

COURSE OUTLINE

1. Data about the study programme

1.1 Higher education institution	Transilvania University of Braşov
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	Quantitative Research Methods							
2.2 Course convenor	Prof. Gabriela Chefneux							
2.3 Seminar/ laboratory/ project convenor	Prof. Gabriela Chefneux							
2.4 Study year	1 st	2.5 Semester	1 st	2.6 Evaluation type		2.7 Course status	Content ³⁾	PC
		1st		Exam			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					40
Additional documentation in libraries, specialized electronic platforms, and field research					50
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays					37
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	<ul style="list-style-type: none"> BA project defended
4.2 competences-related	<ul style="list-style-type: none"> Study skills in English; reading specialised texts; formulating research questions/hypotheses/answers, oral presentation of a topic, problem solving

5. Conditions (if applicable)

5.1 for course development	<ul style="list-style-type: none"> Room with video projector and Internet access
5.2 for seminar/ laboratory/ project development	<ul style="list-style-type: none"> Video projector, Internet access

6. Specific competences and learning outcomes

Professional competences	<p>PC1. Professional competencies</p> <p>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.</p> <p>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.</p> <p>L.O.1.3 The graduate can initiate, design, monitor and complete research projects in the field of linguistics.</p> <p>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.</p> <p>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.</p> <p>PC2. Competencies in the field of intercultural communication in professional and social contexts, using traditional and digital means</p> <p>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.</p> <p>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.</p> <p>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.</p>
Transversal competences	<p>CT1. Research-related and metacognitive competencies</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CT2. Career management and development</p> <p>L.O.2.1. Is able to identify and explore lifelong learning opportunities.</p> <p>L.O.2.2. Can set objectives for one's own career management and is able to act towards attaining them.</p> <p>L.O.2.3. Is capable of self-assessment, self-adjustment, and management of professional issues.</p> <p>L.O.2.4. Possesses the coping strategies to control professional and emotional stress.</p> <p>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.</p>

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

7.1 General course objective	<ul style="list-style-type: none"> To explain the fundamental concepts in quantitative research methods in humanities
7.2 Specific objectives	<ul style="list-style-type: none"> To present and illustrate quantitative research methods and instruments to collect, process, interpret and present the data collected; to write a research project

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
Introduction to research: definition, features, stages	Lecture, group discussion	4	
Research methods: surveys, experiments field research	Lecture, group discussion	4	
Research instruments : questionnaires, interviews, observation	Lecture, group discussion	6	
Sampling	Lecture, group discussion	2	
Processing, analysing, interpreting and presenting the data collected	Lecture, group discussion, tasks	4	
Other research methods : action research, content analysis, evaluation, historical research	Lecture, presentations delivered by the students	4	
Ethical issues in research	Lecture, presentations delivered by the students	4	
Bibliography Obligatory bibliography Baker, T. (1998) <i>Doing Social Research</i> , New York: McGraw-Hill (Chapters 1-5) Cohen L., Manion, L. and Morrison, K. (2018) <i>Research Methods in Education</i> . London and New York: Routledge (Units 1-4) Brown, J.D. (2014). <i>Mixed Methods Research for TESOL</i> . Edinburgh: Edinburgh University Press (Sections 1-2) Optional bibliography McNamee, M and D. Bridges (eds). 2002. <i>The Ethics of Educational Research</i> . Hoboken: Wiley and Sons McKenzie, G, Powell, J, Usher (eds.) (2007) <i>Understanding Social Research</i> . New York: Palmer Press Newman, L. (2006) <i>Social Research Methods – Qualitative and Quantitative Approaches</i> . Boston: Pearson			
8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
Introduction to research: definition, types, stages	Exercises	2	
Research methods, research instruments, measurement	Exercises, text analysis	2	
Questionnaires: design , piloting, administration	Exercises, analysis	2	
Experiments – types, sampling, validity	Exercises, analysis	2	
Data – collection, processing, analysis , interpretation	Exercsises, analysis	2	
Content analysis – topic, units of analysis, categories	Exercsises, analysis	2	
Ethical issues	Exercsises, analysis	2	
Bibliography Obligatory bibliography Brown, J.D. (2014). <i>Mixed Methods Research for TESOL</i> . Edinburgh: Edinburgh University Press (section 3) Bell, J. (1990) <i>Doing Your Research Project</i> . London: Open University Press Cohen L., Manion, L. and Morrison, K. (2018) <i>Research Methods in Education</i> . London and New York: Routledge (Units 10, 14, 17,18, 24-26) Optional bibliography Chefneux, G. <i>Metode de cercetare în stiintele umaniste [Research Methods in Humanities]</i> , Curs ID Oppenheim, A.N. (2000) <i>Questionnaire Design, Interviewing and Attitude Measurement</i> . London, New York:			

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

The graduate can write a research proposal and complete a research project observing the research stages and the ethical principles

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Conceptual accuracy	Project	65%
	Accurate metalanguage		
10.5 Seminar/ laboratory/ project	Accurate use of research concepts and metalanguage	On-going evaluation	35%
10.6 Minimal performance standard			
<ul style="list-style-type: none">Writing a research project observing the research stages and ethical principles			

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 Lacatus. Dean	Prof. Răzvan Săftoiu, Head of Department
Prof. Gabriela Chefneux Course holder	Prof. Gabriela Chefneux Holder of seminar/ laboratory/ project

Note:

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

COURSE OUTLINE

1. Data about the study programme

1.1 Higher education institution	Transilvania University of Braşov
1.2 Faculty	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	Qualitative Research Methods							
2.2 Course convenor	Assoc. prof. dr. Gabriela Cusen							
2.3 Seminar/ laboratory/ project convenor	Assoc. prof. dr. Gabriela Cusen							
2.4 Study year	I	2.5 Semester	I	2.6 Evaluation type	E	2.7 Course status	Content ³⁾	PC
					1		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					48
Additional documentation in libraries, specialized electronic platforms, and field research					55
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays					55
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	• Audio-video equipment and internet connection
5.2 for seminar/ laboratory/ project development	• Audio-video equipment and internet connection

6. Specific competences and learning outcomes

Professional competences	<p>PC1. Professional competencies</p> <p>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.</p> <p>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.</p> <p>L.O.1.3 The graduate can initiate, design, monitor and complete research projects in the field of linguistics.</p> <p>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.</p> <p>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.</p> <p>PC2. Competencies in the field of intercultural communication in professional and social contexts, using traditional and digital means</p> <p>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.</p> <p>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.</p> <p>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.</p>
Transversal competences	<p>CT1. Research-related and metacognitive competencies</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CT2. Career management and development</p> <p>L.O.2.1. Is able to identify and explore lifelong learning opportunities.</p> <p>L.O.2.2. Can set objectives for one's own career management and is able to act towards attaining them.</p> <p>L.O.2.3. Is capable of self-assessment, self-adjustment, and management of professional issues.</p> <p>L.O.2.4. Possesses the coping strategies to control professional and emotional stress.</p> <p>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.</p>

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

7.1 General course objective	<ul style="list-style-type: none"> development, consolidation and use of qualitative research skills relevant for intercultural communication
7.2 Specific objectives	<ul style="list-style-type: none"> knowledge of the theoretical and practical framework for the collection and analysis of social science data ability to code and analyse qualitative data critical analysis of research reports present in the literature

