesses the ability to disseminate the results of his research, to present and argue his ideas in English, in writing, orally or with the help of digital means, in accordance with international academic norms and professional ethics.

L.O.2.2 The graduate has the ability to mediate and manage communication between non-native speakers, in various communication situations and to use the tools necessary for effective collaboration with partners from different cultural and professional backgrounds.

L.O.2.3 The graduate can participate in interactions in multicultural contexts, demonstrating understanding and tolerance towards the interlocutors opinions and values of the interlocutors, adapting his behavior to the given communication situation.
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</table>

<table>
<tr>
<td rowspan="2">Transversal competences</td>
<td>

CT1. Research-related and metacognitive competencies

L.O.1.1 The graduate is prepared for independent or team work, and is able to plan and oversee activities designed for different project types.

L.O.1.2. The graduate has the ability to efficiently organize his professional activity and to correctly and timely fulfill his work tasks, achieving a pre-established set of objectives.

L.O.1.3 The graduate has the metacognitive skills necessary to gauge one's own strengths and liabilities relevant for the project in hand, and commits thereto accordingly.

CT2. Career management and development

LO.2.1. Is able to identify and explore lifelong learning opportunities.

L.O.2.2. Can set objectives for one's own career management and is able to act towards attaining them.

L.O.2.3. Is capable of self-assessment, self-adjustment, and management of professional issues.

L.O.2.4. Possesses the coping strategies to control professional and emotional stress.

L.O.2.5. Is able to commit to and perform the tasks in keeping with the ethical principles and shared values of the professional community.
</td>
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7. Course objectives (resulting from the specific competences to be acquired)

7.1 General course objective	• To familiarize students with the basics of humour studies. • To raise awareness of the importance of cross-cultural coordinates for the interpretation of humour.
7.2 Specific objectives	• Increase awareness to issues pertaining to intercultural communication (verbal, non-verbal and written) in the public space. Integration of

	communication knowledge acquired during studies in the field of humour studies. Formal and informal communicative negotiation skills in a multicultural context.

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
Humour – Definition, genres, typology, and functions	Expository/ Interactive	2	
An intercultural perspective on humour	Expository/ Interactive	2	
Linguistic means of building intercultural humour	Expository/ Interactive	2	
Media humour (print, audio-visual, and online formats)	Expository/ Interactive	2	
Translating humour (sitcoms)	Expository/ Interactive	2	
Ethnic humour in UK and Romania	Through participation, dialogue, lecturing and case studies	2	
Humour and teasing – intercultural aspects	Through participation, dialogue, lecturing and case studies	2	

Bibliography
1. Attardo, Salvatore (ed.) (2014) *Encyclopedia of Humor Studies.* New York: Sage.
2. Beamer, L.; Varner, I. (2008) *Intercultural Communication in the Global Workplace.* International Edition – McGraw Hill;
3. Davies, Christie (2011) *Jokes and Targets.* Bloomington: Indiana University Press.
4. Gillota, David (2013) *Ethnic Humour in Multiethnic America,* London: Rutgers University Press.
5. Gulas, Charles S., Marc G. Weinberger (2006) *Humor in Advertising. A Comprehensive Analysis.* New York: M.E.Sharpe
6. Holmes, J.; Stubbe, M. (2003) *Power and Politeness in the Workplace. A Sociolinguistic Analysis of Talk at Work.* London: Pearson Education;
7. Măda, Stanca (2021). *Umorul mediatizat. Repere analitice.* Brașov: Editura Universității Transilvania din Brașov.
8. Knoedelseder, William (2009) „I'm Dying Up Here. Heartbreak and High Times in Stand-up Comedy's Golden Era". New York: PublicAffairs.
9. Norrick, Neal, Delia Chiaro (ed.) (2009) *Humour in Interaction.* Amsterdam: John Benjamins.
10. Rappaport, Leon (2005) *Punchlines.The Case for Racial, Ethnic, and Gender Humour.* Westport: Praeger.
11. Tueth, Michael V. (2004) *Laughter in the Living Room. Television Comedy and the American Home Audience* (Popular Culture and Everyday Life). New York: Peter Lang.
12. Săftoiu, Răzvan, Carmen Popescu (2014) "Humor as a branding strategy in political discourse. A case study from Romania" *Revista Signos. Estudios de Lingüística* 47(85): 293-320

8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
Building a corpus of intercultural humour	Project work	4	
Humour – a tool for journalists' branding/ identity building	Case studies	2	
Infortainment – case study from a radio show	Case studies	2	
Translating standard humour. Stand-up shows.	Project work	2	
Humour in sitcoms.	Project work	2	
Analysing the corpus of intercultural humour	Project work	4	

Bibliography
See above

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 professional (institutional or academic) communication needs of graduates of a Master's program based on language studies. Graduates will be able to analyse media humour from an intercultural perspective.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Logical consistency; ability to deal with abstract concepts; degree of assimilation of specialized language; attitudinal criteria (conscientiousness, interest in individual study, etc.)	Written exam based on theoretical input	40%
	Active participation to 2/3 of the total no of courses		5%
10.5 Seminar/ laboratory/ project	Logical coherence; degree of assimilation of specialized language; ability to apply in practice.		50%
	Active participation to 2/3 of the total no of seminars		5%
10.6 Minimal performance standard			
• At least 50% of the marks for each part. • Note: Non-attendance (0 attendance) in the full-time courses means that the students will not be able to sit the examination in the regular session.			

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.

Assoc. Prof. Adrian LĂCĂTUȘ, PhD	**Prof. Răzvan SĂFTOIU, PhD**
Dean	**Head of Department**
Assoc. Prof. Stanca MĂDA, PhD	**Assoc. Prof. Stanca MĂDA, PhD**
Course holder	**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 Brașov
1.2 Faculty	Faculty of Letters
1.3 Department	Theoretical and Applied Linguistics
1.4 Field of study[1]	Master
1.5 Study level[2]	Master
1.6 Study programme/ Qualification	Language Studies for Intercultural Communication (in English)

2. Data about the course

2.1 Name of course	Translation and Interpretation in Professional Contexts						
2.2 Course convenor	Prof. Dr. Mona Arhire						
2.3 Seminar/ laboratory/ project convenor	Prof. Dr. Mona Arhire						
2.4 Study year	II	2.5 Semester	I	2.6 Evaluation type	E	2.7 Course status	Content[3]	SC
							Attendance type[4]	EC

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	22
Additional documentation in libraries, specialized electronic platforms, and field research	22
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays	22
Tutorial	2
Examinations	2
Other activities…………………………………	2

3.7 Total number of hours of student activity	72
3.8 Total number per semester	100
3.9 Number of credits[5]	4

4. Prerequisites (if applicable)

4.1 curriculum-related	•
4.2 competences-related	• Knowledge of the English language to the extent that students can understand master's degree courses and reading reference literature in English

5. Conditions (if applicable)

5.1 for course development	• Video projector, computer
5.2 for seminar/ laboratory/ project development	• Interpretation equipment, internet

6. Specific competences and learning outcomes

<table>
<tr><td rowspan="2">Professional competences</td><td>

PC1. Professional competencies

L.O.1.1. The graduate possesses advanced theoretical knowledge in the field of linguistics and related fields, necessary for processing information and identifying ways to facilitate communication between individuals from different cultural backgrounds.

L.O.1.2 The graduate is able to observe and understand the similarities and differences between cultures and to approach them impartially, in the spirit of ethno-relativism.

L.O.1.3 The graduate can initiate, design, monitor and complete research projects in the field of linguistics.

L.O.1.4 The graduate can use the methodology and research tools specific to the field to document and investigate phenomena associated with interculturality.

L.O.1.5 The graduate has the ability to process information from various sources, to compare and correlate it for research purposes and to develop original solutions to solve concrete problems arising in various communication situations.

PC2. Competencies in the field of intercultural communication in professional and social contexts, using traditional and digital means

L.O.2.1 The graduate possesses the ability to disseminate the results of his research, to present and argue his ideas in English, in writing, orally or with the help of digital means, in accordance with international academic norms and professional ethics.

L.O.2.2 The graduate has the ability to mediate and manage communication between non-native speakers, in various communication situations and to use the tools necessary for effective collaboration with partners from different cultural and professional backgrounds.

