

SYLLABUS

GENERAL LINGUISTICS

Course code: REP111
Type of course: compulsory
Language of instruction: Romanian
Name of lecturer: Petronela Wainberg, PhD
Seminar tutor: Lucian Bâgiu, PhD
Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	42	3	I	Grade	4

COURSE AIMS:

- enrolling in a unitary and coherent structure the main theories of General Linguistics
- theoretical introduction to the scientific study of linguistics, knowledge of the main aspects of the chronological evolution of linguistics

COURSE CONTENTS:

I. Introduction. II. Theories: Linguistics – the scientific study of language; Communication process; The nature and function of language; The linguistic sign. III. The disciplines subordinated to the Linguistics: Phonetics and phonology; Lexicography and semantics; Morphology and syntax; Stylistic and pragmatic. IV. The Linguistics Methods. V. The ramifications and the classification of languages. VI. The Families of languages. VII. Language - Historical category. VIII. Conclusions

TEACHING METHODS:

Lecture, conversation, exemplification, applications

LEARNING OUTCOMES:

- defining concepts, identifying and exemplification the specific language of the general linguistics
- explaining the changes produced in General Linguistics
- applying concepts of general linguistics

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Combined oral and written examination to verify the quality and correctness of information assimilated. (50%+50%).

RECOMMENDED READING:

- Benveniste, É., *Probleme de lingvistică generală*, Vol. I-II, București, Editura Polirom, 2002.
- Coșeriu, E., *Introducere în lingvistică*, Cluj, Echinox, 1995.
- Graur, Al., *Studii de lingvistică generală*, – București, 1960.
- Ionescu, E., *Manual de lingvistică generală*, București, 1997.
- Jordan, I., *Lingvistica romanică. Evoluție. Curente. Metode*, București, 1962.
- Irimia, D., *Curs de lingvistică generală*, Iași, 1986.
- Jakobson, Roman, *Essays de linguistique générale*, Paris, f.a.
- Saussure, F. de, *Curs de lingvistică generală*, Iași, Polirom, 1998
- ****Tratat de lingvistică generală*, sub red. Al. Graur, Sorin Stati, Lucia Wald, București, Ed. Academiei, 1972

CONTEMPORARY ROMANIAN LANGUAGE. PHONETICS, LEXICOLOGY, SEMANTICS

Course Code: RER111

Type of course: compulsory

Language of instruction: Romanian

Name of lecturer: **GEORGETA ORIAN**, PhDSeminar tutor: **GEORGETA ORIAN**, PhD

Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	42	3	1	Grade	5

COURSE AIMS:

- knowing, understanding and a correct using the basic rules of Romanian language;
- appropriation of the fundamental norms of the Romanian language to eliminate errors of oral and written expression;
- enrolling in a unitary and coherent structure the main theory regarding the Romanian language.

COURSE CONTENTS:

Phonetics and phonology: Romanian language sounds. Letter. Alphabet. Phonological system: vowel and the consonant subsystem; semivocalele. Diphthongs and triphthong. Syllable. Parting words into syllables. Phonetical. The emphasis and avoidance of hiatus. ▶ Spelling and Orthoepic: Basics. Current principles. Signs and spelling rules. Punctuation marks. Capitalization, writing compound words, writing and pronouncing nouns. ▶ Lexicon and semantics: vocabulary - grammar construction material. Word as a lexical unit. Meaning of words. Synonyms. Antonyms. Homonyms. Paronyms. Semantic relations: monosemantism vs polysemantism. The mechanism of semantic changes (tropes). Paradigmatic and syntagmatic relations in vocabulary. Lexical field. The origin of words. External means of enriching the vocabulary. The loan. Internal means of enriching the vocabulary. Morphological change values. Composing. Derivation: with suffixes, prefixes, parasyntetic. Morphematic structure of the word. Lexical family.

TEACHING METHODS:

Lecture, conversation, exemplification, applications

LEARNING OUTCOMES:

- Primary data assimilation from the history of the discipline.
- Proper use of the words in different situations of communication.
- Writing correct text after dictation.
- Correcting wrong forms in a given text.
- Proper use and conscious language facts.
- Learning the fundamental norms of Romanian language to eliminate errors of oral and written expression.
- Correct mastery of specialized terms.
- Perception the relationship of interdisciplinarity: rhetoric / stylistic / literary theory (rhetorical figures / style figures; the art of the discourse).

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Written paper – 50 %.

Dictation – 50%.

RECOMMENDED READING:

- AVRAM, Mioara, *Ortografia pentru toți*, București, Editura Academiei, 1990.
- BEJAN, Dumitru, *Gramatica limbii române. Compendiu*, Cluj, Editura Echinox, 1995.
- BELDESCU, G., *Ortografia actuală a limbii române*, București, Editura Științifică și Enciclopedică, 1984.
- BIDU-VRÂNCEANU, Angela, Narcisa FORĂSCU, *Modele de structurare semantică. Cu aplicare la limba română*, Timișoara, Editura Facla, 1984.
- Idem, *Cuvinte și Sensuri*, București, Editura Științifică și Enciclopedică, 1988.
- CIORTEA, Marcela, *Limba română între muzică și normă. Exerciții*, Alba Iulia, Editura Aeternitas, 2010.
- COTEANU, I., Angela BIDU-VRÂNCEANU, Narcisa FORĂSCU, *Limba Română Contemporană. Vocabularul*, București, Editura Didactică și Pedagogică, 1985.