	<ul style="list-style-type: none"> • development of scientific research managerial skills • teamwork abilities
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8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
1. Introductory session: Introduction to the domain, requirements, diagnostic test	Interactive lecture	2	
2. Research in social sciences (1)			
3. Research in social sciences (2)	Interactive lecture	2	
4. Qualitative research methods	Interactive lecture	2	
5. Interpretive approaches	Interactive lecture	2	
6. Research methods and topics	Interactive lecture	2	
7. Observation – a qualitative research method	Interactive lecture	2	
8. The diary – a qualitative research instrument	Interactive lecture	2	
9. Experimental studies	Interactive lecture	2	
10. Questionnaires and interviews in qualitative research (1)	Interactive lecture	2	
11 Questionnaires and interviews in qualitative research (2)	Interactive lecture	2	
12. Case studies	Interactive lecture	2	
13. Qualitative data analysis	Interactive lecture	2	
14. Research ethics	Interactive lecture	2	
Bibliography Brown, J.D. (2014). Mixed Methods Research for TESOL. Edinburgh: Edinburgh University Press Coffey, A. (1999). The ethnographic self. London: Sage Coffey, A., and Atkinson, P. A. (1996). Making sense of qualitative data. Thousand Oaks, CA: Sage. Holstein, J.A. and Gubrium, J.F. (1995) The Active Interview . Thousand Oaks, CA: Sage. Preece, R. A. (1994) Starting research. An introduction to academic research and dissertation writing, Pinter Publishers Schofield, W. (1989) Increasing the generalisability of qualitative research, in E.W.Eisner and A.Peshkin (eds.), "Qualitative inquiry in education: The continuing debate", Teachers College Press, New York, pp. 201-32. Silverman, D. (2000) Doing qualitative research – A practical handbook, SAGE Publications Strauss, A. and Corbin, J. (1990) Basics of qualitative research. Grounded theory: procedures and techniques)- Introduction, Sage Publications			
8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
1. An introduction to qualitative research	Pair and group work	2	
2. Research stages – research questions	Pair and group work	2	
3. Observation studies	Pair and group work	2	
4. Grounded theory – empirical research	Pair and group work	2	
5. Investigating opinions and perceptions	Pair and group work	2	
6. Concept statement	Pair and group work	2	
7. Teamwork research project	Pair and group work	2	
Bibliography Aeginitou, V., (1993) Insights from a pilot study. Research processes in applied linguistics Ahlers, J., (2009) Editorial: Reflecting on language and culture fieldwork. Early 21st century. ScienceDirect, Language and Communication.			

Breen, M., (1987) The social context for language learning – a neglected situation? SSLA, 7
 Day, D., (1998) Being ascribed and resisting membership of an ethnic group. In Antaki, Ch. And Widdicombe S., Identities in talk, Sage Publications
 Nunan, D., (1989). Methods in second language classroom-oriented research. SSLA,
 Poso, T., et al., (2008) Focus groups and the study of violence. Qualitative Research
 Sunderland, J., (1993). Technology and classroom research. Research processes in applied linguistics
 Thornby, S., (1996). Teachers research teacher talk. ELT Journal Volume 50/4

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

Qualitative research skills are requirements on the work market and the area of education is one of the fields which involves research into textbook evaluation, teaching/learning strategies, etc.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	participation in discussion on the quality of qualitative data and their analysis, correct English, methodologic approach	E1	75%
10.5 Seminar/ laboratory/ project	participation in discussion of seminar reading materials, teamwork projects	Mark out of 10	25%
10.6 Minimal performance standard	<ul style="list-style-type: none"> research report 		

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, Dean	Prof. Răzvan Saftoiu, Head of Department
Assoc. Prof. Gabriela Cusen, Course holder	Assoc. Prof. Gabriela Cusen, 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).

COURSE OUTLINE

1. Data about the study programme

1.1 Higher education institution	Transilvania University of Braşov
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	NEW TRENDS IN SOCIOLINGUISTIC ANALYSIS							
2.2 Course convenor	conf. dr. Gabriela Cusen							
2.3 Seminar/ laboratory/ project convenor	conf. dr. Gabriela Cusen							
2.4 Study year	I	2.5 Semester	I	2.6 Evaluation type	E1	2.7 Course status	Content ³⁾	SC
							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					44
Additional documentation in libraries, specialized electronic platforms, and field research					44
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays					45
Tutorial					2
Examinations					2
Other activities.....					2
3.7 Total number of hours of student activity	108				
3.8 Total number per semester	150				
3.9 Number of credits ⁵⁾	6				

4. Prerequisites (if applicable)

4.1 curriculum-related	•
4.2 competences-related	• Knowledge of sociolinguistic concepts

5. Conditions (if applicable)

5.1 for course development	• Audio-video equipment and internet connection
5.2 for seminar/ laboratory/ project development	• Audio-video equipment and internet connection

6. Specific competences and learning outcomes

Professional competences	<p>PC1. Professional competencies</p> <p>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.</p> <p>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.</p> <p>L.O.1.3 The graduate can initiate, design, monitor and complete research projects in the field of linguistics.</p> <p>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.</p> <p>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.</p> <p>PC2. Competencies in the field of intercultural communication in professional and social contexts, using traditional and digital means</p> <p>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.</p> <p>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.</p> <p>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.</p>
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7. Course objectives (resulting from the specific competences to be acquired)

7.1 General course objective	•
7.2 Specific objectives	•

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
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1. William Labov and sociolinguistics (1)	Interactive lecture	2	
2. William Labov and sociolinguistics (2)	Interactive lecture	2	
3. Linguistics and sociolinguistics (1)	Interactive lecture	2	
4. Linguistics and sociolinguistics (2)	Interactive lecture	2	
5. English as a lingua franca (1)	Interactive lecture	2	
6. English as a lingua franca (2)	Interactive lecture	2	
7. Global Englishes (1)	Interactive lecture	2	
8. Global Englishes (2)	Interactive lecture	2	
9. Commodification of language and identity (1)	Interactive lecture	2	
10. Commodification of language and identity (2)	Interactive lecture	2	
11. Linguistics policies and planning (1)	Interactive lecture	2	
12. Linguistics policies and planning (2)	Interactive lecture	2	
13. Political correctness: Language and culture (1)	Interactive lecture	2	
14. Political correctness: Language and culture (2)	Interactive lecture	2	

Bibliography

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Fairclough, N. (2002) Language in new capitalism. Discourse and Society, vol. 13 (2), pp. 163-166

Gee, J. (2011) Social Linguistics and Literacies. New York: Routledge

Guiora, A. Z. (2005). The language sciences – The challenges ahead. A Farewell address. Language Learning, 55:2, pp. 183-189

Harrison, G. (2007) Language as a problem, a right or a resource? A study of how bilingual practitioners see language policy being enacted in social work. Journal of Social Work, 7 (1), pp. 71-92

Holmes, J. (2008) An Introduction to Sociolinguistics. London: Pearson Education

McCrum, R. (2010) Globish: How the English Language Became the World's Language. London: Penguin Books

Wardaugh, R. (2006). An Introduction to Sociolinguistics. 5th edition. London: Blackwell

8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
1. William Labov: the sociolinguist	Pair and team-work	2	
2. Language sciences: the future	Pair and team-work	2	
3. Linguistic discrimination	Pair and team-work	2	
4. World Englishes: various approaches	Pair and team-work	2	
5. Language in the new capitalism (Fairclough, 2002)	Pair and team-work	2	
6. Language: an issue, a right, or a resource	Pair and team-work	2	
7. Discourse and manipulation	Pair and team-work	2	

Bibliography

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Guiora, A. Z. (2005). The language sciences – The challenges ahead. A Farewell address. Language Learning, 55:2, pp. 183-189

Sik Hung Ng (2007) Language-based discrimination: Blatant and subtle forms. Journal of Language and Social Psychology, vol. 26, NO.2, pp. 106-122

Bolton, K. (2005) Where WE stands: approaches, issues and debate in world Englishes. World Englishes, vol. 24, No.1, pp. 69-83

Fairclough, N. (2002) Language in new capitalism. Discourse and Society, vol. 13 (2), pp. 163-166

Harrison, G. (2007) Language as a problem, a right or a resource? A study of how bilingual practitioners see language

policy being enacted in social work. *Journal of Social Work*, 7 (1), pp. 71-92
 van Dijk, T.A. (2006) Discourse and manipulation. *Discourse and Society*, vol 17 (3), pp. 359-383

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 the course and the seminar provides the necessary knowledge for further studies in the field (doctorate) or for employment in areas such as: education, public relations, human resources, etc.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Attendance and participation in debates of various topics	E1	25%
10.5 Seminar/ laboratory/ project	Attendance and assigned seminar work	Mark out of 10	25%
	Research report	Mark out of 10	50%
10.6 Minimal performance standard			
<ul style="list-style-type: none"> Conduct of research and writing of research report 			

