

# 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 <sup>1)</sup>	Master
1.5 Study level <sup>2)</sup>	Master
1.6 Study programme/ Qualification	Language Studies for Intercultural Communication (in English)

## 2. Data about the course

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

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

3.1 Number of hours per week	3	out of which: 3.2 lecture	2	3.3 seminar/ laboratory/ project	1
3.4 Total number of hours in the curriculum	42	out of which: 3.5 lecture	28	3.6 seminar/ laboratory/ project	14
Time allocation					hours
Study of textbooks, course support, bibliography and notes					60
Additional documentation in libraries, specialized electronic platforms, and field research					30
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays					43
Tutorial					2
Examinations					2
Other activities.....					2
3.7 Total number of hours of student activity	133				
3.8 Total number per semester	175				
3.9 Number of credits <sup>5)</sup>	7				

## 4. Prerequisites (if applicable)

4.1 curriculum-related	<ul style="list-style-type: none"> <li>Not necessary</li> </ul>
4.2 competences-related	<ul style="list-style-type: none"> <li>Basic computer skills</li> </ul>

## 5. Conditions (if applicable)

5.1 for course development	<ul style="list-style-type: none"> <li>Video projector, computer, internet connection</li> </ul>
5.2 for seminar/ laboratory/ project development	<ul style="list-style-type: none"> <li>Video projector, computer, internet connection</li> </ul>

## 6. Specific competences and learning outcomes

Professional competences	<p><b>PC1. Professional competencies</b></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><b>PC2. Competencies in the field of intercultural communication in professional and social contexts, using traditional and digital means</b></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><b>CT1. Research-related and metacognitive competencies</b></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><b>CT2. Career management and development</b></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"> <li>To use proficiently the research methods in the field of linguistic and paralinguistic communication.</li> </ul>
7.2 Specific objectives	<ul style="list-style-type: none"> <li>To become familiarized with the specifics of the research in this field and of the interdisciplinary approaches to the investigation of intercultural phenomena.</li> </ul>

	<ul style="list-style-type: none"> <li>• To collect, correlate and interpret the linguistic and paralinguistic data through modern specific and non-specific methods.</li> <li>• To build a set of quality criteria and standards for the qualitative evaluation of dictionaries.</li> </ul>
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## 8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
Preliminaries: content, approach, methodology	Lecture, discussions	2	
Lexicography and metalexicography: basic concepts	Lecture, discussions	2	
The Dictionary as <i>Product</i> (I): Dictionaries among Other Reference Works	Lecture, discussions	2	
The Dictionary as <i>Product</i> (I): The Anatomy of Dictionaries	Lecture, discussions	2	
The <i>Process</i> of Dictionary Making: Stages in Dictionary Compilation	Lecture, discussions	2	
Electronic lexicography	Lecture, discussions	2	
Dictionaries and the Internet. Collaborative lexicography	Lecture, discussions	2	
Blueprinting Online Dictionaries: The Making of LEXICA	Lecture, discussions	2	
The Dictionary as <i>Product</i> (II): Criteria of Categorization	Lecture, discussions		
The Dictionary as <i>Product</i> (II): the Problems of Categorization	Lecture, discussions	2	
The Microstructure of Dictionaries: Types and Formats of Lexicographic Definitions	Lecture, discussions	2	
Constructing Lexicographic Definitions: Principles and Conventions	Lecture, discussions	2	
Dictionary criticism and metacriticism. Ethical issues in dictionary making	Lecture, discussions	2	
Revision	Lecture, discussions	2	
Bibliography Atkins, B.T. Sue & Michael Rundell (2008) The Oxford Guide to Practical Lexicography. Oxford:Oxford University Press. Atkins, B.T.S. & A. Zampolli (1994) Computational Approaches to the Lexicon. Oxford: Clarendon Press. Bejoint, Henri (2000, 2004) Modern Lexicography: An Introduction, Oxford: Oxford University Press. Burada M. & Raluca Sinu (2016) Research and Practice in Lexicography. Editura Universităţii Transilvania din Braşov de Schryver, G. M. (2003) Lexicographers' Dreams in the Electronic-Dictionary Age, in "International Journal of Lexicography", Vol. 16 No. 2, Oxford: Oxford University Press, on-line at <a href="http://tshwanedje.com/publications/dreams.pdf">http://tshwanedje.com/publications/dreams.pdf</a> (May 2006). Hartmann, R.R.K (2001) Teaching and Researching Lexicography, Pearson Education Limited. Hartmann, R.R.K & Gregory James (2001) Dictionary of Lexicography, London and New York: Routledge. Jackson, Howard (2003) Lexicography - An Introduction. London and New York: Routledge. Landau, Sidney I. (2001) Dictionaries. The Art and Craft of Lexicography (2nd edition), Cambridge: Cambridge University Press.			
8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
Fundamental concepts: lexicography, dictionary,	Discussions based on	2 ore	

reference work	exercises		
Dictionary anatomy: relevant concepts and terminology	Discussions based on exercises	2 ore	
Stages in dictionary-making. The impact of the digital revolution on dictionary compilation	Discussions based on exercises	2 ore	
Contrastive analysis of monolingual and bilingual dictionaries	Discussions based on exercises	2 ore	
Dictionary microstructure: types of information, with a special emphasis on usage labels and the lexicographic definition	Discussions based on exercises	4 ore	
Dictionary assessment: two distinct approaches	Discussions based on exercises	2 ore	
<p>Bibliography</p> <p>Burada M. and Raluca Sinu (2016) <i>Research and Practice in Lexicography</i>. Braşov: Editura Universităţii Transilvania din Braşov.</p> <p>Scholfield, Philip (2005) <i>Why Shouldn't Monolingual Dictionaries be as easy to use as Bilingual or Semi-Bilingual ones?</i>, online at <a href="http://www.etni.org.il/monodict.htm">http://www.etni.org.il/monodict.htm</a> (June 2005).</p> <p>Svensén, Bo (2009) <i>A Handbook of Lexicography. The Theory and Practice of Dictionary-Making</i>. Cambridge: Cambridge University Press.</p> <p>Tarp, Sven (2009) "Beyond Lexicography: New Visions and Challenges in the Information Age". In Henning Bergenholtz, Sandro Nielsen, Sven Tarp (eds.), <i>Lexicography at a Crossroads. Dictionaries and Encyclopedias Today, Lexicographical Tools Tomorrow</i>. Bern: Peter Lang. 17-31.</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 can build lexicographic tools, can initiate and develop lexicographic projects.

#### 10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Conceptual accuracy and adequacy	Written exam	60%
10.5 Seminar/ laboratory/ project	Conceptual accuracy and adequacy	Test	40%
10.6 Minimal performance standard			
<ul style="list-style-type: none"> <li>The ability to use correctly basic lexicographic concepts and the related terminology</li> </ul>			

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

Associate Professor Adrian Lăcătuș,  Dean	Professor Răzvan Săftoiu,  Head of Department
Associate Professor Raluca SINU,  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).