SYLLABUS

Communication in specialized languages

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 and Englishes in the Global Age**

2. Information of Course Matter

2.1. **Course**	*Communication in specialized languages*		2.2. **Code**		MEC523
2.3. **Course Leader**	Lecturer Alexandra Jacobsen, PhD				
2.4. **Seminar Tutor**	Lecturer Alexandra Jacobsen, PhD				
2.4.1. **Laboratory Tutor**					
2.5. Academic Year	**II**	2.6. Semester	**4**	2.7. Type of Evaluation (E – final exam/ CE - colloquy examination / CA -continuous assessment)	**E**	2.8. Type of course (**C**– Compulsory, **Op** – optional, **F -** Facultative)	**Op**

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:	Hours
Individual study of readers	169
Documentation (library)	50
Home assignments, Essays, Portfolios	50
Tutorials	65
Assessment (examinations)	2
Other activities…….	2

3.7 Total number of hours for individual study	169
3.8 Total number of hours in the curriculum	56
3.9 Total number of hours per semester	**225**
3.10 Number of ECTS	9

3. Prerequisites (*where applicable*)

4.1. curriculum-based	

4.2. competence-based	

4. **Requisites** (*where applicable*)

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

5. **Specific competences to be aquired (chosen by the course leader from the programme general competences grid)**

Professional competences	1. Effective written and spoken communication, at C2 level. 2. Description of the phonetic, lexical and grammatical system of the English language in its diachronic evolution and in its synchronic varieties. 3. Presentation of literary phenomena in the historical, social and philosophical context of their time and as regards the regional differences. 4. Appropriate use of conceptual and methodological apparatus of humanities for the interdisciplinary investigation of complex cultural facts. 5. Development and implementation of projects and cultural policies at various levels (local, regional, national, European and global).
Transversal competences	1. Carrying out on time, rigorously, efficiently and in an accountable manner, the professional tasks of high complexity, in terms of decision-making autonomy, in strict compliance with the professional ethics. 2. Applying efficiently communication and networking techniques at the organizational level in terms of assuming roles specific to different hierarchical levels. 3. A self –assessment of the need for training and evolution in career, the development of skills acquired and to adapt to the requirements of a dynamic society.

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

7.1 General objectives of the course	Developing the understanding of the communication process in professional contexts
7.2 Specific objectives of the course	• Developing the ability to analyze communication blockages that may appear in professional contexts and to identify the most efficient solutions • Developing the knowledge and the communication behavior in interpersonal context, group contexts and public discourse • The integration of the phenomena of human and professional communication in the larger context of social-human relations • Developing the verbal and non-verbal communication abilities in professional written and oral communication

7. Course contents

8.1 Course (learning units)	Teaching methods	Remarks
C1 Introductory course: Specialized communication – 2 hrs C2 Media as language use – 2 hrs C3 Media rhetorics – 2 hrsC4 Persuasion and power – 2 hrs C5 Purposes of persuasion. Rhetoric in political speeches – 2 hrs C6 Media storytelling. Narrative strategies – 2 hrs C7 Personal narratives as storytelling modes – 2 hrs C8 New-media language and identity construction – 2 hrs C9 Gender identity and the workplace discourse – 2 hrs C10 Leadership discourse and gender. Masculine vs. feminine ways of giving directions – 2 hrs C11 Relational practice in the workplace – 4 hrs C12 Using humour in the construction of gender identity at work; Integrating professional and gender identity at work – 4 hrs	*Debate, discussion, problematization*	C2, C3, C4, C5, C6: - Breuer, Iris & Melanie Napthine (2008). Persuasive Language in Media Texts. Insight Publications. - Somers, Margaret R. (1994). "The narrative constitution of identity: A relational and network approach." Theory and Society 23(5): 605-649. C7, C8: Garzone, Guliana Elena & James Archibald (Eds.) (2011). Discourse, identity and roles in specialized communication. Peter Lang. C9, C10: - Garzone, Guliana Elena & Paola Catenaccio, Kim Grego, Roxanne Doerr (Eds.) (2017). Specialized and professional discourse across media and genre. Milano: LedizioniLediPublishing. - Holmes, Janet (2006). Gender Talk at Work. Constructing Gender Identity Through Workplace Discourse. Blackwell Publishing.