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, Dean	Prof. Răzvan Saftoiu, Head of Department
Assoc. Prof. Gabriela Cusen, Course holder	Assoc. Prof. Gabriela Cusen, Holder of seminar/ laboratory/ project

Note:

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

COURSE OUTLINE

1. Data about the study programme

1.1 Higher education institution	Transilvania University of Braşov
1.2 Faculty	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 Communication							
2.2 Course convenor	Prof. Dr. Mona Arhire							
2.3 Seminar/ laboratory/ project convenor	Prof. Dr. Mona Arhire							
2.4 Study year	I	2.5 Semester	I	2.6 Evaluation type	E	2.7 Course status	Content ³⁾	SC
							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					34
Additional documentation in libraries, specialized electronic platforms, and field research					34
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	108				
3.8 Total number per semester	150				
3.9 Number of credits ⁵⁾	6				

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	•

6. Specific competences and learning outcomes

Professional competences	<p>Professional competences and learning outcomes</p> <p>PC1. Professional competencies</p> <p>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.</p> <p>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.</p> <p>L.O.1.3 The graduate can initiate, design, monitor and complete research projects in the field of linguistics.</p> <p>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.</p> <p>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.</p> <p>PC2. Competencies in the field of intercultural communication in professional and social contexts, using traditional and digital means</p> <p>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.</p> <p>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.</p> <p>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.</p>
Transversal competences	<p>CT1. Research-related and metacognitive competencies</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CT2. Career management and development</p> <p>L.O.2.1. Is able to identify and explore lifelong learning opportunities.</p> <p>L.O.2.2. Can set objectives for one's own career management and is able to act towards attaining them.</p> <p>L.O.2.3. Is capable of self-assessment, self-adjustment, and management of professional issues.</p> <p>L.O.2.4. Possesses the coping strategies to control professional and emotional stress.</p> <p>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.</p>

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

7.1 General course objective	<ul style="list-style-type: none"> • Providing the theoretical basis in the field of translation as a phenomenon of intercultural communication; presenting translation strategies and norms; exposing modern research methods specific to translation studies
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7.2 Specific objectives	<ul style="list-style-type: none"> • mastering communication techniques through translation and research methods in the field of translation • acquiring communication and translation skills in different fields • developing superior intercultural communication skills through translation • the ability to use the knowledge and skills acquired for research purposes, but also in various professional environments
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8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
Introduction: translation as a phenomenon of intercultural communication;	Video projector, interactive lecture	2	
The role of the translator in intercultural communication;		2	
Bilingual competence; other specific competences and knowledge;		2	
Methods of acquiring intercultural knowledge; strategies of cultural transfer through translation;		4	
Areas of occurrence of literary language: translation problems;		4	
Translation and expressiveness;		4	
Translation studies as an interdisciplinary field		6	
Research methods in the field of translation studies		4	
Bibliography			
<ul style="list-style-type: none">- Almanna, A., 2021, Translation as a Set of Frames, London & New York: Routledge.- Bell, R., 1991, Translation and Translating: Theory and Practice, London & New York: Longman.- Dimitriu, R., 2002, Theories and Practice of Translation, Iași: Institutul European.- Gambier Y. & van Doorslaer, L., 2016, Border Crossings. Translation Studies and other disciplines, Amsterdam and Philadelphia: John Benjamins.- Hatim, B., 2001, Teaching and Researching Translation, U.K.: Longman.- Hatim, B. & Munday, J., 2006, Translation. An Advanced Resource Book, London & New York: Routledge.- Herman, T., 2023, Metatranslation. Essays on Translation and Translation Studies, London & New York: Routledge.- House, J., 2016, Translation as Communication across Languages and Cultures, London & New York: Routledge.- Jeanrenaud, M., 2006, Universaliile traducerii, Iași: Polirom.- Mellinger C.D. & Hanson T.A., 2017, Quantitative Research Methods in Translation and Interpreting Studies. London & New York: Routledge.- Nelson, B. & Maher B. (Eds.), 2013, Perspectives on Literature and Translation. Creation, Circulation, Reception, London & New York: Routledge.- Nida, E., 2004, Traducerea sensurilor, Iași: Institutul European.- Pym, A., 2010, Exploring Translation Theories, London & New York: Routledge.- Ricoeur, P., 2005, Despre traducere, Iași: Polirom.- Șerban, M., 2014, Translation as Intercultural Communication, Galați: Editura Europlus.- Venuti, L., ed., 2001, 2002, The Translation Studies Reader, London & New York: Routledge.			
8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
Bidirectional translation of literary and humanities texts;	- Discussing translations done as homework	6	
Translation studies as an interdisciplinary field	- Discussions based on	4	

	texts on the topic of translation studies as an interdisciplinary subject		
Research methods in translation studies	- Applying research methods in the field of translation studies	4	
Bibliography - Duff, A. 1996, Translation, London: OUP. - Gambier Y. & van Doorslaer, L., 2016, Border Crossings. Translation Studies and other disciplines, Amsterdam and Philadelphia: John Benjamins. - Hatim, B., 2001, Teaching and Researching Translation, UK: Longman. - Mellinger C.D. & Hanson T.A., 2017, Quantitative Research Methods in Translation and Interpreting Studies. London & New York: Routledge. - Venuti, L., ed., 2001, 2002, The Translation Studies Reader, London & New York: Routledge.			

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 labor market, in any field that involves intercultural communication through translation 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 skills for intercultural communication	Continuous assessment during the seminars	50%
10.6 Minimal performance standard			
<ul style="list-style-type: none"> 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 holder	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 Braşov
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	The Construction of Meaning in Talk-in-Interaction							
2.2 Course convenor	Lect. dr. Cristina Dimulescu							
2.3 Seminar/ laboratory/ project convenor	Lect. dr. Cristina Dimulescu							
2.4 Study year	I	2.5 Semester	I	2.6 Evaluation type	C	2.7 Course status	Content ³⁾	SC
							Attendance type ⁴⁾	CPC

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					30
Additional documentation in libraries, specialized electronic platforms, and field research					23
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays					10
Tutorial					3
Examinations					3
Other activities.....					3
3.7 Total number of hours of student activity	72				
3.8 Total number per semester	112				
3.9 Number of credits ⁵⁾	4				

4. Prerequisites (if applicable)

4.1 curriculum-related	<ul style="list-style-type: none"> Basic knowledge of Pragmatics and Discourse Analysis
4.2 competences-related	<ul style="list-style-type: none"> Very good command of English Study skills in English

5. Conditions (if applicable)

5.1 for course development	<ul style="list-style-type: none"> multimedia teaching space
5.2 for seminar/ laboratory/ project development	<ul style="list-style-type: none"> multimedia teaching space

6. Specific competences and learning outcomes

Professional competences	<p>PC1. Professional competencies</p> <p>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.</p> <p>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.</p> <p>L.O.1.3 The graduate can initiate, design, monitor and complete research projects in the field of linguistics.</p> <p>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.</p> <p>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.</p> <p>PC2. Competencies in the field of intercultural communication in professional and social contexts, using traditional and digital means</p> <p>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.</p> <p>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.</p> <p>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.</p>
Transversal competences	<p>CT1. Research-related and metacognitive competencies</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CT2. Career management and development</p> <p>L.O.2.1. Is able to identify and explore lifelong learning opportunities.</p> <p>L.O.2.2. Can set objectives for one's own career management and is able to act towards attaining them.</p> <p>L.O.2.3. Is capable of self-assessment, self-adjustment, and management of professional issues.</p> <p>L.O.2.4. Possesses the coping strategies to control professional and emotional stress.</p> <p>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.</p>

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

7.1 General course objective	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Development of students' ability to process and analyse language-related