L.O.2.3 The graduate can participate in interactions in multicultural contexts, demonstrating understanding and tolerance towards the interlocutors opinions and values of the interlocutors, adapting his behavior to the given communication situation.
</td></tr>
</table>

<table>
<tr><td rowspan="2">Transversal competences</td><td>

CT1. Research-related and metacognitive competencies

L.O.1.1 The graduate is prepared for independent or team work, and is able to plan and oversee activities designed for different project types.

L.O.1.2. The graduate has the ability to efficiently organize his professional activity and to correctly and timely fulfill his work tasks, achieving a pre-established set of objectives.

L.O.1.3 The graduate has the metacognitive skills necessary to gauge one's own strengths and liabilities relevant for the project in hand, and commits thereto accordingly.

CT2. Career management and development

LO.2.1. Is able to identify and explore lifelong learning opportunities.

L.O.2.2. Can set objectives for one's own career management and is able to act towards attaining them.

L.O.2.3. Is capable of self-assessment, self-adjustment, and management of professional issues.

L.O.2.4. Possesses the coping strategies to control professional and emotional stress.

L.O.2.5. Is able to commit to and perform the tasks in keeping with the ethical principles and shared values of the professional community.
</td></tr>
</table>

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

7.1 General course objective	• Providing the theoretical grounds in the field of translation and interpreting in a professional context as a phenomenon of intercultural communication; presenting translation and interpreting strategies and norms; exposing modern research methods specific to translation and interpreting of specialized languages

7.2 Specific objectives	• mastering communication techniques through translation and interpretation and research methods in the field of translation and interpreting in professional contexts • acquiring translation and interpreting skills in various specialized fields • developing superior intercultural communication skills through translation and interpreting • acquiring the ability to use the knowledge and skills acquired for research purposes, but also in various professional environments

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
Introduction: the translation-interpretation relationship;	Video projector, interactive lecture	2	
Stages of translation and interpretation: from reception to rendering of the message;		2	
Sight translation;		2	
Consecutive interpreting – specialist languages;		2	
Note-taking;		2	
Simultaneous interpreting – specialist languages;		2	
Research methods based on specialized corpora		2	

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8.2 Seminar/ laboratory/ project		Number of hours	Remarks
Bidirectional translation of specialized texts;	- Discussing translations done as homework and practising the interpreting modes	4	
Consecutive interpreting – specialized languages;		4	
Simultaneous interpreting – specialized languages;		4	
Introduction to the research of interpreted discourses	- Applying research methods based on corpora of transcribed interpreted discourse	2	

Bibliography
- Iliescu-Gheorghiu, Cătălina, 2006, Introducere în interpretariat, Institutul European, Iași
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- Roberts, Roda P., 2002, Community Interpreting: A Profession in Search of Its Identity, in Eva Hung (ed.) *Teaching Translation and Interpreting 4 Building Bridges,* John Benjamins, Amsterdam/Philadelphia, pp.157-175
- Schaeffner, C, (ed.), 2004, Translation Research and Interpreting Research, Multilingual Matters, Ltd., Clevedon, Buffalo, Toronto.

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

After completing this course, students will have acquired the communication skills necessary for integration into the labour market, in any field that involves intercultural communication through translation and interpretation into and from English.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Assessment of knowledge related to the course content	Oral exam	50%
10.5 Seminar/ laboratory/ project	Assessment of translation and interpretation skills for intercultural communication	Continuous assessment during the seminars	50%
10.6 Minimal performance standard			

- To pass the exam, students have to demonstrate the acquisition of the theoretical knowledge and skills necessary to translate and interpret messages from specialized fields, related to the professional contexts targeted in the course, into the English-Romanian language pair.

This course outline was certified in the Department Board meeting on 23/09/2024 and approved in the Faculty Board meeting on 23/092024.

Assoc. Prof. Dr. Adrian Lăcătuș,	**Prof. Dr. Răzvan Săftoiu,**
Dean	**Head of Department**
Prof. Dr. Mona Arhire,	**Prof. Dr. Mona Arhire,**
Course holder	**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 Brașov
1.2 Faculty	Faculty of Letters
1.3 Department	Theoretical and Applied Linguistics
1.4 Field of study[1]	Master
1.5 Study level[2]	Master
1.6 Study programme/ Qualification	Language Studies for Intercultural Communication (in English)

2. Data about the course

2.1 Name of course	Corpus-based Translation Studies						
2.2 Course convenor	Prof. Dr. Mona Arhire						
2.3 Seminar/ laboratory/ project convenor	Prof. Dr. Mona Arhire						
2.4 Study year	II	2.5 Semester	I	2.6 Evaluation type	T	2.7 Course status	Content[3]	AC
							Attendance type[4]	EC

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	22
Additional documentation in libraries, specialized electronic platforms, and field research	22
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays	22
Tutorial	2
Examinations	2
Other activities……………………………	2

3.7 Total number of hours of student activity	72
3.8 Total number per semester	100
3.9 Number of credits[5]	4

4. Prerequisites (if applicable)

4.1 curriculum-related	•
4.2 competences-related	• Knowledge of the English language to the extent that students can understand master's degree courses and reading reference literature in English

5. Conditions (if applicable)

5.1 for course development	• Video projector, computer
5.2 for seminar/ laboratory/ project development	• Computer, electronic equipment, IT applications

6. Specific competences and learning outcomes

Professional competences	**PC1. Professional competencies** L.O.1.1. The graduate possesses advanced theoretical knowledge in the field of linguistics and related fields, necessary for processing information and identifying ways to facilitate communication between individuals from different cultural backgrounds. L.O.1.2 The graduate is able to observe and understand the similarities and differences between cultures and to approach them impartially, in the spirit of ethno-relativism. L.O.1.3 The graduate can initiate, design, monitor and complete research projects in the field of linguistics. L.O.1.4 The graduate can use the methodology and research tools specific to the field to document and investigate phenomena associated with interculturality. L.O.1.5 The graduate has the ability to process information from various sources, to compare and correlate it for research purposes and to develop original solutions to solve concrete problems arising in various communication situations. **PC2. Competencies in the field of intercultural communication in professional and social contexts, using traditional and digital means** L.O.2.1 The graduate possesses the ability to disseminate the results of his research, to present and argue his ideas in English, in writing, orally or with the help of digital means, in accordance with international academic norms and professional ethics. L.O.2.2 The graduate has the ability to mediate and manage communication between non-native speakers, in various communication situations and to use the tools necessary for effective collaboration with partners from different cultural and professional backgrounds. L.O.2.3 The graduate can participate in interactions in multicultural contexts, demonstrating understanding and tolerance towards the interlocutors opinions and values of the interlocutors, adapting his behavior to the given communication situation.
Transversal competences	**CT1. Research-related and metacognitive competencies** L.O.1.1 The graduate is prepared for independent or team work, and is able to plan and oversee activities designed for different project types. L.O.1.2. The graduate has the ability to efficiently organize his professional activity and to correctly and timely fulfill his work tasks, achieving a pre-established set of objectives. L.O.1.3 The graduate has the metacognitive skills necessary to gauge one's own strengths and liabilities relevant for the project in hand, and commits thereto accordingly. **CT2. Career management and development** LO.2.1. Is able to identify and explore lifelong learning opportunities. L.O.2.2. Can set objectives for one's own career management and is able to act towards attaining them. L.O.2.3. Is capable of self-assessment, self-adjustment, and management of professional issues. L.O.2.4. Possesses the coping strategies to control professional and emotional stress. L.O.2.5. Is able to commit to and perform the tasks in keeping with the ethical principles and shared values of the professional community.

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

7.1 General course objective	• Providing the theoretical grounds in the field of corpus-based translation; presenting corpus-bsed research methods
7.2 Specific objectives	• presentation of corpus-based translation as a resource for translators • acquisition of translation skills using different types of text corpora • acquisition of the ability to use the acquired knowledge and skills for

	research purposes, applying the most modern research methods in the field of translation studies

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
Introduction: Corpus-based translation – the modern paradigm in translation studies;	Video projector, interactive lecture	2	
Corpora: typology, characteristics, relevance criteria		2	
Electronic tools used in corpus-based translation studies;		2	
Corpus of texts as a resource for translators;		2	
Universals of translation resulting from corpus-based research		2	
Research methods in corpus-based translation studies;		2	
Current state of corpus-based translation studies		2	

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8.2 Seminar/ laboratory/ project		Number of hours	Remarks
Analysis of the most important existing corpora based on the presented criteria;	Computer, internet, teamwork, homework: reading the bibliography, applications to discuss at the seminar	2	
Compilation of a corpus in teams;		4	
Applications on the students' corpus for translation;		4	
Application of research methods based on students' corpus;		4	

Bibliography

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- Laviosa, S., 2002, Corpus-based Translation Studies. Theory, Findings, Applications, Amsterdam - New York: Rodopi.

