

**SYLLABUS
2019-2020**

1st year of study / 2nd Semester

English in the context of globalization

1. Information on academic programme

1.1. University	„1 Decembrie 1918”
1.2. Faculty	Faculty of History and Philology
1.3. Department	Department of Philology
1.4. Field of Study	Philology
1.5. Cycle of Study	Master
1.6. Academic programme / Qualification	English language, literature and culture in the European context / Occupations included in RNCIS: Researcher in Philology - 264314; Researcher in Linguistics - 264312; Interpreting Diplomatic Relations - 264303 / Access to the doctoral cycle (Philology)

1. Information of Course Matter

2.1. Course	<i>English in the context of globalization</i>			2.2. Code	MEE422		
2.3. Course Leader							
2.4. Seminar Tutor	Lecturer Alexandra Jacobsen, Ph.D.						
2.4.1. Laboratory Tutor	Lecturer Alexandra Jacobsen, Ph.D.						
2.5. Academic Year	I	2.6. Semester	2	a. Type of Evaluation (E – final exam/ CE - colloquy examination / CA -continuous assessment)	E	2.8. Type of course (C– Compulsory, Op – optional, F - Facultative)	C

3. Course Structure (Weekly number of hours)

3.1. Weekly number of hours	4	3.2. course	2	3.3. seminar, laboratory	2
3.4. Total number of hours in the curriculum	56	3.5. course	28	3.6. seminar, laboratory	28
Allocation of time:					194 hours
Individual study of readers					110
Documentation (library)					31
Home assignments, Essays, Portfolios					31
Tutorials					20
Assessment (examinations)					2
Other activities.....					-
3.7 Total number of hours for individual study					194
3.8 Total number of hours in the curriculum					56
3.9 Total number of hours per semester					250

3.10 Number of ECTS	10
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2. Prerequisites (*where applicable*)

4.1. curriculum-based	
4.2. competence-based	

3. Requisites (*where applicable*)

5.1. course-related	Computer room, video projector, internet access
5.2. seminar/laboratory-based	Computer room, video projector, internet access

4. Specific competences to be acquired (chosen by the course leader from the programme general competences grid)

Professional competences	<p>Description of the phonetic, lexical and grammatical system of the English language in its diachronic evolution and its synchronous varieties</p> <ul style="list-style-type: none"> • C2.1 Description of linguistic concepts and theories with a high degree of complexity, including those of language history and dialectology • C2.2 Explanation of linguistic phenomena by reporting dialect texts and texts from different stages of language evolution, to standard contemporary English • SP2 Detailed linguistic analysis of a text of greater complexity, different from the standard contemporary language
Transversal competences	The rigorous, efficient and responsible execution of professional tasks with a high degree of complexity, in terms of decision-making autonomy, with strict respect for professional deontology, on time.

5. Course objectives (as per the programme specific competences grid)

7.1 General objectives of the course	Explaining the role of the English language in the context of globalization
7.2 Specific objectives of the course	<p>Production of oral and written messages at C2 level - specific texts</p> <p>scientific communication in the university environment (reports, reviews, communications, project presentations, dissertation), as well as literary, journalistic and literary translations</p> <ul style="list-style-type: none"> • Detailed linguistic analysis of a text of greater complexity, different from the standard contemporary language • Explaining complex cultural phenomena in a multidisciplinary context • Applying the optimal method for studying a complex cultural phenomenon and arguing for the choice

8. Course contents

8.1 Course	Teaching methods	Remarks
<p>1. Introductory Course – 2hrs</p> <p>General presentation of the course</p> <p>Reasons for a student of English to learn about the role and spreading of the English language all over the world.</p> <p>2. English As a World Language – 4hrs</p> <p>What is Lingua franca? The factors favouring it; causes, consequences,</p>	<p>Discussion and survey;</p> <p>Elicitation</p>	<p>Topics 2, 3, 4, 5 & 7:</p> <p>- Crystal, David (2003). <i>English as a Global Language</i>. Cambridge University Press.</p> <p>- Seargeant, Philip & Joan Swann (eds.) (2012). <i>English in the World: History, Diversity, Change</i>. Abingdon,</p>