	<p>information in the field of meaning creation in talk-in-interaction</p> <ul style="list-style-type: none"> • 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
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8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
A pragmatic analysis of the means of meaning construction in talk-in-interaction (Speech Acts, Cooperative Principle, Implicature/inference, Relevance)	Lecture-type	2	n.a.
Conversation analysis -discourse analysis vs. Conversation analysis, basic notions of conversation analysis	Lecture-type	2	n.a.
Methodological aspects of CA; data collection and transcription conventions	Lecture-type	2	n.a.
Casual conversation and main approaches to talk-in-interaction	Lecture-type	2	n.a.
Communication and identity	Lecture-type	2	n.a.
Communication inside and outside the social group	Lecture-type	2	n.a.
Intercultural and cross-gender communication. Gender and language. Interlocutors and conversational strategies.	Lecture-type	2	n.a.
<p>Bibliography</p> <p>*** (2009) <i>Concise Encyclopedia of Pragmatics</i>. Ed. Jakob L. Mey. Amsterdam ; Boston ; Heidelberg : Elsevier.</p> <p>*** (2006) <i>The Handbook of Pragmatics</i>. Ed. Laurence R. Horn and Gregory Ward. Malden Oxford Carlton: Blackwell Publishing Ltd.</p> <p>Austin, J.L. (1962) <i>How to do things with words</i>. Oxford: Oxford University Press.</p> <p>Dimulescu, C. (2014) <i>A Theoretical and Practical Approach to Gendered Talk-in-Interaction</i>. Cluj-Napoca: Casa Cărții de Știință.</p> <p>Eggins, S.& Slade, D. (1997) <i>Analysing Casual Conversation</i>. London and Washington: Cassel.</p> <p>Grice, H. P. (1975) "Logic and conversation." In: Peter Cole, Jerry L. Morgan, Syntax and semantics, 3: Speech acts. pp. 41-58.</p> <p>Levinson, S.C. (1983) <i>Pragmatics</i>. Cambridge: Cambridge University Press.</p> <p>Mey, J.L. (1993) <i>Pragmatics. An Introduction</i>. Oxford: Blackwell Publishers Ltd.</p> <p>Sacks, H. , Schegloff, E.A. & Jefferson, G. (1974) "A simplest systematics for the organization of turn-taking for conversation." In: Mark Aronoff, <i>Language 50:4</i>. pp. 696-735.</p> <p>Tannen, D. (2001) <i>You Just Don't Understand</i>. New York: Quill.</p> <p>Tannen, D. (1994) <i>Gender and Discourse</i>. New York, Oxford: Oxford University Press.</p> <p>Tannen, D. (2003) <i>HE SAID/SHE SAID: Women, Men and Language</i>. The Modern Scholar. Recorded Books, LLC. www.modernscholar.com</p>			

Thomas, J. (1995) <i>Meaning in Interaction: An Introduction to Pragmatics</i> . London New York: Longman. Yule, G. (1996) <i>Pragmatics</i> . Oxford: OUP.			
8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
Introductory seminar	Reading and group discussion.	2	n.a.
Metode de culegere a datelor. Convenții de transcriere.	Reading and group discussion.	2	n.a.
Analiza Conversației. Structura conversației.	Reading and group discussion.	2	n.a.
Sociolingvistica conversațională.	Reading and group discussion.	2	n.a.
Analiza datelor culese: limba vorbită (1)	Reading and group discussion.	2	n.a.
Analiza datelor culese: limba vorbită (2)	Reading and group discussion.	2	n.a.
Analiza datelor culese: limba vorbită (3)	Reading and group discussion.	2	n.a.
Bibliography Dascălu Jinga, L. (2002) <i>Corpus de română vorbită (CORV). Eșantioane</i> . București: Oscar Print. Dimulescu, C. (2014) <i>A Theoretical and Practical Approach to Gendered Talk-in-Interaction</i> . Cluj-Napoca: Casa Cărții de Știință. Eggins, S.& Slade, D. (1997) <i>Analysing Casual Conversation</i> . London and Washington: Cassel.			

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.
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10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	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			
<ul style="list-style-type: none"> 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 23/09/2024 and approved in the Faculty Board meeting on 23/09/2024.

Conf. dr. Adrian Lăcătuș Dean	Prof. univ. dr. habil. Răzvan Săftoiu Head of Department
Lect. Dr. Cristina Dimulescu Course holder	Lect. Dr. Cristina Dimulescu Holder of seminar/ laboratory/ project

Note:

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

COURSE OUTLINE

1. Data about the study programme

1.1 Higher education institution	Transilvania University of Braşov
1.2 Faculty	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	Intercultural written communication in professional settings							
2.2 Course convenor	Prof. Marinela Burada							
2.3 Seminar/ laboratory/ project convenor	Prof. Marinela Burada							
2.4 Study year I		2.5 Semester II		2.6 Evaluation type	E	2.7 Course status	Content ³⁾	DAC
							Attendance type ⁴⁾	DI

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					30
Additional documentation in libraries, specialized electronic platforms, and field research					40
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays					50
Tutorial					4
Examinations					5
Other activities.....					4
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	<ul style="list-style-type: none"> A very good comand of English
4.2 competences-related	<ul style="list-style-type: none"> Computer literacy Data mining skills

5. Conditions (if applicable)

5.1 for course development	<ul style="list-style-type: none"> multimedia teaching space, internet connection
5.2 for seminar/ laboratory/ project development	<ul style="list-style-type: none"> multimedia teaching space, internet connection

6. Specific competences and learning outcomes

Professional competences	<p>PC1. Professional competencies</p> <p>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.</p> <p>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.</p> <p>L.O.1.3 The graduate can initiate, design, monitor and complete research projects in the field of linguistics.</p> <p>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.</p> <p>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.</p> <p>PC2. Competencies in the field of intercultural communication in professional and social contexts, using traditional and digital means</p> <p>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.</p> <p>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.</p> <p>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.</p>
Transversal competences	<p>CT1. Research-related and metacognitive competencies</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CT2. Career management and development</p> <p>L.O.2.1. Is able to identify and explore lifelong learning opportunities.</p> <p>L.O.2.2. Can set objectives for one's own career management and is able to act towards attaining them.</p> <p>L.O.2.3. Is capable of self-assessment, self-adjustment, and management of professional issues.</p> <p>L.O.2.4. Possesses the coping strategies to control professional and emotional stress.</p> <p>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.</p>

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

7.1 General course objective	<ul style="list-style-type: none"> To foster advanced knowledge of research and interdisciplinary approaches to theoretical and practical lexicography.
7.2 Specific objectives	<ul style="list-style-type: none"> Developing the students' ability to collect and analyse data via different methods. Creating a framework that would allow for a principled approach to the

	description, production and evaluation of dictionaries.
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8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
Preliminaries: concepts, approach, methods	Multimedia & lecturing	4	Interactive methods
Lexicography and metalexicography.		2	
The dictionary as product (I): the dictionary among the other reference works.		4	
The dictionary as product (I): the anatomy of the dictionary		4	
The dictionary as process: stages in dictionary compilation.		2	
Electronic lexicography		2	
The dictionaries and the internet. Collaborative lexicography		2	
Case study: LEXICA		2	
The dictionary as product (II): typology of dictionaries		2	
The dictionary as product (II): problems with the classification of dictionaries		2	
Microstructural elements: types and format of lexicographic definitions		2	
Lexical definitions: standards, principles and practice		2	
Criticism and metacriticism in dictionary-making. The ethics of lexicographic work.		2	
Bibliografie selectivă			
Barton, D. (1994) Literacy. An Introduction to the Ecology of Written Language. Blackwell.			
Battistella, Edwin (2005) Bad Language. Are some words better than others? Oxford: Oxford University Press.			
Brookes, A.& Grundy, P (1990) Writing for Study Purposes. A Teacher's Guide to Developing Individual Writing Skills. Cambridge: CUP.			
Burada, Marinela (2017) Joint Authorship: A Glimpse into some Local Practices of Merit Attribution. In "13th Conference on British and American Studies – Language Diversity in a Globalized World". Newcastle: Cambridge Scholars Publishing, p. 198-216, ISBN (10): 1-4438-4881-6.			
Candlin, Christopher N. & Hyland, Ken (1999) Writing: Texts, Processes and Practices. London and New York: Longman.			
Clark R. & Ivanič R. (1997) The Politics of Writing. Routledge.			
Connor, Ulla (1996) Contrastive Rhetoric. Cross-Cultural Aspects of Second-Language Writing. Cambridge: CUP.			
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8.2 Seminar/ laboratory/ project	Project-based learning	Number of hours	Remarks
The abstract		4	
The Review		2	
Argumentation		4	
Expository texts – the report, comparison and contrast, simple and extended definitions		4	

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

Students will be able to communicate effectively in international professional settings.
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10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
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10.4 Course	Level of acquisition and understanding of theoretical concepts	Project writing	1000%
10.5 Seminar/ laboratory/ project	Ability to implement the above in a written text		
10.6 Minimal performance standard			
<ul style="list-style-type: none">• The ability to write a scientific text in keeping with the academic norms of the discipline; familiarity with the basic concepts associated with the discipline..			