8.2 Bibliography

Durant, Alan & Marina Lambrou (2009). Language and media: A resource book for students. London & New York: Routledge.

Garzone, Guliana Elena & Paola Catenaccio, Kim Grego, Roxanne Doerr (Eds.) (2017). Specialized and professional discourse across media and genre. Milano: LedizioniLediPublishing.

Johnson, Sally & Astrid Ensslin (Eds.) (2007). Language in the Media: Representations, Identities, Ideologies. London & New York: Continuum.

Seminars + laboratories	Teaching methods	Remarks

S1. Types of specialized discourses – 2 hrs	*Cooperative learning*	S2, S3, S4, S5, S6: - Durant, Alan & Marina Lambrou (2009). Language and media: A resource book for students. London & New York: Routledge.
S2. Messages and media: Analysing media language – 2 hrs	*Discussion and survey; Elicitation*	
S3. Devices in persuasive discourse – 4 hrs	*Team-based learning; Active learning systems*	
S4. Persuasion and power: Sources embedded in the story narration – 2 hrs	*Cooperative learning; Active listening*	S7, S8: - Johnson, Sally & Astrid Ensslin (Eds.) (2007). Language in the Media: Representations, Identities, Ideologies. London & New York: Continuum.
S5. Analysis of Barack Obama's presidential acceptance speech. Rhetoric and figurative language in adverts – 2 hrs	*Explanation; Active listening* *Explanation; Active listening*	
S6. Stories in adverts – 2 hrs	*Discussion and survey*	
S7. Personal narratives as news: survivor stories – 2 hrs	*Team-based learning* *Active learning systems* *Discussion and survey*	S10, S11, S12: - Holmes, Janet (2006). Gender Talk at Work. Constructing Gender Identity Through Workplace Discourse. Blackwell Publishing.
S8. Youth and cyber-identities. Analysis of new-media discourse (SMS/text messaging) – 2 hrs	*Elicitation; Cooperative learning*	
S9. Gendered ways of talking: feminine and masculine interactional styles – 2 hrs	*Elicitation; Active listening*	
S10. Gendered leadership styles in workplace meetings: case study – 2 hrs	*Discussion*	
S11. Relational practice in the workplace: small-talk, giving approval – 4 hrs		
S12. Gender stereotypes as a source of workplace humour; . Women and men telling stories at work (Interviews; Case-studies) – 2 hrs		

References
Durant, Alan & Marina Lambrou (2009). Language and media: A resource book for students. London & New York: Routledge.
Garzone, Guliana Elena & Paola Catenaccio, Kim Grego, Roxanne Doerr (Eds.) (2017). Specialized and professional discourse across media and genre. Milano: LedizioniLediPublishing.
Johnson, Sally & Astrid Ensslin (Eds.) (2007). Language in the Media: Representations, Identities, Ideologies. London & New York: Continuum. Scollon, R., Scollon, S. B. K., & Jones, R. H. (2012). *Intercultural communication: a discourse approach* (3rd ed.). Chichester: Wiley-Blackwell.

1. **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.*

2. Assessment

Activity	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of final grade
10.4 Course	Completing during the semester a research project on the improvement of the linguistic and communicational students' competence	Written	40%
	The presentation of the research project	Oral	20%
10.5 Seminar/laboratory	The presentation of the research stages during the seminary and their analyse by the teacher	Written	20%
		Practice (portfolio)	20%

10.6 Minimum performance standard:
- Pass, average grade 5
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Proving competences in:
- exploring the relationship between professional practice, teaching/ training and intercultural communication through concepts such as intercultural communicative competence, cultural awareness and intercultural awareness

Submission date   Course leader signature   Seminar tutor signature

01.10.2019   Lecturer Alexandra Jacobsen, PhD

Date of approval by Department members   Department director signature
Senior Lecturer **Gabriel Bărbuleţ**, Ph.D