<p>effects</p> <p>3. What is a Global Language? – 4hrs</p> <p>What is globalization and the global village? Advantages and disadvantages</p> <p>4. Why English? The Historical Context and the Cultural Legacy – 4hrs</p> <p>The role of linguistic, extralinguistic and socio-linguistic factors</p> <p>5. Language and Culture – 4hrs</p> <p>Communication as an instrument of socialization Interdependence language-culture</p> <p>6. The linguistic character of new Englishes – 4hrs Grammar, vocabulary, code-switching</p> <p>7. The future of English as a world language – 4hrs</p> <p>8. Revision and conclusions – 2hrs</p>	<p>Team-based learning; Active learning systems</p>	<p>Routledge/Milton Keynes: The Open University.</p> <p>Topic 6:</p> <p>- Galloway, Nicola (2015). <i>Introducing Global Englishes</i>. New York: Routledge.</p>
<p>a. Seminar-laboratory</p>		
<p>1. Geographic/regional Varieties of English (1) – 2hrs American English</p> <p>2. Geographic/regional Varieties of English (2) – 2hrs Canadian English-influence of American English</p> <p>3. Australian English and the Aboriginal Languages – 2hrs A special vocabulary; Cockney influence upon the pronunciation of Australian English.</p> <p>4. South African English: Peculiarities – 2hrs Scottish influence upon the pronunciation; Africaans-Africaanderisms-influence upon the vocabulary</p> <p>5. Social Class Varieties of English – 2hrs Slang; Cant; Jargons; Cockney</p> <p>6. Language and Ethnic Groups – 2hrs</p> <p>Black English; Creole; Pidgin</p> <p>7. English in the Old World – 2hrs</p> <p>8. English in the New World – 2hrs</p> <p>9. New Englishes in Africa and Asia – 2hrs</p> <p>10. English and The Media – 2hrs Advertising, broadcasting, cinema, popular music</p> <p>11. English and International Relations – 2hrs</p> <p>12. English and Education – 2hrs</p> <p>13. Contrasting Attitudes to English: the US Situation – 2hrs</p> <p>14. Revision and Conclusions – 2hrs</p>	<p>Elicitation; Cooperative learning</p> <p>Discussion and survey; Elicitation</p> <p>Team-based learning; Active learning systems</p> <p>Cooperative learning; Active listening</p> <p>Explanation; Active listening</p> <p>Explanation; Active listening</p> <p>Discussion and survey</p> <p>Team-based learning</p> <p>Active learning systems</p> <p>Discussion and survey</p> <p>Elicitation; Active listening</p> <p>Discussion</p>	<p>Topics 1, 2, 3, 4 & 6:</p> <p>- Crystal, David (2003). <i>English as a Global Language</i>. Cambridge University Press.</p> <p>- Galloway, Nicola (2015). <i>Introducing Global Englishes</i>. New York: Routledge.</p> <p>Topic 5:</p> <p>- Trudgill, Peter (2000). <i>The Dialects of England</i> (2nd ed.), Oxford: Blackwell.</p> <p>Topics 7, 8, 10, 11, 12 & 13:</p> <p>- Seargeant, Philip & Joan Swann (eds.) (2012). <i>English in the World: History, Diversity, Change</i>. Abingdon, Routledge/Milton Keynes: The Open University.</p> <p>- Crystal, David (2003). <i>English as a Global Language</i>. Cambridge University Press.</p> <p>Topic 9:</p> <p>- Galloway, Nicola (2015). <i>Introducing Global Englishes</i>. New York: Routledge.</p>
<p>Bibliography Battistella, Edwin L. (2005). <i>Bad language: Are some words better than others?</i> Oxford: Oxford University Press.</p>		

Crystal, David (2003). *English as a Global Language*. Cambridge University Press.
 Galloway, Nicola (2015). *Introducing Global Englishes*. New York: Routledge.
 Halliday, M.A.K., *Language as Social Semiotic*, Atheneum Press Ltd., Newcastle upon Tyne, 1994
 Pioariu, Mariana-Rodica (2011). *A History of the English Language. Dialects and Accents*. Alba Iulia: Didactica.
 Seargeant, Philip & Joan Swann (eds.) (2012). *English in the World: History, Diversity, Change*. Abingdon, Routledge/Milton Keynes: The Open University.
 Trudgill, Peter (2000). *The Dialects of England* (2nd ed.), Oxford: Blackwell.

9. Corroboration of course contents with the expectations of the epistemic community's significant representatives, professional associations and employers in the field of the academic programme

The content of the subject matter was analysed in the monitoring and assessment board of the MA programme. The board consists of representatives of employers and professional associations if the field.

10. Assessment

Activity	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of final grade
10.4 Course	<p><i>Carrying out (during the semester) a research project aimed at improving the linguistic and communicative skills of the students.</i></p> <p><i>Free presentation of the research project carried out</i></p>	<p>S (Written) written work; questionnaire; test</p> <p>Oral presentation</p>	<p>40%</p> <p>20%</p>
10.5 Seminar/laboratory	<p><i>Presentation of the stages of the research during the seminar hours and the analysis by the colleagues and the professor of the exposed ones</i></p>	<p>P (Practice)</p>	<p>40%</p>

10.6 Minimum performance standard:

- Pass, average grade 5

Minimum promotion requirements (for grade 5):

- participation of at least 50% in the classes and seminar hours;
- mastery of basic knowledge on the subject of the discipline;
- reduced ability to reproduce and transmit information specific to the domain addressed
- obtaining at least 1 point for the seminar activity and 4 points for the written work

Maximum promotion requirements (for grade 10):

- active participation in all courses and seminars
- mastery of in-depth knowledge on the subject of the discipline;

- *increased ability to reproduce and transmit information specific to the field addressed;*
• - *obtaining the maximum score on all the indicators above.*

Submission date

Course leader signature

Seminar tutor signature

Date of approval by Department members
02.09.2019

Department director signature
Senior Lecturer **Gabriel Bărbuleț**, Ph.D