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	Prof. Răzvan Săftoiu
Dean	Head of Department
Prof. Marinela Burada/Assoc. Prof. Raluca Sinu	Assoc. Prof. Raluca Sinu
Course convenors	Seminar leader

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 Brasov
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	Cultural Features of Verbal and Non-verbal Communication							
2.2 Course convenor	Prof. Elena Buja							
2.3 Seminar/ laboratory/ project convenor	Prof. Elena Buja							
2.4 Study year	1	2.5 Semester	2	2.6 Evaluation type	E	2.7 Course status	Content ³⁾	CC
							Attendance type ⁴⁾	EC

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					57
Additional documentation in libraries, specialized electronic platforms, and field research					30
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays					40
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	• None
4.2 competences-related	• Basic knowledge related to culture and communication

5. Conditions (if applicable)

5.1 for course development	• None
5.2 for seminar/ laboratory/ project development	• Classroom provided with internet connection and projector

6. Specific competences and learning outcomes

Professional competences	<p>PC1. Professional competencies</p> <p>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.</p> <p>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.</p> <p>L.O.1.3 The graduate can initiate, design, monitor and complete research projects in the field of linguistics.</p> <p>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.</p> <p>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.</p> <p>PC2. Competencies in the field of intercultural communication in professional and social contexts, using traditional and digital means</p> <p>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.</p> <p>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.</p> <p>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.</p>
Transversal competences	<p>CT1. Research-related and metacognitive competencies</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CT2. Career management and development</p> <p>L.O.2.1. Is able to identify and explore lifelong learning opportunities.</p> <p>L.O.2.2. Can set objectives for one's own career management and is able to act towards attaining them.</p> <p>L.O.2.3. Is capable of self-assessment, self-adjustment, and management of professional issues.</p> <p>L.O.2.4. Possesses the coping strategies to control professional and emotional stress.</p> <p>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.</p>

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

7.1 General course objective	<ul style="list-style-type: none"> The course material offers students basic information necessary to understand intercultural communication. At the same time, it presents the key elements that appear in face-to-face communication (both verbal and non-verbal), as well as aspects pertaining to cultural differences between interlocutors belonging to different cultures.
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7.2 Specific objectives	<ul style="list-style-type: none"> • Developing new communication strategies in intercultural contexts and encouraging the examination of pre-existent ideas related to cultures and stereotypes, as well as adopting tolerance for members of other cultures. • Encouraging the identification of values and symbols of lesser-known cultures. Avoiding the use of symbols which may cause misunderstandings or may offend members of those cultures. • Making students aware of the existence of certain social rules that differentiates between men's and women's nonverbal behaviour. • Developing the students' capacity to identify and understand cultural differences in non-verbal communication and to adopt an objective/impartial attitude towards other cultures.
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8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
Professional communication in intercultural contexts	Lecture and interactive methods	2	
Defining cultures and its dimensions; Hofstede's cultural dimensions	Lecture and interactive methods	2	
Intercultural encounters; culture shock (causes and symptoms)	Lecture and interactive methods	2	
Non-verbal communication: introduction	Lecture and interactive methods	2	
Body language (kinesics)	Lecture, interactive methods; watching short videos on YouTube	2	
Touching behaviour (haptics)	Lecture, interactive methods; watching short videos on YouTube	2	
Chronemics (use of time)	Lecture, interactive methods; watching short videos on YouTube	2	
Proxemics (use of space)	Lecture and interactive methods	2	
Silence in different cultures	Lecture	2	
Use of artefacts	Lecture and interactive methods; artefact exhibition	2	
Paralanguage	Lecture, interactive methods; watching short videos on YouTube	2	
Culture and linguistic diversity	Lecture, interactive methods; watching short videos on YouTube	2	
Types of intercultural misunderstandings	Lecture, interactive methods; watching short videos on YouTube	2	

An intercultural approach to men-women misunderstandings	Lecture and interactive methods	2	
<p>Bibliography</p> <p>Aaron, W. W (ed.), (1997), <i>Nonverbal Behaviour: Perspectives, Applications, Intercultural Insights</i></p> <p>Banks, S.P., Ge, G. and Barker, J, (1991), <i>Intercultural Encounters and Miscommunication</i>, in Couplan, N, Giles, H, Bowman, J. (2020). <i>Nonverbal Communication. An Applied Approach</i>. Sage Publications.</p> <p>Collet, P. (1993), <i>Cartea gesturilor europene</i>, Editura Trei, Bucuresti</p> <p>Collet, P. (2003), <i>Cartea gesturilor</i>. Editura Trei, Bucuresti</p> <p>Givens, D. P. (2000), <i>Dictionary of Gestures, Signs and Body Languages</i></p> <p>Hofstede, G. (1994), <i>Cultures and Organizations. Intercultural Cooperation and its Importance for Survival</i>. Harper Collins Publishers, London</p> <p>Knapp, M. L. (1972). <i>Nonverbal Communication in Human Interaction</i>. Holt, Rinehart and Winston Inc. New York, London</p> <p>Kunkhe, E. (2007) <i>Body Language for Dummies</i>, John Wiley & Sons, Ltd., West Sussex</p> <p>Matsumoto, D. (ed.) (2010). <i>APA Handbook of Intercultural Communication</i>. Walter de Gruyter et Co.</p> <p>Matsumoto, D., M. G. Frank & H. Hwang. (2012). <i>Nonverbal communication. Science & Applications</i>.</p> <p>Milhouse, V.H, Asante, M.K & Nwosu, P.O (eds.) (2001), <i>Transcultural Realities: Interdisciplinary Perspectives on Cross-Cultural Relations</i>, Sage Publications, London</p> <p>Monaghan, L. & Godman, J.E. (2007), <i>A Cultural Approach to Interpersonal Communication</i>, Blackwell Publishing: Oxford</p> <p>Navarro, J. (2008), <i>What Every Body is Saying</i>, Harper Collins Publishers, New York</p> <p>Pease, A. (1981), <i>Body Language – How to Read Other's Thoughts by Their Gestures</i>. Camel Publishing Company, North Sydney</p> <p>Pease, A. & Garner, A. (1985), <i>Limbajul vorbirii</i>, Editura Polimark, Bucuresti</p> <p>Segerstrile, U and Molnar Semmelweis, P. (1997), <i>Nonverbal Communication: Where Nature Meets Culture</i>, Lawrence Erlbaum</p> <p>Scollon R. & Scollon, W.S. (1995), <i>Intercultural Communication. A Discourse Approach</i>. Oxford UK & Cambridge USA, Blackwell</p> <p>Trompenaars, F. (1993), <i>Riding the Waves of Culture. Understanding Cultural Diversity in Business</i>. Nicholas Brealey Publishing, London</p> <p>Wharton, T. (2009), <i>Pragmatics and Non-Verbal Communication</i>, CUP.</p> <p>Yoshimura, S. M. (2016), <i>Nonverbal Communication Research. Readings and Applications</i>. Cognella</p>			
8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
Culture quiz	Questionnaire	2	
Desmond Morris - <i>The Human Animal</i> (documentary)	Problem-based learning	2	
Article by Nawal El-Saadawi: "Love and Sex in the Life of the Arab" (the image of women in the Muslim culture)	Discussing the article; personal contribution based on other sources, too.	2	
<i>The White Massai</i> - Intercultural marriages	Movie watching and discussions based on the topic of intercultural / interracial marriages	2	
Miniprojecte – students can choose any topic related to non-verbal behaviour	Presentations & interactive methods	4	
Analysis of some literary fragments from a non-	Problem-based learning	2	

verbal perspective			
<p>Bibliografie</p> <p>El Sadaawi, Awal, <i>Love and Sex in the Life of the Arab</i> in Brunk, T. S. Diamond, P. Pekins, K. Smith (eds). <i>Literacies. Reading, Writing, Interpretation</i>, (1997), W.W. Norton & Co: New York, pp. 461 - 486</p> <p>Kohls, Robert L. (2001). <i>Learning to Think Korean</i>. Nicholas Brealey, Boston.</p> <p>Kunkhe, E. (2007) <i>Body Language for Dummies</i>, John Wiley & Sons, Ltd., West Sussex</p> <p>Morris, Desmond. <i>The Human Animal</i>(BBC documentary); https://www.youtube.com/watch?v=nsU4WRVpS-k&t=375s)</p>			

