

## SYLLABUS

### 1. Information regarding the programme

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

### 2. Information regarding the discipline

2.1 Name of the discipline	<b>Techniques of communication and academic writing</b>						
2.2 Course coordinator	<b>Assistant Professor Dr. Raluca Zglobiu Sandu</b>						
2.3 Seminar coordinator	<b>Assistant Professor Dr. Raluca Zglobiu Sandu</b>						
2.4. Year of study	<b>2</b>	2.5 Semester	<b>3</b>	2.6. Type of evaluation	<b>E</b>	2.7 Type of discipline	Compulsory course

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

3.1 Hours per week	<b>3</b>	Of which: 3.2 course	<b>2</b>	3.3 seminar/laboratory	<b>1</b>
3.4 Total hours in the curriculum	<b>42</b>	Of which: 3.5 course	<b>28</b>	3.6 seminar/laboratory	<b>14</b>
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	126				
3.9 Number of ECTS credits	<b>5</b>				

### 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

<b>Professional competencies</b>	<ul style="list-style-type: none"> <li>● The ability to understand the professional roles and contexts, to use the oral and written communication conventions in terms of receptive skills (Reading/listening) and productive skills (writing/speaking)</li> <li>● The ability to operate with and acknowledge the requirements of academic ethics and integrity principles.</li> <li>● The ability to operate with specialised linguistic structures in the professional domain according to the current professional instances</li> </ul>
<b>Transversal competencies</b>	<ul style="list-style-type: none"> <li>● The ability to use efficiently all the intellectual instruments, resources and communication techniques.</li> <li>● The ability to adopt the right learning strategies according to the professional context.</li> <li>● The ability to work in teams and to manage all the communication strategies available in the specialised domain.</li> </ul>

## 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 academic writing, according to the academic integrity and ethics principles, with an emphasis on professional specialized content.
7.2 Specific objective of the discipline	<ul style="list-style-type: none"> <li>● To develop the academic writing abilities</li> <li>● To develop the research abilities in a foreign language</li> <li>● To deliver research in accordance with the academic integrity principles</li> <li>● To develop the professional responsibilities</li> <li>● To gain the ability to operate with all the linguistic structures required in the domain of expertise</li> <li>● To master all the necessary communication techniques at an academic level</li> </ul>

## 8. Content

8.1 Course	Teaching methods	Remarks
<b>1. Introduction in academic writing :</b>  Audience Purpose and strategy Organization, style and fluency Language Focus Positioning	<ul style="list-style-type: none"> <li>● Interactive exposure</li> <li>● Explanation</li> <li>● Conversation</li> <li>● Didactical demonstration</li> </ul>	2 hours
<b>2. The construction of General – Specific Texts</b>  Defining the sentence The grammar of the definitions Extended definitions Contrastive definitions Comparative definitions Generalizations	<ul style="list-style-type: none"> <li>● Interactive exposure</li> <li>● Explanation</li> <li>● Conversation</li> <li>● Didactical demonstration</li> </ul>	2 hours