- Olohan, M., 2004, Introducing Corpora in Translation Studies, London & New York: Routledge.

- Wilkinson, M., 2006, Compiling Corpora for Use as Translation Resources , in Translation Journal, vol. 10, nr. 1.

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

After completing this course, students will have acquired the communication skills necessary for using corpora as translators, but also as researchers in translation, irrespective of the languages involved

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Assessment of knowledge related to the course content	Oral test	50%
10.5 Seminar/ laboratory/ project	Assessment of competences in the use of corpora for translation and corpus-based research	Continuous assessment during the seminars	50%
10.6 Minimal performance standard			
• Carrying out a specific work task within a team.			

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.

Assoc. Prof. Dr. Adrian Lăcătuș, **Dean**	**Prof. Dr. Răzvan Săftoiu,** **Head of Department**
Prof. Dr. Mona Arhire, **Course holde**	**Prof. Dr. Mona Arhire,** **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 Brașov
1.2 Faculty	Faculty of Letters
1.3 Department	Theoretical and Applied Linguistics
1.4 Field of study[1)	Master
1.5 Study level[2)	Master
1.6 Study programme/ Qualification	Language Studies for Intercultural Communication

2. Data about the course

2.1 Name of course			Anthropological Linguistics						
2.2 Course convenor			Lect. dr. Cristina Dimulescu						
2.3 Seminar/ laboratory/ project convenor			Lect. dr. Cristina Dimulescu						
2.4 Study year	II	2.5 Semester	I	2.6 Evaluation type	C	2.7 Course status	Content[3)	PC
							Attendance type[4)	EC

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	40
Additional documentation in libraries, specialized electronic platforms, and field research	9
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays	17
Tutorial	2
Examinations	2
Other activities………………………………	2

3.7 Total number of hours of student activity	72
3.8 Total number per semester	100
3.9 Number of credits[5)	4

4. Prerequisites (if applicable)

4.1 curriculum-related	• Basic knowledge of Pragmatics and Discourse Analysis
4.2 competences-related	• Very good command of English • Study skills in English

5. Conditions (if applicable)

5.1 for course development	• multimedia teaching space
5.2 for seminar/ laboratory/ project development	• multimedia teaching space

6. Specific competences and learning outcomes

Professional competences	**PC1. Professional competencies** L.O.1.1. The graduate possesses advanced theoretical knowledge in the field of linguistics and related fields, necessary for processing information and identifying ways to facilitate communication between individuals from different cultural backgrounds. L.O.1.2 The graduate is able to observe and understand the similarities and differences between cultures and to approach them impartially, in the spirit of ethno-relativism. L.O.1.3 The graduate can initiate, design, monitor and complete research projects in the field of linguistics. L.O.1.4 The graduate can use the methodology and research tools specific to the field to document and investigate phenomena associated with interculturality. L.O.1.5 The graduate has the ability to process information from various sources, to compare and correlate it for research purposes and to develop original solutions to solve concrete problems arising in various communication situations. **PC2. Competencies in the field of intercultural communication in professional and social contexts, using traditional and digital means** L.O.2.1 The graduate possesses the ability to disseminate the results of his research, to present and argue his ideas in English, in writing, orally or with the help of digital means, in accordance with international academic norms and professional ethics. L.O.2.2 The graduate has the ability to mediate and manage communication between non-native speakers, in various communication situations and to use the tools necessary for effective collaboration with partners from different cultural and professional backgrounds. L.O.2.3 The graduate can participate in interactions in multicultural contexts, demonstrating understanding and tolerance towards the interlocutors opinions and values of the interlocutors, adapting his behavior to the given communication situation.
Transversal competences	**CT1. Research-related and metacognitive competencies** L.O.1.1 The graduate is prepared for independent or team work, and is able to plan and oversee activities designed for different project types. L.O.1.2. The graduate has the ability to efficiently organize his professional activity and to correctly and timely fulfill his work tasks, achieving a pre-established set of objectives. L.O.1.3 The graduate has the metacognitive skills necessary to gauge one's own strengths and liabilities relevant for the project in hand, and commits thereto accordingly. **CT2. Career management and development** LO.2.1. Is able to identify and explore lifelong learning opportunities. L.O.2.2. Can set objectives for one's own career management and is able to act towards attaining them. L.O.2.3. Is capable of self-assessment, self-adjustment, and management of professional issues. L.O.2.4. Possesses the coping strategies to control professional and emotional stress. L.O.2.5. Is able to commit to and perform the tasks in keeping with the ethical principles and shared values of the professional community.

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

7.1 General course objective	• Usage of metalanguage and theories connected to the study of cross-cultural fields • Acquisition, strengthening and implementation of pragmatic approaches to the study of English

7.2 Specific objectives	• Development of students' ability to process and analyse language-related information in the field of meaning creation in talk-in-interaction • Acquisition of new theoretical /methodological perspectives in pragmatics • Acquisition of a conceptual and methodological framework with a view to the analysis of processes involved in communication in English • Acknowledgment and implementation of logical criteria in the research of linguistic phenomena • Text analysis from a pragmatic perspective • Communication in English according to pragmatic criteria • Pragmatic analysis in the identification of cultural differences in communication

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
The relation between language, thought, and culture. Language as a general cultural phenomenon (language is intertwined with social actions, values, beliefs, group memberships, identities and social institutions).	Lecture-type	2	n.a.
Language as a strategy for classifying the world.	Lecture-type	2	n.a.
The Ethnography of Communication, an approach to the analysis of language and communication in context.	Lecture-type	2	n.a.
The interplay of nature and nurture.	Lecture-type	2	n.a.
Language variation within speakers, across speakers and between social groups.	Lecture-type	2	n.a.
Language variation across time.	Lecture-type	2	n.a.
Variation and language change.	Lecture-type	2	n.a.

Bibliography

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Folley, W. A. (1997). Anthropological linguistics: An introduction. Blackwell Publishers.

Hymes, D. H. (1983). Essays in the history of linguistic anthropology. Amsterdam/Philadelphia: John Benjamins Publishing Company.

Jourdan, C., & Tuite, K. (Eds.). (2006). Language, culture, and society: Key topics in linguistic anthropology. Cambridge University Press.

Silverman, D. (2020). Interpreting qualitative data (6th ed.). SAGE Publications Limited.

8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
Introductory seminar	Reading and group	2	n.a.

	discussion.		
Meaning, knowledge and anthropological linguistics	Reading and group discussion.	2	n.a.
Meaning as mental representation	Reading and group discussion.	2	n.a.
Meaning as action	Reading and group discussion.	2	n.a.
Cultural practices and social difference	Reading and group discussion.	2	n.a.
Linguistic practices	Reading and group discussion.	2	n.a.
Cultural anthropology	Reading and group discussion.	2	n.a.

Bibliography

Danesi, M. (2004) *A Basic Course in Anthropological Linguistics*. Toronto: Canadian Scholar's Press.

Dimulescu, C. (2014) *A Theoretical and Practical Approach to Gendered Talk-in-Interaction*. Cluj-Napoca: Casa Cărții de Știință.

Folley, W.A. (1997) *Anthropological Linguistics: An Introduction*. Blackwell Publishers.

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

This course contributes towards enhancing the students' ability to communicate effectively and to research a variety of phenomena related to the construction of meaning in talk-in-interaction.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Acquisition of theoretical background and practical analysis on a given assignment.	Exam	60%
10.5 Seminar/ laboratory/ project	Taking an active part in discussions during the seminar.	Text analysis	40%
10.6 Minimal performance standard			
• a minimum of 50% of the final evaluation requirements and a minimum of 50% of the seminar requirements.			