- GRAUR, Alexandru, *Dicționar al greșelilor de limbă*, București, Editura Academiei, 1982.
- HRISTEA, Theodor, *Sinteze de limba română*, București, Editura Albatros, 1984.
- IORDAN, Iorgu; ROBU, Vladimir, *Limba română contemporană*, București, 1978.
- IRIMIA, D., *Gramatica limbii române*, Iași, Editura Polirom, 1997.
- RĂCHIȘAN, Simion, *Manual de scriere corectă*, Cluj-Napoca, Editura Odyseea, 2007.
- SALA, Marius, *Introducere în etimologia limbii române*, București, Editura Univers Enciclopedic, 1999.
- SĂTEANU, Cornel, *Fonemica limbii române*, Cluj-Napoca, 1978.
- ȘERBAN, Vasile, Ivan EVSEEV, *Vocabularul românesc contemporan*, Timișoara, Editura Facla, 1978.
- ȘOȘA, Elisabeta, *Scrierea corectă. Reguli, modele, exerciții*, București, Editura Saeculum I.O. și Vestala, 1997.
- ȘUTEU, Flora, Elisabeta ȘOȘA, *Ortografia limbii române. Dicționar și reguli*, București, Editura Floarea darurilor și Saeculum I. O., 1995.
- VASILIU, Emanuel, *Fonologia limbii române*, București, Editura Științifică, 1965.
- ***, *Ești cool și dacă vorbești corect*, București, Editura Univers Enciclopedic Gold, 2010.

**HISTORY OF ROMANIAN LITERATURE AND CIVILIZATION
(FROM THE BEGINNINGS TO 1870)**

Course code: RER112

Type of course: compulsory

Language of instruction: Romanian

Name of lecturer: Diana Câmpan, PhD

Full times studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	56	4	1	Grade	5

COURSE AIM:

Teaching language - Romanian.

General course - Romanian Literature.

ENTRY REQUIREMENTS:

-

COURSE CONTENTS:

The course covers the following main topics:

- Main characteristics of Romanian cultural and literary development in old times. Romanian historiography;
- The very beginning of writings in Romanian culture;
- The main important representatives of Humanism in Romanian Principalities (Grigore Ureche, Miron Costin, Ion Neculce, Dimitrie Cantemir);
- Religious literature in 17th and 18th centuries
- Romanian Romanticism.

TEACHING METHODS:

- Lecture, conversation, exemplification.

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

A two-hour written examination.

RECOMMENDED READING:

- Only Romanian bibliography.

ETHNOLOGY AND FOLKLORE

Course Code: RER113

Type of course: compulsory

Language of instruction: Romanian

English tutoring available for Erasmus students

Name of lecturer: Georgeta Orian, PhD

Seminar tutor: Georgeta Orian, PhD

Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	28	2	1	Grade	2

COURSE AIMS:

- Knowing, understanding and a correct using of fundamental ideas concerning concepts specific to Ethnology and Folklore.
- Integration in a coherent structure of main theorizations and value landmarks recognised in Ethnology and Folklore as well as in connected domains.

ENTRY REQUIREMENTS: -

COURSE CONTENTS:

Topic I: Theoretical points of reference / conceptual working tools: The evolution of the terminology and of the scientific preoccupation in the domain; Concepts and definitions; Interdisciplinarity; Points of reference in the history of the Romanian and world ethnology and folklore studies; Schools of folklore studies; Specific features of folklore (traditional, collective, oral, anonymous, etc); Structural coordinates (verse, rhyme, etc); Folkloric fact and folkloric text; The contextual nature of the folkloric text; Categories of literary folklore; Publications and scientific events in the domain.

Topic II: Questions of the methodology of research: preliminary stages, the delimitation of the object of study, establishing a methodology; The structure of a monography: the history of the place, geographical description, ethnic structure, economic structure, traditional costumes, customs and traditions, rites of passage, etc; The opportuneness of the research; Examples of monographies;

Topic III: The social paradigm of folklore: the domestic space; ways to configure the rural space: Human settlements and traditional home; popular architecture; peasant furniture; People's main activities, tools, popular trades and artistic means for raw material preparation; traditional decoration and color palette;

Topic IV: Spiritual and material culture; Magic, custom, popular calendar; Ritual and ceremonial poetry; Ritual and non-ritual folklore.

Topic V: The folklore of folk customs and habits. The poetry of the rites of passage: birth, wedding, death; Folkloric texts for seasonal customs.

Topic VI: Myth and mythology: conceptual boundaries. Final remarks, a review of the course.

TEACHING METHODS:

- *Power Point Lecture*
- Problem raising and Learning by discovery
- Conversation and text commentary; exemplification.