<p><b>3 Problem, Process and Solution</b></p> <p>The structure of the texts (Language Focus : Midposition Adverbs) Procedures and processes (Language Focus : Verbs and Agents in the Solution, -ing Clauses of Result, Indirect Questions)</p>	<ul style="list-style-type: none"> <li>● Interactive exposure</li> <li>● Explanation</li> <li>● Conversation</li> <li>● Didactical demonstration</li> </ul>	2 hours
<p><b>4 Data commentaries (I)</b></p> <p>The structure of data commentaries The location of the elements and of the summary (Language Focus- Verbs in Indicative and Informative Summaries, Linking as-Clauses, Highlighting Statements)</p>	<ul style="list-style-type: none"> <li>● Interactive exposure</li> <li>● Explanation</li> <li>● Conversation</li> <li>● Didactical demonstration</li> </ul>	2 hours
<p><b>5 Data commentaries (II)</b></p> <p>Organizing the information and the use of similies Ending a commentary Linguistic units used in graphisc descriptions The introduction of data (Language Focus- Prepositions of Time)</p>	<ul style="list-style-type: none"> <li>● Interactive exposure</li> <li>● Explanation</li> <li>● Conversation</li> <li>● Didactical demonstration</li> </ul>	2 hours
<p><b>6 The scientific structure of an article</b></p> <p>The Abstract Bibliography Citations (Language Focus: Nominal That-Clauses, Summary Reminder Phrases, Comparative summaries)</p>	<ul style="list-style-type: none"> <li>● Interactive exposure</li> <li>● Explanation</li> <li>● Conversation</li> <li>● Didactical demonstration</li> </ul>	2 hours
<p><b>7 The construction of a research article (I)</b></p> <p>a) Methods b) Creating a space of research</p>	<ul style="list-style-type: none"> <li>● Interactive exposure</li> <li>● Explanation</li> <li>● Conversation</li> <li>● Didactical demonstration</li> </ul>	2 hours
<p><b>8 The construction of a research article (II)</b></p> <p>a) Specialised literature, b) The commentaries in the resulst section</p>	<ul style="list-style-type: none"> <li>● Interactive exposure</li> <li>● Explanation</li> <li>● Conversation</li> <li>● Didactical demonstration</li> </ul>	2 hours
<p><b>9 The construction of a research article– (III)</b></p> <p>Limitations and disscussion (Language Focus: Imperatives in Research Papers, Hyphens in Noun Phrases , Claiming Centrality, Citation and Tense, Negative Openings, Purpose Statements, Levels of Generalizations, Titles, Linguistic Features of Abstracts, Latin Phrases)</p>	<ul style="list-style-type: none"> <li>● Interactive exposure</li> <li>● Explanation</li> <li>● Conversation</li> <li>● Didactical demonstration</li> </ul>	2 hours
<p><b>10 Academic ethics and integrity (I)</b></p> <p>Academic liberty</p>	<ul style="list-style-type: none"> <li>● Interactive exposure</li> <li>● Explanation</li> </ul>	2 hours

Integrity Responsibility Principles and values of academic integrity	<ul style="list-style-type: none"> <li>● Conversation</li> <li>● Didactical demonstration</li> </ul>	
<b>11 Academic ethics and integrity (II)</b>  Institutional responsibilities	<ul style="list-style-type: none"> <li>● Interactive exposure</li> <li>● Explanation</li> <li>● Conversation</li> <li>● Didactical demonstration</li> </ul>	
<b>12 Academic ethics and integrity (III)</b>  Publishing principles and author rights	<ul style="list-style-type: none"> <li>● Interactive exposure</li> <li>● Explanation</li> <li>● Conversation</li> <li>● Didactical demonstration</li> </ul>	
<b>13 Violations in academic research</b>  Plagiarism The abuse of intellectual rights Professional misconduct The abuse of research resources	<ul style="list-style-type: none"> <li>● Interactive exposure</li> <li>● Explanation</li> <li>● Conversation</li> <li>● Didactical demonstration</li> </ul>	
<b>14 Moral integrity and competence</b> Intellectual correctness Transparency	<ul style="list-style-type: none"> <li>● Interactive exposure</li> <li>● Explanation</li> <li>● Conversation</li> <li>● Didactical demonstration</li> </ul>	