This course outline was certified in the Department Board meeting on 23/09/2004 and approved in the Faculty Board meeting on 23/09/2004

Conf. dr. Adrian Lăcătuș	Prof. univ. dr. habil. Răzvan Săftoiu
Dean	Head of Department
Lect. Dr. Cristina Dimulescu	Lect. Dr. Cristina Dimulescu
Course holder	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 Brașov
1.2 Faculty	Faculty of Letters
1.3 Department	Theoretical and Applied Linguistics
1.4 Field of study[1)	Master
1.5 Study level[2)	Master
1.6 Study programme/ Qualification	Linguistic Studies for Intercultural Communication

2. Data about the course

2.1 Name of course			Public Relations from an Intercultural Perspective					
2.2 Course convenor			Assoc. Prof. Stanca MĂDA, PhD					
2.3 Seminar/ laboratory/ project convenor			Assoc. Prof. Stanca MĂDA, PhD					
2.4 Study year	2	2.5 Semester	1	2.6 Evaluation type	C	2.7 Course status	Content[3)	AC
							Attendance type[4)	EC

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					20
Additional documentation in libraries, specialized electronic platforms, and field research					20
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays					27
Tutorial					2
Examinations					2
Other activities…………………………………					1

3.7 Total number of hours of student activity	72
3.8 Total number per semester	105
3.9 Number of credits[5)	4

4. Prerequisites (if applicable)

4.1 curriculum-related	• Not applicable
4.2 competences-related	• Competencies related to discourse analysis and intercultural communication

5. Conditions (if applicable)

5.1 for course development	• Classroom with laptop, video-projector, internet connection, software
5.2 for seminar/ laboratory/ project development	• Classroom with video-projector

6. Specific competences and learning outcomes

<table>
<tr><td rowspan="2">Professional competences</td><td>PC1. Professional competencies
L.O.1.1. The graduate possesses advanced theoretical knowledge in the field of linguistics and related fields, necessary for processing information and identifying ways to facilitate communication between individuals from different cultural backgrounds.
L.O.1.2 The graduate is able to observe and understand the similarities and differences between cultures and to approach them impartially, in the spirit of ethno-relativism.
L.O.1.3 The graduate can initiate, design, monitor and complete research projects in the field of linguistics.
L.O.1.4 The graduate can use the methodology and research tools specific to the field to document and investigate phenomena associated with interculturality.
L.O.1.5 The graduate has the ability to process information from various sources, to compare and correlate it for research purposes and to develop original solutions to solve concrete problems arising in various communication situations.

PC2. Competencies in the field of intercultural communication in professional and social contexts, using traditional and digital means
L.O.2.1 The graduate possesses the ability to disseminate the results of his research, to present and argue his ideas in English, in writing, orally or with the help of digital means, in accordance with international academic norms and professional ethics.
L.O.2.2 The graduate has the ability to mediate and manage communication between non-native speakers, in various communication situations and to use the tools necessary for effective collaboration with partners from different cultural and professional backgrounds.
L.O.2.3 The graduate can participate in interactions in multicultural contexts, demonstrating understanding and tolerance towards the interlocutors opinions and values of the interlocutors, adapting his behavior to the given communication situation.</td></tr>
</table>

<table>
<tr><td rowspan="1">Transversal competences</td><td>CT1. Research-related and metacognitive competencies
L.O.1.1 The graduate is prepared for independent or team work, and is able to plan and oversee activities designed for different project types.
L.O.1.2. The graduate has the ability to efficiently organize his professional activity and to correctly and timely fulfill his work tasks, achieving a pre-established set of objectives.
L.O.1.3 The graduate has the metacognitive skills necessary to gauge one's own strengths and liabilities relevant for the project in hand, and commits thereto accordingly.

CT2. Career management and development
LO.2.1. Is able to identify and explore lifelong learning opportunities.
L.O.2.2. Can set objectives for one's own career management and is able to act towards attaining them.
L.O.2.3. Is capable of self-assessment, self-adjustment, and management of professional issues.
L.O.2.4. Possesses the coping strategies to control professional and emotional stress.
L.O.2.5. Is able to commit to and perform the tasks in keeping with the ethical principles and shared values of the professional community.</td></tr>
</table>

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

7.1 General course objective	• Operating with concepts specific to PR • Increased awareness of intercultural differences and their importance in internal and external public relations within an organization. More effective communication.
7.2 Specific objectives	• Increase awareness to issues related to intercultural communication (verbal, non-verbal and written) in the public space. Integration of communication

	knowledge acquired during studies in public relations. Communicative negotiation skills in a multicultural context.

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
PR. Definition. Typology. Intercultural context.	Expository/ Interactive	2	
PR – an intercultural experience	Expository/ Interactive	2	
Organizations and their communicative behaviour. Intercultural PR.	Expository/ Interactive	2	
PR Planning	Expository/ Interactive	2	
PR Campaign	Expository/ Interactive	2	
Professional conduct in PR	Expository/ Interactive	2	
Internal PR	Expository/ Interactive	2	

Bibliography

1. Attardo, Salvatore (ed.) (2014) *Encyclopedia of Humor Studies.* New York: Sage.
2. Beamer, L.; Varner, I. (2008) *Intercultural Communication in the Global Workplace.* International Edition – McGraw Hill;
3. Coman, C. (2006) *Relațiile publice. Principii și strategii.* Iaşi: Polirom;
4. Dagenais, B. (2002) *Profesia de relaționist.* Iaşi: Polirom;
5. Dagenais, B. (2003) *Campania de relații publice.* Iaşi: Polirom;
6. Holmes, J.; Stubbe, M. (2003) *Power and Politeness in the Workplace. A Sociolinguistic Analysis of Talk at Work.* London: Pearson Education;
7. Ionescu-Ruxăndoiu, L.; Hoinărescu, L. (editori) (2006) *Cooperation and Conflict in Ingroup and Intergroup Communication.* Bucureşti: Editura Universităţii din Bucureşti;
8. Măda, Stanca (2013) *Public Relations from an Intercultural Perspective.* Brașov: Editura Universității Transilvania din Brașov.
9. McLisky, Marie (2011) *English for Public Relations in Higher Education Studies. Course Book.* Reading: Garnet Educational.
10. Mucchielli, A. (2008) *Comunicarea în instituții şi organizații.* Iaşi: Polirom;
11. Popescu, L. G. (2007) *Comunicare în administrația publică.* Bucureşti: Editura Economică;
12. Rădulescu, C. (2005) *Comunicare şi relaţii publice.* Bucureşti: Editura Universităţii din Bucureşti;
13. Şerb, S. (2000) *Relaţii publice şi comunicare*. Bucureşti: Teora.

8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
PR Plan and Campaign – Overview	Project work	4	
PR Plan and Campaign – Building the Image of an organization. The message	Applications	2	
Informing. Crisis management. PR and the minorities	Interactive methods	2	
Relațiile cu angajații. Studiu de caz: companie multinațională.	Project work	2	
Professional conduct in PR. Best practices	Project work	2	
Culture and communicative behaviour in dealing with intercultural conflict management – applications	Project work	4	

Bibliography

1. Daymon, Christine, Immy Holloway. 2011. *Qualitative Research Methods in Public Relations and Marketing Communications. 2nd edition.* London, New York: Routledge.

2. Silvia, Tony, Terry Anzur. 2011. *Power Performance. Multimedia Storytelling for Journalism and Public Relations.*
   Oxford: John Wiley & Sons.
3. Stacks, Don W. 2011. *Primer of Public Relations Research. 2nd edition.* New York, London: The Guilford Press

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 professional (institutional or academic) communication needs of graduates of a Master's program based on language studies. Graduates will be able to assess the risks of intercultural communication elements in a PR campaign.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Logical consistency; ability to deal with abstract concepts; degree of assimilation of specialized language; attitudinal criteria (conscientiousness, interest in individual study, etc.)	Written exam based on theoretical input	40%
	Active participation to 2/3 of the total no of courses		5%
10.5 Seminar/ laboratory/ project	Logical coherence; degree of assimilation of specialized language; ability to apply in practice.		50%
	Active participation to 2/3 of the total no of seminars		5%
10.6 Minimal performance standard			
• At least 50% of the marks for each part.			
• Note: Non-attendance (0 attendance) in the full-time courses means that the students will not be able to sit the examination in the regular session.			

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.