LEARNING OUTCOMES:

- Interpretation and critical evaluation of Ethnology and Folklore in different contexts
- Presenting a professional viewpoint on the literary phenomenon starting from the positions expressed in the specialised critical bibliography.

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

- Conversation; Free exposition – 25%
- Applications, essay writing ,portfolio, project – 25%
- Written paper, quizz, test - 50%

RECOMMENDED READING:

- Jean Copans, *Introducere în etnologie și antropologie*, traducere de Elisabeta Stănciulescu și Ionela Ciobănașu, Iași, Polirom, 1999.
- Marie-Odile Géraud, Olivier Leservoiesier, Richard Pottier, *Noțiunile-cheie ale etnologiei. Analize și texte*, traducere de Dana Ligia Ilin, Iași, Editura Polirom, 2001.
- Arnold van Gennep, *Riturile de trecere*, traducere de Lucia Berdan și Nora Vasilescu, studiu introductiv de Nicolae Constantinescu, postfață de Lucia Berdan, Iași, Editura Polirom, 1998.
- S. Fl. Marian, *Nașterea la români. Nunta la români. Înfirmarea la români. Studiu etnografic*, ediție îngrijită, introducere, bibliografie și glosar de Iordan Datcu, București, Editura Saeculum I.O., 2000.

CONTEMPORARY ENGLISH LANGUAGE. PHONETICS, LEXICAL UNITS.

Course code: REE111
 Type of course: compulsory
 Language of instruction: English
 Name of lecturer: Gabriel Bărbuleț, PhD
 Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	42	3	1	Grade	4

COURSE AIMS:

- Definition, description and explanation of key concepts, theories, methods specific to the study of English;
- Using concepts specific to the field in order to explain the fundamental linguistic phenomena specific to the field;
- Application of principles, basic rules for understanding a written / oral or to express in writing/ orally in an appropriate manner, respectively, taking into account all elements involved (linguistic, socio-linguistic, pragmatic, semantic, and stylistic).

ENTRY REQUIREMENTS: -

COURSE CONTENTS:

Introductory course – General presentation of the course
 Unit 1 – Phonetics versus Phonology
 Unit 2 - Overview: Phonetic Alphabet and Speech Anatomy.
 Unit 3 - Sounds, spellings and symbols
 Unit 4 - The phoneme: the same but different
 Unit 5 - Describing English consonants
 Unit 6 - Defining distributions: consonant allophones
 Unit 7 - Criteria for contrast: the phoneme system
 Unit 8 - Describing vowels
 Unit 9 - Vowel phonemes
 Unit 10 - Variation between accents
 Unit 11 - Syllables
 Unit 12 - The word and above (1)
 Unit 13 – The word and above (2)

TEACHING METHODS:

Elicitation, Cooperative learning, Discussion and survey, Team-based learning, Active learning systems, Active listening.

LEARNING OUTCOMES:

- Developing some understanding of the role of logic and discourse representation as a tool in describing and analysing English Phonetics and Phonology;
- having been introduced to, and reflected upon, a number of key topics in phonetics&lexicology;
- having developed critical reading skills and ability to initiate own research.

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Combined oral and written examination to verify the quality and correctness of information assimilated. (50%+50%).

RECOMMENDED READING:

- Battistella, Edwin L. (2005), *Bad language: Are some words better than others?* Oxford: Oxford University Press.
- Carr, Philip (1999), *English Phonetics and Phonology: An Introduction*, Oxford:Blackwell.
- Catford, John C. (2002). *A practical introduction to phonetics*. New York: Oxford University Press.
- Crystal, David. (2008). *A dictionary of linguistics and phonetics* (6th ed.). New York: Wiley Blackwell.
- Davenport, Mike and S. J. Hannahs (1998), *Introducing Phonetics and Phonology*,London: Arnold.
- Roach, Peter (2001), *English Phonetics and Phonology: A Practical Course* (2nd edn), Cambridge: Cambridge University Press.
- Trudgill, Peter (2000), *The Dialects of England* (2nd edn), Oxford: Blackwell.

HISTORY OF ENGLISH LITERATURE AND CIVILIZATION. OLD ENGLISH LITERATURE AND THE LITERATURE OF THE RENAISSANCE. ANGLO-AMERICAN CULTURE AND CIVILIZATION

Course Code: REE112
Type of course: compulsory
Language of instruction: English
Name of lecturer: Marinela Lupşa, PhD
Seminar tutor: Marinela Lupşa
Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	42	3	1	Grade	5

COURSE AIMS:

- Understanding an old English text having in view the literary traditions of the old culture from the beginnings up to the Renaissance period

ENTRY REQUIREMENTS: -

COURSE CONTENTS:

1. From the origins to the Middle Ages
2. Anglo-Saxon Poetry
3. Medieval Poetry
4. Medieval Drama
5. The Renaissance
6. Renaissance Drama
7. William Shakespeare

TEACHING METHODS: lecture, conversation, exemplification

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

- establishing literary and historical facts on the basis of the existing sources of the time;
- the production of new knowledge concerning old English literature on the basis of the study of a literary epoch
- combined oral and written examination to verify the correctness and amount of knowledge assimilated. (50%+50%)

RECOMMENDED READING:

- Daiches, David (1998). A Critical History of the English Literature. London
- The Oxford Companion to Shakespeare (2005). Edited by M. Dobson & S. Wells, Oxford University Press
- Lupşa, M.(2010). An Introduction in the History of English Literature. Aeternitas Publishing House.
- The Complete Works of William Shakespeare (2000). The Cambridge Established by John Dover Wilson. Cambridge University Press.