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

Students will acquire knowledge and skills that will help them adopt the appropriate non-verbal behaviour in various social and intercultural contexts. These skills will help them identify those situations in which the nonverbal behaviour contradicts the verbal message, to avoid offensive situations regarding the interlocutors coming from other cultures through the use of gestures that have a different meaning from the one we are familiar with, and to develop understanding for the values and symbols of other cultures. In other words, the student learns to become a "citizen of the world", not only of his own country.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course		Multiple-choice test	50%
10.5 Seminar/ laboratory/ project	Compliance with the requirements, logical argumentation, use of subject-specific metalanguage, coherence in presentation, originality.	Mini-project	30%
	Active participation in the seminars.	Class-participation	20%
<p>10.6 Minimal performance standard</p> <ul style="list-style-type: none"> Students should become able to identify the non-verbal codes characteristic of our own culture and of other (closely or distantly related) cultures. Students should be able to apply the acquired non-verbal knowledge in interpreting various artistic productions (movies, books, plays, etc.). Students are expected to adopt an objective attitude towards all cultures of the world and to be able do adapt their non-verbal behaviour to the cultures they visit both in their professional and in their private lives, considering the fact that in the era of globalization we live in, intercultural encounters are extremely frequent and important. 			

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.

<p>Assoc. Prof Adrian LACATUS</p> <p>Dean</p>	<p>Prof. Razvan SAFTOIU</p> <p>Head of Department</p>
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Prof. Elena BUJA	Prof. Elena BUJA
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 Braşov
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	Management of Research Projects. Ethics and academic integrity							
2.2 Course convenor	Dr Anca Duţă (items 1-6) Dr Marinela Burada (item 7)							
2.3 Seminar/ laboratory/ project convenor	Dr Raluca Sinu							
2.4 Study year	I	2.5 Semester	2	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	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					10
Additional documentation in libraries, specialized electronic platforms, and field research					20
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays					42
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	<ul style="list-style-type: none"> Not applicable
4.2 competences-related	<ul style="list-style-type: none"> The ability to use a computer and different IT tools (information literacy, data mining), drafting graphics and statistics

5. Conditions (if applicable)

5.1 for course development	<ul style="list-style-type: none"> Video projector, laptop
5.2 for seminar/ laboratory/ project development	<ul style="list-style-type: none"> Room with computers

6. Specific competences and learning outcomes

Professional competences	<p>PC1. Professional competencies</p> <p>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.</p> <p>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.</p> <p>L.O.1.3 The graduate can initiate, design, monitor and complete research projects in the field of linguistics.</p> <p>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.</p> <p>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.</p> <p>PC2. Competencies in the field of intercultural communication in professional and social contexts, using traditional and digital means</p> <p>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.</p> <p>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.</p> <p>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.</p>
Transversal competences	<p>CT1. Research-related and metacognitive competencies</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CT2. Career management and development</p> <p>L.O.2.1. Is able to identify and explore lifelong learning opportunities.</p> <p>L.O.2.2. Can set objectives for one's own career management and is able to act towards attaining them.</p> <p>L.O.2.3. Is capable of self-assessment, self-adjustment, and management of professional issues.</p> <p>L.O.2.4. Possesses the coping strategies to control professional and emotional stress.</p> <p>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.</p>

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

7.1 General course objective	<ul style="list-style-type: none"> To provide the theoretical framework for the management of scientific research projects.
7.2 Specific objectives	<ul style="list-style-type: none"> To develop specific skills for drafting a scientific research project

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
The role of research at the university level. Project, project management, project life cycle	Lecture, discussions	2	
Needs analysis	Lecture, discussions	2	
Working plan: objectives, activities, results. Timing	Lecture, discussions	2	
Project budget	Lecture, discussions	2	
Project management: monitoring and evaluation. Research dissemination	Lecture, discussions	2	
Risk assessment; risk analysis . Ethical and legislative issues	Lecture, discussions	2	
Bibliography Duță, Anca, <i>Managementul proiectelor de cercetare științifică</i> (course material). Universitatea Transilvania din Brașov. Proiect POSDRU 89/1.5/S/59323 Burada, Marinela (2017) <i>Joint Authorship: A Glimpse into some Local Practices of Merit Attribution</i> . In "13th Conference on British and American Studies - Language Diversity in a Globalized World". Newcastle: Cambridge Scholars Publishing, pp. 198-216 Lozano, G. A. (2014) "Ethics of using language editing services in an era of digital communication and heavily multi-authored papers". <i>Science and Engineering Ethics</i> 20: 363-377. Pecorari, D. (2010) <i>Academic writing and plagiarism. A linguistic analysis</i> . London & New York: Continuum. Strange, K. (2008) "Authorship: why not just toss a coin? American Journal of Physiology". <i>Cell Physiology</i> 295(3): C567-C575.			
8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
Forming the research teams and choosing the project topics	Presentation, discussions	2	
Writing the aim of the project and the needs analysis. Assessing the research information sources	Discussions on research projects	4	
Drafting the working plan and drawing the Gantt chart	Discussions on research projects	4	
Drafting the financial sheet	Discussions on research projects	2	
Finishing the project	Discussions on research projects	2	
Bibliography www.ancs.ro http://cordis.europa.eu/projects/home_en.html http://ec.europa.eu/programmes/horizon2020/ http://www.fonduri-structurale.ro http://uefiscdi.gov.ro/Public/cat/568/FINANTARE-CDI.html			

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	100%
10.5 Seminar/ laboratory/ project			
10.6 Minimal performance standard			
<ul style="list-style-type: none"> Finishing 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, Dean	Professor Răzvan Săftoiu, Head of Department
Professor Anca Duță, Professor Marinela Burada, 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 Braşov
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	Fundamental Issues in Linguistics							
2.2 Course convenor	Prof. dr. Marinela Burada							
2.3 Seminar/ laboratory/ project convenor	Conf. dr. Raluca Sinu							
2.4 Study year	1	2.5 Semester	2	2.6 Evaluation type	E	2.7 Course status	Content ³⁾	SC
							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	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					10
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays					16
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	<ul style="list-style-type: none"> Basic knowledge of Theoretical Linguistics
4.2 competences-related	<ul style="list-style-type: none"> Very good command of English Study skills in English

5. Conditions (if applicable)

5.1 for course development	<ul style="list-style-type: none"> multimedia teaching space
5.2 for seminar/ laboratory/ project development	<ul style="list-style-type: none"> multimedia teaching space

6. Specific competences and learning outcomes

Professional competences	<p>PC1. Professional competencies</p> <p>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.</p> <p>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.</p> <p>L.O.1.3 The graduate can initiate, design, monitor and complete research projects in the field of linguistics.</p> <p>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.</p> <p>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.</p> <p>PC2. Competencies in the field of intercultural communication in professional and social contexts, using traditional and digital means</p> <p>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.</p> <p>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.</p> <p>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.</p>
Transversal competences	<p>CT1. Research-related and metacognitive competencies</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CT2. Career management and development</p> <p>L.O.2.1. Is able to identify and explore lifelong learning opportunities.</p> <p>L.O.2.2. Can set objectives for one's own career management and is able to act towards attaining them.</p> <p>L.O.2.3. Is capable of self-assessment, self-adjustment, and management of professional issues.</p> <p>L.O.2.4. Possesses the coping strategies to control professional and emotional stress.</p> <p>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.</p>