Assoc. Prof. Adrian LĂCĂTUȘ, PhD	**Prof. Răzvan SĂFTOIU, PhD**
Dean	**Head of Department**
Assoc. Prof. Stanca MĂDA, PhD	**Assoc. Prof. Stanca MĂDA, PhD**
Course holder	**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 Brașov
1.2 Faculty	Faculty of Letters
1.3 Department	Theoretical and Applied Linguistics
1.4 Field of study[1]	Master
1.5 Study level[2]	Master
1.6 Study programme/ Qualification	Language Studies for Intercultural Communication (in English)

2. Data about the course

2.1 Name of course	**Theory and practice of film subtitling**							
2.2 Course convenor	Dr Raluca Sinu							
2.3 Seminar/ laboratory/ project convenor	Dr Raluca Sinu							
2.4 Study year	2	2.5 Semester	I	2.6 Evaluation type	E	2.7 Course status	Content[3]	PC
							Attendance type[4]	EC

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					20
Additional documentation in libraries, specialized electronic platforms, and field research					20
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays					32
Tutorial					2
Examinations					2
Other activities…………………………………					2

3.7 Total number of hours of student activity	**72**
3.8 Total number per semester	**106**
3.9 Number of credits[5]	**4**

4. Prerequisites (if applicable)

4.1 curriculum-related	•
4.2 competences-related	•

5. Conditions (if applicable)

5.1 for course development	• Room equipped with video projector
5.2 for seminar/ laboratory/ project development	• Room equipped with video projector

6. Specific competences and learning outcomes

Professional competences	**PC1. Professional competencies** L.O.1.1. The graduate possesses advanced theoretical knowledge in the field of linguistics and related fields, necessary for processing information and identifying ways to facilitate communication between individuals from different cultural backgrounds. L.O.1.2 The graduate is able to observe and understand the similarities and differences between cultures and to approach them impartially, in the spirit of ethno-relativism. L.O.1.3 The graduate can initiate, design, monitor and complete research projects in the field of linguistics. L.O.1.4 The graduate can use the methodology and research tools specific to the field to document and investigate phenomena associated with interculturality. L.O.1.5 The graduate has the ability to process information from various sources, to compare and correlate it for research purposes and to develop original solutions to solve concrete problems arising in various communication situations. **PC2. Competencies in the field of intercultural communication in professional and social contexts, using traditional and digital means** L.O.2.1 The graduate possesses the ability to disseminate the results of his research, to present and argue his ideas in English, in writing, orally or with the help of digital means, in accordance with international academic norms and professional ethics. L.O.2.2 The graduate has the ability to mediate and manage communication between non-native speakers, in various communication situations and to use the tools necessary for effective collaboration with partners from different cultural and professional backgrounds. L.O.2.3 The graduate can participate in interactions in multicultural contexts, demonstrating understanding and tolerance towards the interlocutors opinions and values of the interlocutors, adapting his behavior to the given communication situation.
Transversal competences	**CT1. Research-related and metacognitive competencies** L.O.1.1 The graduate is prepared for independent or team work, and is able to plan and oversee activities designed for different project types. L.O.1.2. The graduate has the ability to efficiently organize his professional activity and to correctly and timely fulfill his work tasks, achieving a pre-established set of objectives. L.O.1.3 The graduate has the metacognitive skills necessary to gauge one's own strengths and liabilities relevant for the project in hand, and commits thereto accordingly. **CT2. Career management and development** LO.2.1. Is able to identify and explore lifelong learning opportunities. L.O.2.2. Can set objectives for one's own career management and is able to act towards attaining them. L.O.2.3. Is capable of self-assessment, self-adjustment, and management of professional issues. L.O.2.4. Possesses the coping strategies to control professional and emotional stress. L.O.2.5. Is able to commit to and perform the tasks in keeping with the ethical principles and shared values of the professional community.

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

7.1 General course objective	• Ensuring a theoretical basis for audiovisual translation, with an emphasis on the particularities of subtitling
7.2 Specific objectives	• Acquiring the terminology and work method specific to subtitling

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks

The place of subtitling in the field of audiovisual translation	Lecture, discussions	2	
Short history. Subtitling constraints and conventions	Lecture, discussions	4	
Subtitling as a process: stages and tools	Lecture, discussions	2	
Subtitling challenges: text condensation and segmentation, subtitle visibility and position	Lecture, discussions	2	
Subtitling challenges: the transfer of humour and cultural elements	Lecture, discussions	4	

Bibliography

Baker, M. (ed.) (1998) *Routledge Encyclopedia of Translation Studies.* London: Routledge.

de Linde, Z., and Neil Kay (1999). *The Semiotics of Subtitling*. Manchester: St. Jerome Publishing.

Díaz Cintas, J., and Ramael Aline (2009) *Audiovisual Translation: Subtitling.* Manchester: St. Jerome Publishing.

Ivarsson, J. & Carroll, M. (1998). *Subtitling*. Simrishamn: Transedit.

8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
Advantages and disadvantages of subtitling in comparison to other AVT forms	Forming subtitling teams, selecting the material to subtitle	2	
The audiovisual text: features and translation	Presentation of subtitling projects, discussions	2	
The place and the training of the subtitler	Presentation of subtitling projects, discussions	2	
Subtitling as process	Presentation of subtitling projects, discussions	2	
Subtitling humour	Presentation of subtitling projects, discussions	2	
Subtitling culture	Presentation of subtitling projects, discussions	2	
Amateur subitling: technical, linguistic and ethical issues	Presentation of subtitling projects, discussions	2	

Bibliography

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Pettit, Zoë (2004) "The Audio-visual Text: Subtitling and Dubbing Different Genres". *Meta: Translators' Journal* 49(1): 25-38, online at http://www.erudit.org/revue/meta/2004/v49/n1/009017ar.pdf.

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Gambier, Y. (2003) "Introduction. Screen transadaptation: perception and reception". *The Translator* 9(2): 171-189

Díaz Cintas, J. (2001) "Striving for Quality in Subtitling: The Role of a Good Dialogue List". In Yves Gambier and Henrik Gottlieb (eds.), *(Multi)Media Translation.* Amsterdam: John Benjamins, pp. 199-211.

Tessa, D. and I. Uricaru (2009) "Slashings and Subtitles: Romanian Media Piracy, Censorship, and Translation". *The Velvet Light Trap*, Number 63, Spring 2009

Díaz Cintas, J., and P. Muñoz Sánchez (2006). "Fansubs: Audiovisual Translation in an Amateur Environment". *The Journal of Specialised Translation* 6: 37-52.

Chiaro, Delia (2006) "Verbally Expressed Humour on Screen: Reflections on Translation and Reception". *The Journal of Specialised Translation* 6:198-208.

Pedersen, Jan (2007) "Cultural Interchangeability: The Effects of Substituting Cultural References in Subtitling". *Perspectives*, 15(1): 30-48

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

The content of this course was developed in agreement with similar courses taught at other universities. The students acquire skills which will be useful in a career in this field of study.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Written project on a relevant topic	Project	60%
10.5 Seminar/ laboratory/ project	Subtitling project	Seminar work	40%
10.6 Minimal performance standard			
• Completing a given work task in a limited amount of time			

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.

Associate professor Adrian Lăcătuș,	Professor Răzvan Săftoiu,
Dean	Head of Department
Associate professor Raluca SINU,	Associate professor Raluca SINU,
Course holder	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 Brașov
1.2 Faculty	Faculty of Letters
1.3 Department	Theoretical and Applied Linguistics
1.4 Field of study[1]	Master
1.5 Study level[2]	Master
1.6 Study programme/ Qualification	Language Studies for Intercultural Communication

2. Data about the course

2.1 Name of course			Introduction to Psycholinguistics					
2.2 Course convenor			Lect. dr. Cristina Dimulescu					
2.3 Seminar/ laboratory/ project convenor			Lect. dr. Cristina Dimulescu					
2.4 Study year	II	2.5 Semester	I	2.6 Evaluation type	E	2.7 Course status	Content[3]	SC
							Attendance type[4]	EC

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	40
Additional documentation in libraries, specialized electronic platforms, and field research	9
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays	17
Tutorial	2
Examinations	2
Other activities……………………………………	2

3.7 Total number of hours of student activity	78
3.8 Total number per semester	100
3.9 Number of credits[5]	4

4. Prerequisites (if applicable)

4.1 curriculum-related	• Basic knowledge of Pragmatics and Discourse Analysis
4.2 competences-related	• Very good command of English • Study skills in English