ROMANIAN LANGUAGE. NORMATIVE GRAMMAR

Course Code: RER114
 Type of course: optional
 Language of instruction: Romanian
 Seminar tutor: Iuliana Wainberg, PhD
 Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	28	2	I	Grade	2

COURSE AIMS:

- Knowing, understanding and using correctly the the basic rules of Romanian language
- appropriation of the fundamental norms of the Romanian language to eliminate errors of oral and written expression

COURSE CONTENTS:

Synonyms. Antonyms. Homonyms. Paronyms. Parting words into syllables. The accent. Derivation with suffixes and prefixes. Writing compound words. The abbreviation. Orthography and punctuation signs. Main problems of the correct and appropriate use of various parts of speech: noun, adjective, article, numeral, pronouns, verb, adverb.

TEACHING METHODS:

Lecture, conversation, exemplification, applications

LEARNING OUTCOMES:

- Proper use of the words in different situations of communication
- Writing correctly a text after dictation
- Correcting wrong forms in a given text, written or oral
- Proper use and conscious language facts
- Learning the fundamental norms of Romanian language to eliminate errors of oral and written expression

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Written paper – 100%.

RECOMMENDED READING:

- Avram, Mioara, *Ortografia pentru toți*, București, 1990.
- Creța, Zorela, Cristina Gherman, *Mic dicționar de omonime, paronime, sinonime - antonime*, București, 1997.
- *Dicționar ortografic, ortoepic și morfologic al limbii române*, București, 1972, 2005.
- *** *Gramatica limbii române*, vol. I – II, București, 2008.
- Graur, Al., *Mic tratat de ortografie*, București, 1974.
- Gruiță, G., *Gramatica normativă. 77 de întrebări. 77 de răspunsuri*. Ediția a IV-a, Pitești, 2008.
- Rădulescu, Marin, Marin Vlaicu, *Corect/greșit românește – în vorbire, în scriere*, Pitești, 2002.

ENGLISH - ORAL AND WRITTEN EXPRESSION

Course Code: REE113
Type of course: optional
Language of instruction: English
Name of lecturer: -
Seminar tutor: Natalia-Gloria Muntean, PhD
Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	28	2	I	Grade	3

COURSE AIMS:

- Updating, and developing the previously acquired English skills
- Acquiring and developing the communication skills focused on various speech domains, needs and situations.
- Acquiring and developing the communication skills for academic research focused mainly on conference presentations, writing and presentation of research.
- Acquiring and developing the writing skills, according to different types of essays required.

ENTRY REQUIREMENTS:

B1, B2 English level

COURSE CONTENTS:

Oral English

1. Health

Expressing reason/purpose.

Country life and city life

Speculating.

2. Shopping

Expressing advantages and disadvantages.

Celebrations

Making assumptions/deductions.

Emotional states – related adjectives.

3. Music

Discussing benefits.

Human achievements

Expressing effects/results; prioritising things.

Describing personality – related adjectives.

4. Committing offences

Expressing possibility.

Social problems

Giving strong advice, making recommendations.

Media – related language.

5. Emergency services

Listing points.

Jobs

Expressing opinion.

Describing art – artistic preferences.

6. Leisure time

Expressing opinion.

Sources of information

Expressing advantages and disadvantages.

Making a presentation.

7. Companionship

Expressing feelings/opinion.

Learning experiences

Making a presentation.

Written English

8. Structuring an essay

9. Paraphrasing and synonyms

- How to use paraphrasing to avoid repetition and achieve clarity and fluency: 1. Using synonyms, 2. Changing word order, 3. Changing the form of the word.

10. Generating relevant ideas

- Using key words from the topic question to develop relevant ideas: 1. Domain familiarization, 2. Brainstorming, 3. Mind mapping, 4. The 5 questions method.

11. Vocabulary

- Finding and using vocabulary relevant to the domain of the essay question; learning to work with synonyms.

12. Coherence

- Using cohesive devices to enhance fluency and clarity of ideas, to express: contrast, result, concession, inference, sequence, etc.

13. Common problems

- Identifying the most common mistakes: 1. Talking too generally about the topic, 2. Not including a thesis statement, 3. Trying to be too entertaining and using flowery language, 4. Using too informal a style.

14. Review of main issues and feedback of homework essays.

- Evaluating homework essays.

TEACHING METHODS:

Vocabulary exercises, speaking using visual prompts, making a short presentation, exposition of essay outlines, writing tasks, feedback on writing tasks.

LEARNING OUTCOMES:

- Developing speaking and writing abilities related to specific topic questions;
- Adapting the vocabulary, grammatical structures and register to the specific question addressed;
- Structuring the essay and employing the necessary cohesive devices.

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Oral examination and written essays by students: – 60%; continuous assessment – 40%.