## **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>
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.). Happaugue, 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.
10. Reid, J. M. (2000). The process of composition (3rd ed.). New York, NY: Prentice Hall Regents.
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
<p><b>1. Academic Writing:</b>  <i>Debate material: Gillett, Andy. Using English for Academic Purposes – Guide for Students <a href="http://www.uefap.com/">http://www.uefap.com/</a></i>  <i>Debate material: Swales, J. (2004). Research Genres: Explorations and Applications. Cambridge: CUP</i></p>	<ul style="list-style-type: none"> <li>• Explanation</li> <li>• Conversation</li> <li>• Assignment</li> </ul>	4 hours
<p><b>2. Problem, process and solution</b>  <i>Material dezbateră: Leki, I. (1998). Academic writing: Exploring processes and strategies. (2nd ed.). Cambridge, England: Cambridge University Press.</i>  <i>Interpretarea datelor într-un articol științific de specialitate.</i></p>	<ul style="list-style-type: none"> <li>• Assignment</li> <li>• Explanation</li> <li>• Conversation</li> </ul>	4 hours
<p><b>3. Phases in the construction of a specialized article:</b>  <i>Debate material: Lester, J. D. (1999). Writing research papers: A complete guide (9th ed.). New York, NY: Addison-Wesley Educational Publishers.</i>  <i>Writing an article in the field of research, choosing the topic, defining the abstract and selecting the bibliography</i></p>	<ul style="list-style-type: none"> <li>• Assignment</li> <li>• Explanation</li> <li>• Conversation</li> </ul>	4 hours
<p><b>4. Scientific Article</b>  <i>Material dezbateră: Reid, J. M. (2000). The process of composition (3rd ed.). New York, NY: Prentice Hall Regents. Discussion.</i>  <i>Walliman, N. (2001). Your research project: A step-by-step guide for the first-time researcher. London, England: Sage Publications.</i>  <i>Discussing the article and the process of elaboration.</i></p>	<ul style="list-style-type: none"> <li>• Assignment</li> <li>• Explanation</li> <li>• Conversation</li> </ul>	4 hours
<p><b>5 Academic Ethics and Integrity</b>  <i>Peer review process</i>        Students perform the task of peer review. Phases. Using track-changes.</p>	<ul style="list-style-type: none"> <li>• Assignment</li> <li>• Explanation</li> <li>• Conversation</li> </ul>	4 hours
<p><b>6 The code of ethics in academic research</b>  <i>Debate material: Code of Ethics in Academic Research, European University Institute, 2003 (pp. 14-21)</i></p>	<ul style="list-style-type: none"> <li>• Assignment</li> <li>• Explanation</li> <li>• Conversation</li> </ul>	4 hours
<p><b>7 Moral competence and integrity</b>        Discussions on a philosophical approach of morality.</p>	<ul style="list-style-type: none"> <li>• Assignment</li> <li>• Explanation</li> <li>• Conversation</li> </ul>	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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3. Hult, C. A., & Huckin, T. N. (2001). The new century handbook: Brief edition. Boston, MA: Allyn and Bacon.
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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.). Happaugue, 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.
10. Reid, J. M. (2000). The process of composition (3rd ed.). New York, NY: Prentice Hall Regents.
11. Walliman, N. (2001). Your research project: A step-by-step guide for the first-time researcher. London, England: Sage Publications.
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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**

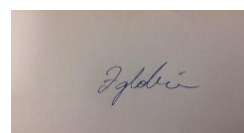
Type of activity	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Share in the grade (%)
10.4 Course	• Presentation of a specific area from the personal research field	Oral exam	<b>60%</b>
	• The correctness of the accumulated knowledge.		
10.5 Lab activities	• The elaboration of an academic article according to all the principles studied throughout the seminars	Presentation of an article	<b>40%</b>

**10.6 Minimum performance standards**

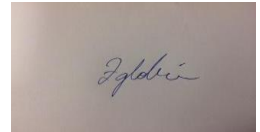
- Each student has to prove that (s)he acquired an acceptable level of knowledge and understanding, that (s)he is capable of stating these knowledge in a coherent form. Attendance to laboratory activities is mandatory as well as the presentation of the article. Successful passing of the exam is conditioned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

Date April, 4<sup>th</sup> 2018

Signature of course coordinator Dr.Raluca Zglobiu Sandu



Signature of seminar coordinator Dr.Raluca Zglobiu Sandu

A rectangular box containing a handwritten signature in cursive script, which appears to be 'Zglobiu'.

Date of approval

Signature of the head of department