5. Conditions (if applicable)

5.1 for course development	• multimedia teaching space
5.2 for seminar/ laboratory/ project development	• multimedia teaching space

6. Specific competences and learning outcomes

Professional competences	**PC1. Professional competencies** L.O.1.1. The graduate possesses advanced theoretical knowledge in the field of linguistics and related fields, necessary for processing information and identifying ways to facilitate communication between individuals from different cultural backgrounds. L.O.1.2 The graduate is able to observe and understand the similarities and differences between cultures and to approach them impartially, in the spirit of ethno-relativism. L.O.1.3 The graduate can initiate, design, monitor and complete research projects in the field of linguistics. L.O.1.4 The graduate can use the methodology and research tools specific to the field to document and investigate phenomena associated with interculturality. L.O.1.5 The graduate has the ability to process information from various sources, to compare and correlate it for research purposes and to develop original solutions to solve concrete problems arising in various communication situations. **PC2. Competencies in the field of intercultural communication in professional and social contexts, using traditional and digital means** L.O.2.1 The graduate possesses the ability to disseminate the results of his research, to present and argue his ideas in English, in writing, orally or with the help of digital means, in accordance with international academic norms and professional ethics. L.O.2.2 The graduate has the ability to mediate and manage communication between non-native speakers, in various communication situations and to use the tools necessary for effective collaboration with partners from different cultural and professional backgrounds. L.O.2.3 The graduate can participate in interactions in multicultural contexts, demonstrating understanding and tolerance towards the interlocutors opinions and values of the interlocutors, adapting his behavior to the given communication situation.
Transversal competences	**CT1. Research-related and metacognitive competencies** L.O.1.1 The graduate is prepared for independent or team work, and is able to plan and oversee activities designed for different project types. L.O.1.2. The graduate has the ability to efficiently organize his professional activity and to correctly and timely fulfill his work tasks, achieving a pre-established set of objectives. L.O.1.3 The graduate has the metacognitive skills necessary to gauge one's own strengths and liabilities relevant for the project in hand, and commits thereto accordingly. **CT2. Career management and development** LO.2.1. Is able to identify and explore lifelong learning opportunities. L.O.2.2. Can set objectives for one's own career management and is able to act towards attaining them. L.O.2.3. Is capable of self-assessment, self-adjustment, and management of professional issues. L.O.2.4. Possesses the coping strategies to control professional and emotional stress. L.O.2.5. Is able to commit to and perform the tasks in keeping with the ethical principles and shared values of the professional community.

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

7.1 General course objective	• Usage of metalanguage and theories connected to the study of cross-cultural fields • Acquisition, strengthening and implementation of pragmatic approaches to the study of English
7.2 Specific objectives	• Development of students' ability to process and analyse language-related

	information in the field of meaning creation in talk-in-interaction
	• Acquisition of new theoretical /methodological perspectives in pragmatics
	• Acquisition of a conceptual and methodological framework with a view to the analysis of processes involved in communication in English
	• Acknowledgment and implementation of logical criteria in the research of linguistic phenomena
	• Text analysis from a pragmatic perspective
	• Communication in English according to pragmatic criteria
	• Pragmatic analysis in the identification of cultural differences in communication

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
Introduction to Psycholinguistics	Lecture-type	2	n.a.
Cognitive processes in language acquisition	Lecture-type	2	n.a.
Theories of language processing	Lecture-type	2	n.a.
Language and thought	Lecture-type	2	n.a.
Linguistic variation and social influences	Lecture-type	2	n.a.
Language pathologies and interventions	Lecture-type	2	n.a.
Contemporary applications of psycholinguistics	Lecture-type	2	n.a.

Aitchison, J. (1988). *Words in the mind: An introduction to the mental lexicon*. Wiley Blackwell.

Blumenthal, A. L. (1970). *Language and psychology: Historical aspects of psycholinguistics*. New York: Wiley.

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Carroll, D. (2008). *Psychology of language* (5th ed.). Thomson Wadsworth.

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Matthews, D. (Ed.). (2014). *Pragmatic development in first language acquisition*. John Benjamins.

Miller, G. A. (Ed.). (1975). *Psychology and communication*. New York: Plenum Press.

O'Grady, W., Dobrovolsky, M., & Katamba, F. (2001). *Contemporary linguistics: An introduction* (4th ed.). Bedford/St. Martin's.

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Steinberg, D. D., Nagata, H., & Aline, D. P. (2001). *Psycholinguistics: Language, mind, and world* (2nd ed.). Longman.

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Slama-Cazacu, T. (1999). *Psiholingvistica, o știință a comunicării*. Editura ALL.

Topala, D. V. (2021). *Limbajul militarilor americani în timpul războiului din Vietnam: Elemente de analiză psiholingvistică*. Editura Universitaria.

8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
Introduction	Introductory session	2	n.a.
Introduction and review of key concepts	Reading and group	2	n.a.

	discussion.		
Exercises on language acquisition processes	Reading and group discussion.	2	n.a.
Analysis of language processing theories	Reading and group discussion.	2	n.a.
Debates on the topic of language and thought	Reading and group discussion.	2	n.a.
Social implications of linguistic variations	Reading and group discussion.	2	n.a.
Case studies on language pathologies	Reading and group discussion.	2	n.a.

Aitchison, J. (1988). *Words in the mind: An introduction to the mental lexicon*. Wiley Blackwell.

Blumenthal, A. L. (1970). *Language and psychology: Historical aspects of psycholinguistics*. New York: Wiley.

Brown, R. (1970). *Psycholinguistics: Selected papers*. New York: Free Press.

Carroll, D. (2008). *Psychology of language* (5th ed.). Thomson Wadsworth.

Field, J. (2003). *Psycholinguistics: A resource book for students*. Routledge.

Garnham, A. (1985). *Psycholinguistics: Central topics*. Methuen.

Gernsbacher, M. A. (Ed.). (1994). *Handbook of psycholinguistics*. Academic Press.

Guasti, M. T. (2004). *Language acquisition: The growth of grammar*. MIT Press.

Kantor, J. R. (1936). *An objective psychology of grammar*. Bloomington: Indiana University Press.

Matthews, D. (Ed.). (2014). *Pragmatic development in first language acquisition*. John Benjamins.

Miller, G. A. (Ed.). (1975). *Psychology and communication*. New York: Plenum Press.

O'Grady, W., Dobrovolsky, M., & Katamba, F. (2001). *Contemporary linguistics: An introduction* (4th ed.). Bedford/St. Martin's.

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Pronko, N. H. (1946). Language and psycholinguistics: A review. *Psychological Bulletin, 43*(5), 189-239.

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Slama-Cazacu, T. (1999). *Psiholingvistica, o știință a comunicării*. Editura ALL.

Topala, D. V. (2021). *Limbajul militarilor americani în timpul războiului din Vietnam: Elemente de analiză psiholingvistică*. Editura Universitaria.

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

This course contributes towards enhancing the students' ability to communicate effectively and to research a variety of phenomena related to the construction of meaning in talk-in-interaction.

10. Evaluation

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

10.4 Course	Acquisition of theoretical background and practical analysis on a given assignment.	Exam	60%
10.5 Seminar/ laboratory/ project	Taking an active part in discussions during the seminar.	Text analysis	40%

10.6 Minimal performance standard
• a minimum of 50% of the final evaluation requirements and a minimum of 50% of the seminar requirements.