RECOMMENDED READING AND PRACTICE:

- Murphy Raymond, *Essential English in Use*, Cambridge University Press, second edition.
- Thomas, B., Matthews, L., *Vocabulary for First Certificate*, Cambridge University Press.
- Pye, D., Greenall, S., *CAE - Listening and Speaking Skills*, Cambridge University Press, 1996.
- Walker Hammond, W., *Peterson's Master TOEFL Writing Skills*, Peterson's, 2007.
- Betsis, A., Mamas, L., *10 CAE Practice Tests*, Global ELT Ltd, 2014.
- O'Dell, F., *CAE Writing Skills*, Cambridge University Press, 1996.
- Campbell-Howes, K., *Writing*, Collins English for life, 2012.

THEORY OF LITERATURE (1)

Course Code: REP121

Type of course: compulsory

Language of instruction: Romanian

English tutoring available for Erasmus students

Name of lecturer: Aurel Pantea, PhD

Seminar tutor: Lucian Băgiu, PhD

Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	42	3	2	Grade	3

COURSE AIMS:

A good knowledge and understanding of the theory of literature applied on various literary texts

ENTRY REQUIREMENTS:

-

COURSE CONTENTS:

I. Meanings for the concept of literature

- a) general approach – the sociologic perspective;
- b) literature as mimesis – the poetics of Aristotel;
- c) literature as expression of subjectivity – romantic poetry;
- d) the rhetoric notion of literature;
- e) meta literature;
- f) the receptivity of literature (the estetics of receptivity).

II. Literature as system:

- a) history of literature (approaches): organic approach, biographical approach, positive approach, immanent approach
- b) poetics (approaches): legislative poetics ; descriptive poetics;
- c) stylistics (approaches): the style as expression of subjectivity; the stylistic of the text;
- d) rhetoric (approaches): classical rhetoric; modern rhetoric (neo-rhetoric);
- e) the psychology of literature: classical approach; the literary psychoanalyze (psycho critique)

III. literacy skills

IV. The mode of existence of literary work: a) Russian formalism school;

b) structuralism, poststructuralism

TEACHING METHODS:

Lecture, conversation, exemplification.

LEARNING OUTCOMES:

- Teaching students the elements of the theory of literature: a)concepts of literature and metamorphose; b) poetics: legislative and descriptive; c) stylistics: the author and the text; d) rhetoric: evolution, the significance of elocution; e) the history of literature; f) literary critique; g) the psychology of literature. Practical use of the theoretical part of the course on various literary texts.

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Written paper – interpretative essay – 50%; continuous assessment – 50%.

RECOMMENDED READING:

- Gabriela Duda, *Introducere în teoria literaturii* (Introduction to Literary Theory), ediția a II-a, București, Editura All, 2008
- Irina Petraș, *Teoria literaturii. Dictionar – Antologie* (Literary Theory, Dictionary - Anthology), București, Editura Didactică și Pedagogică, 2009

INTRODUCTION TO THE PHILOLOGICAL RESEARCH

Course Code: REP122
 Type of course: compulsory
 Language of instruction: Romanian
 English tutoring available for Erasmus students
 Seminar tutor: Iuliana Wainberg, PhD
 Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	28	2	II	Grade	2

COURSE AIMS:

- Knowing, understanding and using correctly the basic rules of Romanian Academy regarding research paper writing in humanities
- acquiring the skills to select, consult and use the necessary bibliographic sources for scientific research work

COURSE CONTENTS:

Object and methods of philology: defining philology, relations between philology and other sciences, methods of philological research. Technical development of scientific research works. Types of scientific papers. Steps in developing a scientific paper. Bibliographic documentation. Writing a scientific paper. The structure of a scientific paper: introduction, treatment of the subject, conclusions. The notes, the bibliography, bibliographic description. Abbreviations, logos, abstract, index, summary. The quote, the example, conventional formulations used, specific uses of punctuation marks.

TEACHING METHODS:

Lecture, conversation, exemplification, applications

LEARNING OUTCOMES:

- assimilation of the basic rules of Romanian Academy regarding writing research paper in humanities
- discerning the use of information sources
- skill formation in the correct wording of a scientific paper in humanities
- developing the ability to analyze and synthesize

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Written paper – 50%; essay– 50%.

RECOMMENDED READING:

- Barborică, Elena; Onu, Liviu; Teodorescu, Mirela, *Introducere în filologia română. Orientări în tehnica cercetării științifice*, București, EDP, 1978.
- Câmpan, Diana, *Introducere în cercetarea științifică. Litere și Teologie*, Alba Iulia, Editura Reîntregirea, 2009.
- Drăgotoiu, I., *Introducere în metodologia cercetării științifice*, Târgu-Mureș, Editura „Dimitrie Cantemir”, 1999.
- Eco, Umberto, *Cum se face o teză de licență*, în românește de George Popescu, [Constanța], Editura Pontica, 2000.
- Vulpe, Magdalena, *Ghidul cercetătorului umanist. Introducere în cercetarea și redactarea științifică*, Cluj-Napoca, Clusium, 2002.

