

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

Aitchison, J. 1996. The seeds of speech. Cambridge UP.

Aitchison, J. 1998. On discontinuing the continuity-discontinuity debate. In J. R. Hurford, M. Studdert-Kennedy & C. Knight (eds.), Approaches to the evolution of language. Cambridge: CUP.

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

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

Bickerton, D. 1999. Catastrophic evolution: the case for a single step from protolanguage to full human language. In J. R. Hurford, M. Studdert-Kennedy & C. Knight (eds.), Approaches to the evolution of language. Cambridge: CUP.

Carstairs-McCarthy, A. 1999. The origins of complex language. OUP.

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

Aitchison, J. (1996) The seeds of speech. Cambridge: CUP.

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

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

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

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

Matras, Yaron, (2009) *Language Contact*, Cambridge: CUP

Newmeyer, F. J. 1991. "Functional explanation in linguistics and the origins of language". *Language and Communication* 11, 3-114.

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).