This course outline was certified in the Department Board meeting on 23/09/2004 and approved in the Faculty Board meeting on 23/09/2004

Conf. dr. Adrian Lăcătuș	Prof. univ. dr. habil. Răzvan Săftoiu
Dean	Head of Department
Lect. Dr. Cristina Dimulescu	Lect. Dr. Cristina Dimulescu
Course holder	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 Brașov
1.2 Faculty	Faculty of Letters
1.3 Department	Theoretical and Applied Linguistics
1.4 Field of study[1]	Master
1.5 Study level[2]	Master
1.6 Study programme/ Qualification	Language Studies for Intercultural Communication (in English)

2. Data about the course

2.1 Name of course			Oral Intercultural Communication in Professional Settings					
2.2 Course convenor			Prof. Marinela Burada					
2.3 Seminar/ laboratory/ project convenor			Prof. Marinela Burada					
2.4 Study year	2	2.5 Semester	2	2.6 Evaluation type	E	2.7 Course status	Content[3]	DC
							Attendance type[4]	SPC

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	24	out of which: 3.5 lecture	12	3.6 seminar/ laboratory/ project	12
Time allocation					hours
Study of textbooks, course support, bibliography and notes					25
Additional documentation in libraries, specialized electronic platforms, and field research					25
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays					30
Tutorial					15
Examinations					6
Other activities…………………………………					

3.7 Total number of hours of student activity	101
3.8 Total number per semester	125
3.9 Number of credits[5]	5

4. Prerequisites (if applicable)

4.1 curriculum-related	• None
4.2 competences-related	• Very good command of English

5. Conditions (if applicable)

5.1 for course development	• multimedia teaching space, internet connection
5.2 for seminar/ laboratory/ project development	• multimedia teaching space, internet connection

6. Specific competences and learning outcomes

<table>
<tr><td rowspan="2">Professional competences</td><td>

PC1. Professional competencies

L.O.1.1. The graduate possesses advanced theoretical knowledge in the field of linguistics and related fields, necessary for processing information and identifying ways to facilitate communication between individuals from different cultural backgrounds.

L.O.1.2 The graduate is able to observe and understand the similarities and differences between cultures and to approach them impartially, in the spirit of ethno-relativism.

L.O.1.3 The graduate can initiate, design, monitor and complete research projects in the field of linguistics.

L.O.1.4 The graduate can use the methodology and research tools specific to the field to document and investigate phenomena associated with interculturality.

L.O.1.5 The graduate has the ability to process information from various sources, to compare and correlate it for research purposes and to develop original solutions to solve concrete problems arising in various communication situations.

PC2. Competencies in the field of intercultural communication in professional and social contexts, using traditional and digital means

L.O.2.1 The graduate possesses the ability to disseminate the results of his research, to present and argue his ideas in English, in writing, orally or with the help of digital means, in accordance with international academic norms and professional ethics.

L.O.2.2 The graduate has the ability to mediate and manage communication between non-native speakers, in various communication situations and to use the tools necessary for effective collaboration with partners from different cultural and professional backgrounds.

L.O.2.3 The graduate can participate in interactions in multicultural contexts, demonstrating understanding and tolerance towards the interlocutors opinions and values of the interlocutors, adapting his behavior to the given communication situation.

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<table>
<tr><td rowspan="2">Transversal competences</td><td>

CT1. Research-related and metacognitive competencies

L.O.1.1 The graduate is prepared for independent or team work, and is able to plan and oversee activities designed for different project types.

L.O.1.2. The graduate has the ability to efficiently organize his professional activity and to correctly and timely fulfill his work tasks, achieving a pre-established set of objectives.

L.O.1.3 The graduate has the metacognitive skills necessary to gauge one's own strengths and liabilities relevant for the project in hand, and commits thereto accordingly.

CT2. Career management and development

LO.2.1. Is able to identify and explore lifelong learning opportunities.

L.O.2.2. Can set objectives for one's own career management and is able to act towards attaining them.

L.O.2.3. Is capable of self-assessment, self-adjustment, and management of professional issues.

L.O.2.4. Possesses the coping strategies to control professional and emotional stress.

L.O.2.5. Is able to commit to and perform the tasks in keeping with the ethical principles and shared values of the professional community.

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

7.1 General course objective	• This course aims to hone the learners' oral communication skills seen as part and parcel of the researcher's professional skills: disseminating (via English) the results of one's research to the members of the wider disciplinary community.
7.2 Specific objectives	• Developing the students' ability to judiciously structure information and adapt their discourse according to the variables of the context of situation

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
Typology of public speaking: criteria and particularities.	Lecture, discussion, case studies	4	
Arguments in verbal interactions		2	
Impromptu speaking		2	
Conference presentations: preparation, ICT tools, format		4	
Selected Bibliography http://www.css.cornell.edu/faculty/dgr2/teach/msc/HowToMakeAScientificPresentation21Nov2013_Print.pdf http://www.free-management-ebooks.com/faqcm/preparing-01.htm https://www.elsevier.com/connect/how-to-give-a-dynamic-scientific-presentation http://www.northwestern.edu/climb/resources/oral-communication-skills/designing-PowerPoint-slides.html https://www.google.com/search?q=scientific+presentation+powerpoint&ei=TAQCWsTOO4b6aPLKh8AN&start=10&sa=N&biw=1184&bih=510 https://www.york.ac.uk/media/biology/documents/careers/Scientific%20Conference%20Presentations.pdf			
8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
Public speaking: contexts and rhetorical strategies	Group discussion	2	
Group discussion	Stimulation, exercises	2	
Impromptu speaking	Stimulation, exercises	4	
Preparing for MA thesis defence	Project	4	
Selected bibliography https://www.youtube.com/watch?v=LNHBMFCzznE https://www.youtube.com/watch?v=UF8uR6Z6KLc https://www.youtube.com/watch?v=LzIJFD-ddol https://www.youtube.com/watch?v=sT_-owjKlbA			

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

This course contributes towards enhancing the students' ability to communicate effectively the results of their research via English as a global language, using the ICT support in order to structure their message effectiley and appropriately.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Threshold level of acquisition of principles regulating spoken communication in professional settings	oral examination	60&
10.5 Seminar/ laboratory/ project	Effective implementation of principles	midterm test	40%
10.6 Minimal performance standard			
• The ability to communicate coherently and at a reasonable level of formality, in keeping with the expectations of the epistemic community to which the students aim to belong			

This course outline was certified in the Department Board meeting on 24/09/2024 and approved in the Faculty Board meeting on 24/09/2024

Associate Professor Adrian Lăcătuș,	Professor Răzvan Săftoiu,
Dean	Head of Department
Associate Professor Raluca SINU,	Associate Professor Raluca SINU,
Course holder	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 Brașov
1.2 Faculty	Faculty of Letters
1.3 Department	Theoretical and Applied Linguistics
1.4 Field of study[1]	Master
1.5 Study level[2]	Master
1.6 Study programme/ Qualification	Language Studies for Intercultural Communication (in English)

2. Data about the course

2.1 Name of course			Scientific Research Projects					
2.2 Course convenor								
2.3 Seminar/ laboratory/ project convenor			Dr. Raluca Sinu					
2.4 Study year	1	2.5 Semester	II	2.6 Evaluation type	P	2.7 Course status	Content[3]	
							Attendance type[4]	PCP

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

3.1 Number of hours per week	8	out of which: 3.2 lecture	-	3.3 seminar/ laboratory/ project	8
3.4 Total number of hours in the curriculum	96	out of which: 3.5 lecture	-	3.6 seminar/ laboratory/ project	96
Time allocation					hours
Study of textbooks, course support, bibliography and notes					10
Additional documentation in libraries, specialized electronic platforms, and field research					10
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays					34
Tutorial					2
Examinations					2
Other activities…………………………………					2

3.7 Total number of hours of student activity	279
3.8 Total number per semester	375
3.9 Number of credits[5]	279

4. Prerequisites (if applicable)

4.1 curriculum-related	• Advanced knowledge acquired during the modules Fundamentals of Bilingual Lexicography and Management of Scientific Research
4.2 competences-related	• Computer skills, 'data mining' skills, good knowledge of English.

5. Conditions (if applicable)

5.1 for course development	•
5.2 for seminar/ laboratory/ project development	• Laboratory with computers and Internet connection

6. Specific competences and learning outcomes

<table>
<tr><td rowspan="2">Professional competences</td><td>

PC1. Professional competencies

L.O.1.1. The graduate possesses advanced theoretical knowledge in the field of linguistics and related fields, necessary for processing information and identifying ways to facilitate communication between individuals from different cultural backgrounds.

L.O.1.2 The graduate is able to observe and understand the similarities and differences between cultures and to approach them impartially, in the spirit of ethno-relativism.

L.O.1.3 The graduate can initiate, design, monitor and complete research projects in the field of linguistics.

L.O.1.4 The graduate can use the methodology and research tools specific to the field to document and investigate phenomena associated with interculturality.

L.O.1.5 The graduate has the ability to process information from various sources, to compare and correlate it for research purposes and to develop original solutions to solve concrete problems arising in various communication situations.

PC2. Competencies in the field of intercultural communication in professional and social contexts, using traditional and digital means

L.O.2.1 The graduate possesses the ability to disseminate the results of his research, to present and argue his ideas in English, in writing, orally or with the help of digital means, in accordance with international academic norms and professional ethics.