CONTEMPORARY ROMANIAN LANGUAGE. MORPHOLOGY

Course Code: RER121

Type of course: compulsory

Language of instruction: Romanian

Name of lecturer: **Marcela CIORTEA**, PhD

Seminar tutor: **Marcela CIORTEA**, PhD

Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	42	3	2	Grade	5

COURSE AIMS:

- knowing, understanding and a correct using the basic rules of Romanian language;
- appropriation of the fundamental norms of the Romanian language to eliminate errors of oral and written expression;
- enrolling in a unitary and coherent structure the main theory regarding the Romanian language.

COURSE CONTENTS:

The grammar structure of Romanian language. The morpheme and morphemic analysis. Morphology – particular issues. The parts of speech: noun, adjective, article, numeral, pronouns, verb, adverb, preposition, conjunction, interjection.

TEACHING METHODS:

Lecture, conversation, exemplification, applications

LEARNING OUTCOMES:

- Primary data assimilation from the history of the discipline.
- Proper use of the words in different situations of communication.
- Writing correct text after dictation.
- Correcting wrong forms in a given text.
- Proper use and conscious language facts.
- Learning the fundamental norms of Romanian language to eliminate errors of oral and written expression.
- Correct mastery of specialized terms.
- Perception the relationship of interdisciplinarity: rhetoric / stylistic / literary theory (rhetorical figures / style figures; the art of the discourse).

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Written paper – 50 %.

Dictation – 50%.

RECOMMENDED READING:

COURSE:

- ***Academia Română / Institutul de Lingvistică „Iorgu Iordan – Al. Rosetti”, *Gramatica limbii române*, vol. II, *Cuvântul*, vol. al II-lea, *Enunțul*, EAR, București, 2005;
- ****Sinteze de limba română* (coord: Theodor Hristea), EDP, București, 1981;
- AVRAM, Mioara, *Gramatica pentru toți*, EARSR, București, 1986¹, 1997²;
- BEJAN, Dumitru, *Gramatica limbii române. Compendiu*, Ed. Echinox, Cluj, 1997²;
- CONSTANTINESCU-DOBRIDOR, Gheorghe, *Gramatica limbii române*, EDP, București, 2001;
- COTEANU, I. , *Gramatica de bază a limbii române*, București, 1982;
- DIMITRIU, Corneliu, *Tratat de gramatică a limbii române. 2. Sintaxa*, Institutul European, [Iași], 2002;
- GRUIȚĂ, G. , *Gramatica normativă*, Ed. Polirom, [București], 1999³;
- IORDAN, Iorgu, Vladimir Robu, *Limba română contemporană*, EDP, București, 1978;
- IRIMIA, Dumitru, *Gramatica limbii române*, Ed. Polirom, Iași, 1997;
- NEAMȚU, G. G. , *Elemente de analiză gramaticală*, EȘE, București, 1989;
- PANĂ DINDELEGAN, Gabriela, *Teorie și analiza gramaticală*, București, 1992;

SEMINAR:

- *** *Ești COOL și dacă vorbești corect*, Editura Univers Enciclopedic Gold, București, 2010.
- **CHIRCU-BUFTEA, Adrian**, *Limba română. Teste-grilă pentru examene (capacitate, bacalaureat, admitere în învățământul superior)*, Editura Hiparion, Cluj-Napoca, 2000.
- **CIORTEA, Marcela**, *Limba română între muzică și normă. Exerciții*, Editura Aeternitas, Alba Iulia, 2010.
- **RĂDULESCU, Marin; VLAICU, Marin**, *Corect/greșit românește (în vorbire și scriere)*, Editura Carminis, Pitești, 2002.

HISTORY OF ROMANIAN LITERATURE AND CIVILIZATION (1870-1890)

Course code: RER122

Type of course: compulsory

Language of instruction: Romanian

Name of lecturer: Diana Câmpan, PhD

Full times studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	56	4	2	Grade	5

COURSE AIM:

Teaching language - Romanian.

General course - Romanian Literature.

ENTRY REQUIREMENTS:

History of Romanian Literature and Civilization (from the Beginnings to 1870)

COURSE CONTENTS:

The course covers the following main topics:

1. Main characteristics of Romanian culture and civilization in the middle of 19th century. The main important classic writers: Mihai Eminescu, Ion Creangă, I.L.Caragiale, Ioan Slavici
2. General activity of “Junimea” Cultural Society
3. Evolution of Romanian modern criticism: Titu Maiorescu and C.D. Gherea

TEACHING METHODS:

- Lecture, conversation, exemplification.

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

A two-hour written examination.

RECOMMENDED READING:

- Only Romanian bibliography.

CONTEMPORARY ENGLISH LANGUAGE.MORPHOLOGY 1

Course Code:REE 121
 Type of course: compulsory
 Language of instruction: English
 Name of lecturer: Rodica Pioariu,PhD
 Seminar tutor: Rodica Pioariu,PhD
 Full time studies

Form of instruction	Number of teaching hours per semester	Number of teachinghours per week	Semester	Form of receiving a credit for a course	Number of ECTS creditsallocated
Class	42	3	II	Grade	4

COURSE AIMS:

1. Effective written and spoken communication in English, at C2 level-producing texts peculiar to scientific communication in the academic environment(essays, reviews, presentations, projects, dissertation theses, translations, etc.)
2. Description of the phonetic, lexical and grammatical system of the English language in its diachronic evolution and in its synchronic varieties.
3. Appropriate use of conceptual and methodological apparatus of humanities for the interdisciplinary investigation of complex cultural facts.

