

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 command 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.			
Connor, Ulla, Nagelhout, Ed & V. Rozycki, William (2008) Contrastive rhetoric:reaching to intercultural rhetoric. John Benjamins Publishing Company.			
Halliday, M.A.K. (1985, 1989) Spoken and Written Language. Oxford University Press.			
Hoey, Michael (2001) Textual Interaction. An Introduction to Written Discourse Analysis. London & New York: Routledge.			
Hughes, Michael A. & Hayhoe, George F. (2008) A Research Primer for Technical Communication. Methods, Exemplars, and Analyses. New York:Lawrence Earlbaum Associates.			
Hyland, Ken (2005) Metadiscourse: exploring interaction in writing. London: Continuum International Publishing Group.			
idem (2004) Disciplinary discourses:social interactions in academic writing. University of Michigan Press.			
Hofstede Gert Jan (2005) Cultures and Organizations: Software of the Mind. McGraw-Hill Professional.			
McCarthy, M. (1991) Discourse Analysis for Language Teachers. Cambridge: CUP.			

McCarthy M. & Carter R. (1994) Language as Discourse. Perspectives for Language Teachers.UK; Longman.

Missimer, Connie (2005) Good Arguments. An Introduction to Critical Thinking. Pearson Prentice Hall.

Pecorari, Diane (2008) Academic Writing and Plagiarism. A Linguistic Analysis. London: Continuum International Publishing Group.

Swales, John (2004) Research genres: explorations and applications. CUP.

*** Practical guide to ethics in scientific research (2015)

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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	

Bibliography

Ädel, A. (2006) Metadiscourse in L1 and L2 English. Amsterdam/Philadelphia: John Benjamins Publishing Company.

Browne, N. M., and Keeley, S. M. (2010) Asking the Right Questions. A Guide to Critical Thinking. (8th ed.). USA: Pearson Prentice Hall.

Coffin, C., Curry M. J., Goodman, S., Hewings, A., Lillis T., and Swann, J. (2003) Teaching academic writing. New York: Routledge.

Glassner, A. (2017) "Evaluating arguments in instruction: Theoretical and practical directions". In Thinking Skills and Creativity 24. Elsevier, 95–103.

Govier, T. (2010) A Practical Study of Argument (7th edition). USA: Wadsworth Cengage Learning.

Grabe, W. and Kaplan, R.B. (1995) Theory and practice of writing. New York: Longman.

Hurley, P. J. (2000) A Concise Introduction to Logic. (7th edition) Wadsworth Publishing.

Hyland, Ken (2010) "Metadiscourse: Mapping Interactions in Academic Writing". In Nordic Journal of English Studies, 9(2),. 125-143.

Johnson, R. H. (2001) "More on Arguers and Their Dialectical Obligations". OSSA Conference Archive. Paper 65. <http://scholar.uwindsor.ca/ossaarchive/OSSA4/papersandcommentaries/65>.

Johnson, R. H. and Blair, J. (2006) A. Logical Self-Defense. New York: International Debate Education Association.

Kuhn, D. and Udell, W. (2007) "Coordinating own and other perspectives in argument". In Thinking & Reasoning, Taylor and Francis Group. 13 (2), 90 – 104.

Stapleton, P. and Wu, Y. (2015) "Assessing the quality of arguments in students' persuasive writing: A case study analyzing the relationship between surface structure and substance". In Journal of English for Academic Purposes 17, 12-23.

Strongman, L. (2013) Academic Writing. Newcastle: Cambridge Scholars Publishing.

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).