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

7.1 General course objective	<ul style="list-style-type: none"> This course aims to (1) provide students with a comprehensive view of the theories subsumed under the broader field of macrolinguistics; (2) consider natural languages against the backdrop of communication systems in general; (3) develop the students' awareness of the ways in which linguistic research finds support and applicability in solving real life problems.
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7.2 Specific objectives	<ul style="list-style-type: none"> Developing the students' ability to process and analyse language-related information and to structure it into knowledge.
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8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
Views on language; The structure and the architecture of language	lecture-type	2	The lecture-type teaching is combined with interactive and participatory methods that encourage the discovery of knowledge and correlations between different type of information.
Language functions	lecture-type	2	
Origins and evolution of language	lecture-type	2	
The Culture–Language–Thought Complex	lecture-type	2	
Language change	lecture-type	2	
Language contact and contact languages	lecture-type	2	
Recapitulation	lecture-type	2	

Bibliography

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Bickerton, D. 1990. Language and species. Chicago: University of Chicago Press.

Bickerton, D. 1996. Language and human behaviour. UCL Press. [ch. 2]

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Crystal, David, 1993, 'The structure of language'. In R. Beard (ed), Teaching literacy: balancing perspectives. London: Hodder and Stoughton, pp. 15-21.

Davidson, I. 1999. The game of the name: continuity and discontinuity in language origins. In B. J. King (ed.), The origins of language: what nonhuman primates tell us. Oxford: James Currey.

Dessalles, Jean-Louis, 2007, Why We Talk. The Evolutionary Origins of Language, Oxford: OUP, pp. 77-91

Dunbar, R. 1996. Grooming, gossip and the evolution of language. London: Faber.

Dunbar, R. 1999. Theory of mind and evolution. In J. R. Hurford, M. Studdert-Kennedy & C. Knight (eds.), Approaches to the evolution of language. Cambridge: CUP.

Lieberman, P. 1984. The biology and evolution of language. Harvard UP.

Lieberman, P. 1991. Uniquely human: Evolution of speech, thought and selfless behavior. Cambridge, MA: Harvard UP.

8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
Linguistics from an interdisciplinary perspective: main concepts and terminology	reading and group discussion	2	
Theories on language evolution	reading and group discussion	4	
Language functions. Language and Thought	reading and group discussion	4	
Language Contact. Language Change	reading and group discussion	4	

Bibliography

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Bickerton, D. (1996) Language and human behaviour. UCL Press.

Dessalles, Jean-Louis (2007) *Why We Talk. The Evolutionary Origins of Language*, Oxford: OUP

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Noble, W. & I. Davidson. 1991. The evolutionary emergence of modern human behaviour: language and its archaeology, *Man* 26, 223-53.

Pinker, Steven (1994) *The language instinct*. Harmondsworth: Penguin

Thomason, Sarah G., 2007, "Social and linguistic factors as predictors of contact-induced change". Paper presented at the Symposium on Language Contact and the Dynamics of Language: Theory and Implications, Max Planck Institute for Evolutionary Anthropology, Leipzig, 10-13 May 2007. Online at http://www.unice.fr/ChaireIUF-Nicolai/Archives/Symposium/Symposium_Textes/Thomason_Leipzig07.pdf

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 language-related phenomena

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course		Written examination	60%
10.5 Seminar/ laboratory/ project		Seminar activity	40%
10.6 Minimal performance standard			
<ul style="list-style-type: none"> Generating a text what meets the basic standards of quality in terms of content and terminology, in keeping with the course objectives. 			

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

Conf. univ. dr. Adrian LĂCĂTUȘ, Dean	Prof. dr. Răzvan SĂFTOIU, Head of departament
Prof. dr. Marinela BURADA Course holder	Conf. dr. 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 Braşov
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	Modern Interpretation Techniques							
2.2 Course convenor	Prof. Dr. Mona Arhire							
2.3 Seminar/ laboratory/ project convenor	Prof. Dr. Mona Arhire							
2.4 Study year	I	2.5 Semester	II	2.6 Evaluation type	E	2.7 Course status	Content ³⁾	SC
							Attendance type ⁴⁾	DFC

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

Professional competences	<p>PC1. Professional competencies</p> <p>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.</p> <p>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.</p> <p>L.O.1.3 The graduate can initiate, design, monitor and complete research projects in the field of linguistics.</p> <p>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.</p> <p>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.</p> <p>PC2. Competencies in the field of intercultural communication in professional and social contexts, using traditional and digital means</p> <p>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.</p> <p>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.</p> <p>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.</p>
Transversal competences	<p>CT1. Research-related and metacognitive competencies</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CT2. Career management and development</p> <p>L.O.2.1. Is able to identify and explore lifelong learning opportunities.</p> <p>L.O.2.2. Can set objectives for one's own career management and is able to act towards attaining them.</p> <p>L.O.2.3. Is capable of self-assessment, self-adjustment, and management of professional issues.</p> <p>L.O.2.4. Possesses the coping strategies to control professional and emotional stress.</p> <p>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.</p>

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

7.1 General course objective	<ul style="list-style-type: none"> • 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
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7.2 Specific objectives	<ul style="list-style-type: none"> • 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
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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	
Bibliography			
<ul style="list-style-type: none">- Berman, Sandra & Wood, Michael, ed., 2005, Nation, Language, and the Ethics of Translation, Princeton and Oxford, USA, G.B- Dimitriu, Rodica & Freigang, Karl-Heinz, 2008, Translation Technology in Translation Classes, Institutul European, Iași.- Gill, Daniel, 2009, Basic Concepts and Models for Interpreter and Translator Training, John Benjamins, Amsterdam & New York- Hatim, Basil, 2001, Teaching and Researching Translation, Longman, UK- Hatim, Basil & Munday, Jeremy, 2006, Translation. An Advanced Resource Book, Routledge, U.K.- Iliescu-Gheorghiu, Cătălina, 2006, Introducere în interpretariat, Institutul European, Iași- Jeanrenaud, Magda, 2006, Universaliile traducerii, Polirom, Iași- Kurz, Ingrid, 2002, Conference Interpretation: Expectations of Different User Groups, in Franz Pöchhacker and Miriam Shlesinger (eds.), The Interpreting Studies Reader, Routledge, London & New York, pp.312-324- Laviosa, Sara, 2002, Corpus-based Translation Studies. Theory, Findings, Applications, Rodopi, Amsterdam & New York- Mason, I., 2001, Triadic Exchanges. Studies in Dialogue Interpreting, St. Jerome, Manchester- Nida, Eugene, 2004, Traducerea sensurilor, Institutul European, Iași- Olohan, M. (ed.), 2000, Intercultural Faultiness. Research Models in Translation Studies 1: Textual and Cognitive Aspects, St. Jerome, Manchester- Pym, Anthony, 2010, Exploring Translation Theories, Routledge, London & New York.- Ricoeur, Paul, 2005, Despre traducere, Polirom, Iași- 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- Tymoczko, M., 2001, Connecting the two Definite Orders: Research Methods in Translation Studies, in T. Hermans (ed.), Cross-cultural Transgressions. Research Models in Translation Studies: Historical and Ideological Issues, St. Jerome, Manchester			

<p>- Valero Garces, C. (ed.), 2005, <i>Translation as Mediation or How to Bridge Linguistic and Cultural Gaps</i>, Universidad de Alcala de Henares, Alcala de Henares</p> <p>- Venuti, Lawrence, ed., 2001, 2002, <i>The Translation Studies Reader</i>, Routledge, London & New York</p> <p>- Zanettin, F., 2000, <i>Swimming in Words: Corpora, Translation, and Language Learning</i>, in Aston, Guy (ed.), <i>Learning with Corpora</i>, Athelstan, Houston, TX, pp. 177-197.</p> <p>- Zanettin, F. 2012, <i>Translation-Driven Corpora: Corpus Resources for Descriptive and Applied Translation Studies</i>, St. Jerome, Manchester.</p>			
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	
<p>Bibliography</p> <p>- Iliescu-Gheorghiu, Cătălina, 2006, <i>Introducere în interpretariat</i>, Institutul European, Iași</p> <p>- Nolan, James, 2012, <i>Interpretation: Techniques and Exercises (Professional Interpreting in the Real World)</i>, Cromwell Press Ltd., G.B.</p> <p>- Roberts, Roda P., 2002, <i>Community Interpreting: A Profession in Search of Its Identity</i>, in Eva Hung (ed.) <i>Teaching Translation and Interpreting 4 Building Bridges</i>, John Benjamins, Amsterdam/Philadelphia, pp.157-175</p> <p>- Schaeffner, C. (ed.), 2004, <i>Translation Research and Interpreting Research</i>, Multilingual Matters, Ltd., Clevedon, Buffalo, Toronto.</p>			

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			
<ul style="list-style-type: none"> 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 23/09/2024.