ENTRY REQUIREMENTS: -**COURSE CONTENTS:**

The Noun: classification, gender, number, case; Exercises

Regular /Irregular plurals; Exercises

Countable/ uncountable nouns, Exercises

The plural of compounds , Foreign plurals; Exercises

The Genitive, the Dative case, exercises

The Article: definite, indefinite, zero article; Exercises

The Adjective: classification of adjectives; formation of adjectives, the comparison of adjectives, intensifying meaning, etc. exercises

The Pronoun: demonstrative, possessive, indefinite pronouns; (possessive adjectives/pronouns, reflexive pronouns, demonstrative adjectives/ pronouns, indefinite pronouns), exercises

The Numeral : cardinals, ordinals, fractions, multiplicative, punctuation marks.

Noun clauses (noun clauses derived from statements/ questions), exercises

TEACHING METHODS:

Lecture, Conversation, Cooperative learning, Discussion and survey, Team-based learning, Active learning systems, Active listening, Exercise solving.

LEARNING OUTCOMES:

1. Description of the phonetic, lexical and grammatical system of the English language in its diachronic evolution and in its synchronic varieties.
2. Description of linguistic theories and concepts, methods with a high degree of complexity, peculiar to the study of languages.
3. Applying certain principles ,basic rules for understanding an oral or written text ,for communicating in an appropriate manner taking into account all the elements involved (linguistic,socio-linguistic,pragmatic,semantic,stylistic).
4. Drawing up an oral/written professional project of average difficulty in wide interest domains by obeying the specific documentation and methodology

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Written paper – theory and practice 60%; continuous assessment – 20%;exercise –book including extra grammar work-20% .

RECOMMENDED READING

- Gethin, Hugh: *Grammar in Context*, Longman, 1992.
- Graver, B.D.: *Advanced English Practice*, OUP. .
- Michael McCarthy & Felicity O'Dell. 2007. *English Phrasal Verbs in Use: Advanced*. Cambridge University Press
- Quirk R. et al.: *A Grammar of Contemporary English*, Longman, 1985.
- Swan, Michael: *Practical English Usage*, OUP.
- Thompson A. J., Martinet A.V.: *A Practical English Grammar*, London, OUP, 1986.
- idem: *A Practical English Grammar. Exercises*, vol. I, II, London, OUP, 1986.
- Zdrenghea M., Greere A.: *A Practical English Grammar with Exercises*, Clusium, Cluj-Napoca, 1997
- Michael Vince: *Advanced Language Practice*. Oxford: Heinemann ELT
- Sidney Greenbaum & Randolph Quirk. 1990. *A Student's Grammar of the English Language*. Longman .
- Pioariu, Mariana Rodica, *Contemporary English Morphology*, Alba Iulia, Seria Didactica, 2012, 2013, 2015.

HISTORY OF ENGLISH LITERATURE AND CIVILIZATION. RESTORATION, ENLIGHTENMENT, ROMANTICISM

Course Code: REE122
 Type of course: compulsory
 Language of instruction: English
 Name of lecturer: Marinela Lupşa
 Seminar tutor: Marinela Lupşa
 Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	42	3	2	Grade	4

COURSE AIMS:

- The study of literary texts in English, taking into consideration the literary traditions of Restoration, of the texts belonging to Enlightenment, the English romanticism
- Knowing the main literary and social background of these periods

ENTRY REQUIREMENTS: -

COURSE CONTENTS:

1. The Puritan, Restoration and Augustan Age (1625-1776). Historical and social background
2. Britain between 1702-1776 (historical and social background)
3. The literary background (poetry, drama, prose)
4. Augustan literature
5. The Enlightenment (A. Pope, Addison and Steele, J. Swift (the satire)
6. The Romantic Age (1776-1837); social and historical background
7. Romanticism in Britain

TEACHING METHODS: presentation, exemplification

LEARNING OUTCOMES:

- explaining the position of the literary works in the peculiar context (Restoration, Romanticism) and their reporting to the English literary traditions

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Written paper-interpretative essay 60%; continuous assessment-40%

RECOMMENDED READING:

- Daiches, David (1999). A Critical History of English Literature. Secker&Warburg, London.
- Ford, Boris (2000). The New Pelican Guide of the English Literature. London.
- Marinela Lupşa (2010). Introduction in the History of the English Literature, Aeternitas Publishing House. Alba Iulia.