L.O.2.2 The graduate has the ability to mediate and manage communication between non-native speakers, in various communication situations and to use the tools necessary for effective collaboration with partners from different cultural and professional backgrounds.

L.O.2.3 The graduate can participate in interactions in multicultural contexts, demonstrating understanding and tolerance towards the interlocutors opinions and values of the interlocutors, adapting his behavior to the given communication situation.

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<table>
<tr><td rowspan="2">Transversal competences</td><td>

CT1. Research-related and metacognitive competencies

L.O.1.1 The graduate is prepared for independent or team work, and is able to plan and oversee activities designed for different project types.

L.O.1.2. The graduate has the ability to efficiently organize his professional activity and to correctly and timely fulfill his work tasks, achieving a pre-established set of objectives.

L.O.1.3 The graduate has the metacognitive skills necessary to gauge one's own strengths and liabilities relevant for the project in hand, and commits thereto accordingly.

CT2. Career management and development

LO.2.1. Is able to identify and explore lifelong learning opportunities.

L.O.2.2. Can set objectives for one's own career management and is able to act towards attaining them.

L.O.2.3. Is capable of self-assessment, self-adjustment, and management of professional issues.

L.O.2.4. Possesses the coping strategies to control professional and emotional stress.

L.O.2.5. Is able to commit to and perform the tasks in keeping with the ethical principles and shared values of the professional community.

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

7.1 General course objective	• to translate one of the fundamental texts in lexicography
7.2 Specific objectives	• to better understand the lexicographic concepts and process

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
Bibliography			

8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
Presentation of the translation stages. Discussing the possible problems they may face in the translation process, the role of the glossary and relevant translation tools	Discussions	4 hours	
Performing the translation	Individual work, discussing problems and results	92 hours	

Bibliography

Atkins, B.T. Sue & Rundell, Michael, 2008, *The Oxford Guide to Practical Lexicography*. Oxford: Oxford University Press

Burada, Marinela & Sinu, Raluca, 2016, *Theory and Practice in Lexicography*, Braşov: Transilvania Publishing House

Hartmann, R.R.K & James, Gregory, 2001, *Dictionary of Lexicography*, London and New York: Routledge

Svensén, Bo, 2009, *Theory and Practice of Dictionary-Making*. Cambridge: CUP

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

> The content of this course was developed in agreement with similar courses taught at other universities. The students acquire skills which will be useful in a career in this field of study

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		Midterm, taking part in project-related discussions	30%
		The project work (translation and glossary)	70%
10.6 Minimal performance standard			
• Completing a given work task in a limited amount of time			

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

Associate professor Adrian Lăcătuș,	Professor Răzvan Săftoiu,
Dean	Head of Department
.... Course holder	Associate professor Raluca SINU, 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 Brașov
1.2 Faculty	Faculty of Letters
1.3 Department	Theoretical and Applied Linguistics
1.4 Field of study[1)	Master
1.5 Study level[2)	Master
1.6 Study programme/ Qualification	Language Studies for Intercultural Communication (in English)

2. Data about the course

2.1 Name of course			Writing and Completing the Master's Dissertation					
2.2 Course convenor								
2.3 Seminar/ laboratory/ project convenor			Dr Marinela Burada					
2.4 Study year	2	2.5 Semester	I	2.6 Evaluation type	C	2.7 Course status	Content[3)	PC
							Attendance type[4)	CPC

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

3.1 Number of hours per week	0	out of which: 3.2 lecture	0	3.3 seminar/ laboratory/ project	0
3.4 Total number of hours in the curriculum	96	out of which: 3.5 lecture	0	3.6 seminar/ laboratory/ project	96
Time allocation					hours
Study of textbooks, course support, bibliography and notes					
Additional documentation in libraries, specialized electronic platforms, and field research					70
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays					83
Tutorial					
Examinations					1
Other activities………………………………					

3.7 Total number of hours of student activity	154
3.8 Total number per semester	250
3.9 Number of credits[5)	10

4. Prerequisites (if applicable)

4.1 curriculum-related	• B.A. level studies
4.2 competences-related	• B2 English level

5. Conditions (if applicable)

5.1 for course development	•
5.2 for seminar/ laboratory/ project development	•

6. Specific competences and learning outcomes

<table>
<tr>
<td rowspan="2">Professional competences</td>
<td>

PC1. Professional competencies

L.O.1.1. The graduate possesses advanced theoretical knowledge in the field of linguistics and related fields, necessary for processing information and identifying ways to facilitate communication between individuals from different cultural backgrounds.

L.O.1.2 The graduate is able to observe and understand the similarities and differences between cultures and to approach them impartially, in the spirit of ethno-relativism.

L.O.1.3 The graduate can initiate, design, monitor and complete research projects in the field of linguistics.

L.O.1.4 The graduate can use the methodology and research tools specific to the field to document and investigate phenomena associated with interculturality.

L.O.1.5 The graduate has the ability to process information from various sources, to compare and correlate it for research purposes and to develop original solutions to solve concrete problems arising in various communication situations.

PC2. Competencies in the field of intercultural communication in professional and social contexts, using traditional and digital means

L.O.2.1 The graduate possesses the ability to disseminate the results of his research, to present and argue his ideas in English, in writing, orally or with the help of digital means, in accordance with international academic norms and professional ethics.

L.O.2.2 The graduate has the ability to mediate and manage communication between non-native speakers, in various communication situations and to use the tools necessary for effective collaboration with partners from different cultural and professional backgrounds.

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<table>
<tr>
<td>Transversal competences</td>
<td>

CT1. Research-related and metacognitive competencies

L.O.1.1 The graduate is prepared for independent or team work, and is able to plan and oversee activities designed for different project types.

L.O.1.2. The graduate has the ability to efficiently organize his professional activity and to correctly and timely fulfill his work tasks, achieving a pre-established set of objectives.

L.O.1.3 The graduate has the metacognitive skills necessary to gauge one's own strengths and liabilities relevant for the project in hand, and commits thereto accordingly.

CT2. Career management and development

LO.2.1. Is able to identify and explore lifelong learning opportunities.

L.O.2.2. Can set objectives for one's own career management and is able to act towards attaining them.

L.O.2.3. Is capable of self-assessment, self-adjustment, and management of professional issues.

L.O.2.4. Possesses the coping strategies to control professional and emotional stress.

L.O.2.5. Is able to commit to and perform the tasks in keeping with the ethical principles and shared values of the professional community.

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</table>

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

7.1 General course objective	• To use proficiently the research methods in the field of linguistic and paralinguistic communication.
7.2 Specific objectives	• To become familiarized with the specifics of the research in this field and of the interdisciplinary approaches to the investigation of intercultural phenomena. • To collect, correlate and interpret the linguistic and paralinguistic data

through modern specific and non-specific methods.

- To build a set of quality criteria and standards for the qualitative evaluation of dictionaries.

8. Content

8.1 Topic of the dissertation	Teaching methods	Number of hours	Remarks
1. The topic of the dissertation shall be chosen: a. by the scientific adviser together with the M.A. student, in correlation with the curriculum of the master programme and with the competence areas of the advisor; b. freely by the candidate, following consultations with the advisor, provided that the topic is part of the research curriculum of the master programme. 2. The dissertation topic will focus on research in line with the master programme.	Guidance by the advisor during individual meetings with the student	96	During the discussions, the supervisor will monitor and guide the students' activity, in order to endure that the paper they write is coherent and adequately complex.

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

Implementing the principles, norms and values of the professional deontology specific to the field of philology in writing a project dealing with a specialized topic. Writing a coherent and well-argued paper, scientifically sound, according to philology standards

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	Mid-term evaluation – coordinating the writing and completion of the project.	Drafting at least 30% of the paper	50%
		Observing the schedule and the recommendation of the coordinator	50%
10.6 Minimal performance standard			

- Implementing the principles, norms and values of the professional deontology specific to the field of philology in writing a project dealing with a specialized topic. Writing a coherent and well-argued paper, scientifically sound, according to philology standards.
- Completing the dissertation thesis by the deadline proposed by and observing the quality conditions set by the coordinator.

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.

Associate Professor Adrian Lăcătuș, Dean	Professor Răzvan Săftoiu, Head of Department
	Associate Professor Raluca SINU, Course holder

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).