Assoc. Prof. Dr. Adrian Lăcătuș, Dean	Prof. Dr. Răzvan Săftoiu, Head of Department
Prof. Dr. Mona Arhire, Course holder	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 Braşov
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	Gender Studies							
2.2 Course convenor	Lect. Dr. Aura Sibişan							
2.3 Seminar/ laboratory/ project convenor	Lect. Dr. Aura Sibişan							
2.4 Study year	1	2.5 Semester	2	2.6 Evaluation type	E	2.7 Course status	Content ³⁾	CP
							Attendance type ⁴⁾	PCP

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					50
Additional documentation in libraries, specialized electronic platforms, and field research					12
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays					10
Tutorial					2
Examinations					4
Other activities.....					
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	• English literature, American literature

5. Conditions (if applicable)

5.1 for course development	• Room with blackboard, platform
5.2 for seminar/ laboratory/ project development	• Room with blackboard and OHP, platform

6. Specific competences and learning outcomes

Professional competences	<p>PC1. Professional competencies</p> <p>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.</p> <p>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.</p> <p>L.O.1.3 The graduate can initiate, design, monitor and complete research projects in the field of linguistics.</p> <p>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.</p> <p>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.</p> <p>PC2. Competencies in the field of intercultural communication in professional and social contexts, using traditional and digital means</p> <p>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.</p> <p>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.</p> <p>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.</p>
Transversal competences	<p>CT1. Research-related and metacognitive competencies</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CT2. Career management and development</p> <p>L.O.2.1. Is able to identify and explore lifelong learning opportunities.</p> <p>L.O.2.2. Can set objectives for one's own career management and is able to act towards attaining them.</p> <p>L.O.2.3. Is capable of self-assessment, self-adjustment, and management of professional issues.</p> <p>L.O.2.4. Possesses the coping strategies to control professional and emotional stress.</p> <p>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.</p>

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

7.1 General course objective	<ul style="list-style-type: none"> Knowledge of the main directions of gender studies, with the methodology of discussing the cultural phenomena from a critical and comparative perspective, in English; for further study, the Master students have Bibliography in English.
7.2 Specific objectives	<ul style="list-style-type: none"> Knowledge of the main directions of gender studies, with the methodology of discussing the cultural phenomena from a critical and comparative

	<p>perspective, in English</p> <ul style="list-style-type: none"> Advanced studies in the domain of gender studies
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8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
1. Towards a feminist poetics: Fragment from Elaine Showalter: "Toward a Feminist Poetics"	Interactive course	2	
2. Towards an ethics of linguistics: Fragment from Julia Kristeva: "The Ethics of Linguistics"	Interactive course	2	
3. Towards a construction of the subject: Fragment from C. Belsey: "Constructing the Subject, Deconstructing the Text" – Part I	Interactive course	2	
4. Towards a construction of the subject and a deconstruction of the text: Fragment from C. Belsey: "Constructing the Subject, Deconstructing the Text" II	Interactive course	2	
5. Intertextuality, parody and the discourses of history: Fragment from Linda Hutcheon: "Intertextuality, Parody and the Discourses of History"	Interactive course	2	
6. Constructing gender through language: Fragment from S. Gilbert and S. Gubar: "Gender, Language"	Interactive course	2	
7. Femininity and psychoanalysis: Juliet Mitchell: „Femininity and Psychoanalysis“	Interactive course	2	
<p>Bibliography</p> <ol style="list-style-type: none"> Blamires, Harry – A History of Literary Criticism, Macmillan, London, 1991 Booth, Wayne C. – The Rhetoric of Fiction, Yale University Press, New Haven, 1961 Brannigan, John – New Historicism and Cultural Materialism, Macmillan Press, London, 1998 Abrams, M. H. – The Mirror and the Lamp, Oxford University Press Cameron, Deborah (1985, 1992) – <i>Feminism and Linguistic Theory</i>, London: Macmillan Graddol, David, Swann, Joan (1989, 1995) – <i>Gender Voices</i>, Oxford UK and Cambridge USA: Blackwell Falck, Colin – "Myth, Truth and Literature – Towards a True Postmodernism", CUP, 1994 Graff, Gerald – "Literature against Itself", Univ. of Chicago Press, 1979 Hillis Miller, J. – "Etica lecturii", Ed. Art, Bucuresti, 2007 Hassan, Ihab – "Radical Innocence: Studies in the Contemporary American Novel", Princeton Univ. Press, Hutcheon, Linda (1988) – <i>A Poetics of Postmodernism</i>, New York and London: Routledge Laqueur, Thomas (1998) – <i>Corpul si sexul de la greci la Freud</i>, Bucuresti: Humanitas Moi, Toril (1999) – <i>What Is a Woman?</i> Oxford: Oxford University Press McHale, Brian – "Postmodernist Fiction", Routledge, London and New York, 1987 Waugh, Patricia (ed) – "Postmodernism. A Reader", Edward Arnold, London New York, 1992 ress, 1953 Bloom, Harold – Canonul occidental, Ed. Univers, Bucharest, 1998 			
8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks

1. Introduction; Concepts of gender studies	Discussions	2	
2. "Types of ambiguity" –Fragments from William Empson; R. Jakobson – "Metaphor and Metonymy"	Analyses, discussions	2	
3. Mihail Bakhtin – Fragment from "Forms of Time and the Chronotope in the Novel"	Discussions	2	
4. David Lodge – Fragment from "Analysis and Interpretation of a Realist Text"	Discussions	2	
5. Theodor Adorno – Fragment from "Society"	Discussions	2	
6. Towards a <i>science of the text</i> – T. Eagleton: Fragment from "Towards a Science of the Text"	Analyses, discussions	2	
7.Seminar deschis – Intrebari, clarificari, concluzii	Discussions	2	
Bibliography			
1. Booth, Wayne C. – The Rhetoric of Fiction, Yale University Press, New Haven, 1961			
2. Brannigan, John – New Historicism and Cultural Materialism, Macmillan Press, London, 1998			
3. Hutcheon, Linda (1988) – <i>A Poetics of Postmodernism</i> , New York and London: Routledge			

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

The contents of the discipline are in conformity with the expectations of the epistemic communities, of the professional associations, and of the employers that are representative for the domain of the Master's programme.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Writing a specialized essay in English	Project- essay on the platform	80%
10.5 Seminar/ laboratory/ project	Understanding and interpretation of concepts and ideas in Gender Studies; communicating the ideas during the seminars	Participation in seminars, discussions	20%
10.6 Minimal performance standard			
Writing an essay that is uploaded on the Platform, in English, in order to prove the degree of understanding and interpretation of a Gender Studies topic; writing a specialized text in English (without distortions and semantic and terminological inadequacies).			

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 dr. Adrian LĂCĂTUȘ, Dean	Prof. dr. Răzvan SĂFTOIU, Head of Department
Lect.dr. Aura SIBIȘAN Course holder	Lect. Dr. Aura SIBIȘAN Holder of seminar/ laboratory/ project

Note:

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