1. Information regarding the programme

1.1 Higher education institution	**Babeş-Bolyai University of Cluj-Napoca**
1.2 Faculty	**Faculty of Environmental Science and Engineering**
1.3 Department	**Department of Environmental Analysis and Engineering**
1.4 Field of study	**Environmental Engineering**
1.5 Study cycle	**Master**
1.6 Study programme / Qualification	**Sustainable Development and Environmental Management**

2. Information regarding the discipline

2.1 Name of the discipline			**Specialised Communication Strategies**				
2.2 Course coordinator			**Assistant Professor Dr. Raluca Zglobiu Sandu**				
2.3 Seminar coordinator			**Assistant Professor Dr. Raluca Zglobiu Sandu**				
2.4. Year of study	**2**	2.5 Semester	**3**	2.6. Type of evaluation	**E**	2.7 Type of discipline	Optional course

3. Total estimated time (hours/semester of didactic activities)

3.1 Hours per week	3	Of which: 3.2 course	2	3.3 seminar/laboratory	1
3.4 Total hours in the curriculum	42	Of which: 3.5 course	28	3.6 seminar/laboratory	**14**

Time allotment:	hours
Learning using manual, course support, bibliography, course notes	30
Additional documentation (in libraries, on electronic platforms, field documentation)	30
Preparation for seminars/labs, homework, papers, portfolios and essays	10
Tutorship	10
Evaluations	10
Other activities:	16

3.7 Total individual study hours	6
3.8 Total hours per semester	106
3.9 Number of ECTS credits	**5**

4. Prerequisites (if necessary)

4.1. curriculum	--
4.2. competencies	--

5. Conditions (if necessary)

5.1. for the course	Blackboard, video projector, audio kit
5.2. for the seminar /lab activities	Laboratory

6. Specific competencies acquired

Professional competencies	● The ability to understand the profesional roles and contexts, to use the oral and written communication conventions in terms of receptive skills (Reading/listening) and productive skills (writing/speaking) ● The ability to operate with and acknowledge the requiremets of academic ethics and integrity principles. ● The ability to operate with specialised linguistic structures in the professional domain according to the current professional instances
Transversal competencies	● The ability to use efficiently all the intellectual instruments, resources and communication techniques. ● The ability to adopt the right learning strategies according to the professional context. ● The ability to work in teams and to manage all the communication strategies available in the specialised domain.

7. Objectives of the discipline (outcome of the acquired competencies)

7.1 General objective of the discipline	The aim of the course is to develop the students' communication abilities in terms of specialized language, according to the academic integrity and ethics principles, with an emphasis on professional communication requirements.
7.2 Specific objective of the discipline	● To develop specialised communication abilities ● To develop the research abilities in a foreign language ● To deliver research in accordance with the academic integrity principles ● To develop the professional responsibilities ● To gain the ability to operate with all the linguistic structures required in the domain of expertise ● To master all the necessary communication techniques at an academic level

8. Content

8.1 Course	Teaching methods	Remarks
1. "English for Environmental Professionals" Introductory course Purpose and target audience Content	● Interactive exposure ● Explanation ● Conversation ● Didactical demonstration	2 hours
2. E-mail Basic principles Compulsory Elements Adressing formulae Typical syntagms in the specialised domain	● Interactive exposure ● Explanation ● Conversation ● Didactical demonstration	2 hours

3 Dialogue (Face-to-face conversation) Turn-taking Basic principles Compulsory Elements Adressing formulae Turn-taking Principles Details and explanations	• Interactive exposure • Explanation • Conversation • Didactical demonstration	2 hours
4 Official letters Types of official letters Structure and content Adressing formulae Format	• Interactive exposure • Explanation • Conversation • Didactical demonstration	2 hours
5 Phone conversation Planning the information Adressing formulae Turn-taking principles Question Techniques Short Answers	• Interactive exposure • Explanation • Conversation • Didactical demonstration	2 hours
6 Application File Procedures of application Letter of intent Motivation Letter Application File CV/Resume Files Attachments Letter of recommendation	• Interactive exposure • Explanation • Conversation • Didactical demonstration	2 hours

7 Job Interview
    Preparing your personal information
    Oral presentation
    Types of Questions
    The triangle of industry-employer-employee
	• Interactive exposure
	• Explanation
	• Conversation
	• Didactical demonstration
		2 hours

8 Activity report / Practice Report
  Basic Principles in Environmental Legislation
  The construction of a report
	• Interactive exposure
	• Explanation
	• Conversation
	• Didactical demonstration
		2 hours

9 Power Point Presenatation and Swot Analysis
  a) A successful power point presentation
  b) Content –form ratio
  c) Efficient Communicatin Strategies
  d) Swot Analysis (Strenghts, Weaknesses, Opportunities and Threats)
	• Interactive exposure
	• Explanation
	• Conversation
	• Didactical demonstration
		2 hours

10 Academic ethics and integrity (I) Academic liberty Integrity Responsibility Principles and values of academic integrity	• Interactive exposure • Explanation • Conversation • Didactical demonstration	2 hours
11 Academic ethics and integrity (II) Institutional responsabilities	• Interactive exposure • Explanation • Conversation • Didactical demonstration	
12 Academic ethics and integrity (III) Publishing principles and author rights	• Interactive exposure • Explanation • Conversation • Didactical demonstration	
13 Violations in academic research Plagiarism The abuse of intellectual rights Professional misconduct The abuse of research resources	• Interactive exposure • Explanation • Conversation • Didactical demonstration	

14 Moral integrity and competence
  Intellectual correctness
  Transparency
	• Interactive exposure
	• Explanation
	• Conversation
	• Didactical demonstration	

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1. Cramer, S. (2001, July 27). Choosing a topic. In Guide to library research (part 1). Retrieved July 31, 2004, from Duke Libraries Web site: http://www.lib.duke/edu /libguide/choosing.htm
2. Hamid, S. (2004). Writing a research paper. Retrieved July 10, 2004, from Purdue Online Writing Lab Web site: http://owl.english.purdue.edu/workshops /hypertext/researchw/index.html
3. Hult, C. A., & Huckin, T. N. (2001). The new century handbook: Brief edition. Boston, MA: Allyn and Bacon.
4. Jordan, R. R. (1999). Academic writing course: Study skills in English (3rd ed.). Harlow, MA: Pearson Education.
5. Leki, I. (1998). Academic writing: Exploring processes and strategies. (2nd ed.). Cambridge, England: Cambridge University Press.
6. Lester, J. D. (1996). Writing research papers: The City University style manual (8th ed.). New York, NY: Harper Collins.
7. Lester, J. D. (1999). Writing research papers: A complete guide (9th ed.). New York, NY: Addison-Wesley Educational Publishers.

8. Markham, R., Markham, P., & Waddell, M. (2001). 10 steps in writing the research paper (6th ed.). Happauge, NY: Barron's.
9. Ramage, J. D., Bean, J. C., & Johnson, J. (2003). The Allyn & Bacon guide to writing: Concise edition. New York, NY: Longman Publishers.
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11. Walliman, N. (2001). Your research project: A step-by-step guide for the first-time researcher. London, England: Sage Publications.
12. Lingvistică:
13. Biber, D. Johansson, S. / Leech, G. / Conrad, S. / Finegan, E. (1999). Longman Grammar of Spoken and Written English. London: Longman.
14. Gillett, Andy. Using English for Academic Purposes – Guide for Students http://www.uefap.com/
15. Swales, J. (2004). Research Genres: Explorations and Applications. Cambridge: CUP
16. Wedgwood, D. (2005). Shifting the Focus: From Static Structures to the Dynamics of Interpretation. Oxford: Elsevier.

8.2 Seminar / laboratory	Teaching methods	Remarks
1. E-mail / Dialogue Video material: watching different conversations from varied specialists in the field Debate	• Explanation • Conversation • Assignment	4 hours
2. – Official Letters Debate material: Leki, I. (1998). Academic writing: Exploring processes and strategies. (2nd ed.). Cambridge, England: Cambridge University Press. Writing an official letter.Discussions.	• Assignment • Explanation • Conversation	4 hours
3. Telephone conversations Audio and video material. Role -play.	• Assignment • Explanation • Conversation	4 hours
4. Application File Creating an application file. Demonstration.	• Assignment • Explanation • Conversation	4 hours
5 Job Interview Special guest from a specialized firm who delivers a lecture of how they choose to hire personnel.	• Assignment • Explanation • Conversation	4 hours
6 Power Point Presentation Video	• Assignment • Explanation • Conversation	4 hours
7 Swot Analysis Teams of 3 students apply the swot analysis technique to a given notion from the environmental science domain. Game strategy.	• Assignment • Explanation • Conversation	4 hours

Bibliography

1. Cramer, S. (2001, July 27). Choosing a topic. In Guide to library research (part 1). Retrieved July 31, 2004, from Duke Libraries Web site: http://www.lib.duke/edu /libguide/choosing.htm
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4. Jordan, R. R. (1999). Academic writing course: Study skills in English (3rd ed.). Harlow, MA: Pearson Education.
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9. Corroborating the content of the discipline with the expectations of the epistemic community, professional associations and representative employers within the field of the program

Global and European linguistic policies try to respond to the labour market demand and to the international research standards, in this regard, foreign languages for academic purposes and for specific purposes become a sine qua non condition for a strong academic and professional preparation.

10. Evaluation

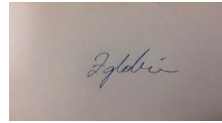| Type of activity	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Share in the grade (%)
10.4 Course	• Personal presentation	Oral exam	**60%**
	• The correctness of the accumulated knowledge.		
10.5 Lab activities	• The elaboration of an application file according to all the principles studied throughout the seminars	Presentation of the personal application file	**40%**

10.6 Minimum performance standards
• Each student has to prove that (s)he acquired an acceptable level of knowledge and understanding, that (s)he is capable of stating these knowledge in a coherent form. Attendance to laboratory activities is mandatory as well as the presentation of the application file. Successful passing of the exam is conditioned by the final grade that has to be at least 5.

Date   Signature of course coordinator

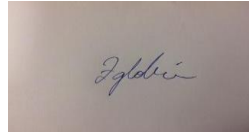April, 4th 2020   Dr. Raluca Zglobiu Sandu

Signature of seminar coordinator

Dr.Raluca Zglobiu Sandu

Date of approval

Signature of the head of department