PROFESSIONAL PRACTICE

Course Code: REP123
Type of course: compulsory
Language of instruction: Romanian
Seminar tutor: Iuliana Wainberg, PhD
Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	60		III	Grade	2

COURSE AIMS:

- Acquiring the computerized drafting techniques necessary for the scientific papers
- Creating, writing and formatting documents according to the the basic rules of Romanian Academy regarding the computer-assisted elaboration of scientific research works in humanities

COURSE CONTENTS:

Familiarity with Microsoft Word. Creating and Saving a New Document in Word. Using the Microsoft Word Application Tools. Computerized writing text. Word-Processing Tasks. Word-Processing Features. Formatting text. Styles. Hyphenation. Headers and footers. Footnotes and endnotes. Bibliography. Pagination. Table of contents. Enter symbols and tabs. Checking spelling and word usage. Finding and replacing text. Using navigation bars and buttons browser. Using keyboard Shortcuts. Using Document formats. Saving. Printing a Document.

TEACHING METHODS:

Lecture, conversation, exemplification, applications

LEARNING OUTCOMES:

- learning the basic techniques in computer drafting of a scientific paper
- consolidation of the basic rules of Romanian Academy regarding the computer-assisted elaboration of research paper in humanities
- acquiring the skills to select, consult and use the bibliographic sources necessary for scientific research works

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Written paper – 50%; practical applications – 50%.

RECOMMENDED READING:

- Câmpan, Diana, *Introducere în cercetarea științifică. Litere și Teologie*, Alba Iulia, Editura Reîntregirea, 2009.
- Eco, Umberto, *Cum se face o teză de licență*, în românește de George Popescu, (f.l.), Editura Pontica, 2000.
- Eder, Bernhard; Kodym, Willibald; Lechner, Franz, *European computer driving licence. Word XP, Modulul 3, Prelucrarea textului*, traducător Marilena Iovu, București, ALL EDUCATIONAL, 2007.
- Marinescu, D.; Dimitriu, G.; Trandafirescu, M., *PC Manualul Începătorului*, București, Teora, 1999.
- Rubin, Charles, *Totul despre Microsoft Word 2000*, Traducere de Andreea Lutic și Mihai Mănăstireanu, București, Teora, 2000.
- Vulpe, Magdalena, *Ghidul cercetătorului umanist. Introducere în cercetarea și redactarea științifică*, Cluj-Napoca, Clusium, 2002.

LITERARY FOLKLORE

Course Code: RER123
 Type of course: optional course
 Language of instruction: Romanian
 English tutoring available for Erasmus students
 Name of lecturer: Georgeta Orian, PhD
 Seminar tutor: Georgeta Orian, PhD
 Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	28	2	2	Grade	2

COURSE AIMS:

- Knowing, understanding and a correct using of fundamental ideas concerning concepts specific to Literary Folklore.
- Integration in a coherent structure of main theorizations and value landmarks recognised in Literary Folklore as well as in connected domains.

ENTRY REQUIREMENTS:

-

COURSE CONTENTS:

1. Literary Folklore: The folklore Epic: The Fairy-tale. The Story. The Legend. The Anecdote. The Ballad;
2. The Folklore Lyricism;
3. Aspects of the folklore dramatic genre;
4. Paremiology: the aphoristic folklore /sententious/enigmatic: proverbs, sayings, riddles
5. Interferences: folk literature – educated literature;
6. Folklore – mark of the identity of a people.

TEACHING METHODS:

- *Power Point Lecture*
- Problem raising and Learning by discovery
- Conversation and text commentary; exemplification.

LEARNING OUTCOMES:

- Interpretation and critical evaluation of Literary Folklore in different contexts
- Presenting a professional viewpoint on the literary phenomenon starting from the positions expressed in the specialised critical bibliography.

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

- Conversation; Free exposition – 25%
- Applications, essay writing, portfolio, project – 25%
- Written paper, quizz, test - 50%

RECOMMENDED READING:

- Ovidiu Bârlea, *Folclorul românesc*, I-II, București, Editura Minerva, 1981-1983.
- Mircea Eliade, *De la Zalmoxis la Genghis-Han*. Studii comparative despre religiile și folclorul Daciei și Europei Orientale, traducere de Maria Ivănescu și Cezar Ivănescu, București, Editura științifică și enciclopedică, 1980.
- M. Pop, P. Ruxăndoiu, *Folclor literar românesc*, București, Editura Didactică și Pedagogică, 1991.

ENGLISH LANGUAGE ELEMENTS OF DISCOURSE ANALYSIS

Course code: REE124
Type of course: optional
Language of instruction: English
Name of lecturer: Gabriel Bărbuleț, PhD
Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	28	2	2	Grade	3

COURSE AIMS:

- Definition, description and explanation of key concepts, theories, methods specific to the Discourse Analysis
- Using concepts specific to the field in order to explain the fundamental issues specific to the field;
- Application of principles, basic rules for understanding a written / oral or to express in writing/ orally in an appropriate manner, respectively, taking into account all elements involved (linguistic, socio-linguistic, pragmatic, semantic, and stylistic).

ENTRY REQUIREMENTS: -

COURSE CONTENTS:

DISCOURSE AS LANGUAGE USE AND SOCIAL PRACTICE
WHO DOES DISCOURSE ANALYSIS AND WHY?
DEFINING DISCOURSE
DISCOURSE ANALYSIS RULES AND PRINCIPLES OF LANGUAGE IN USE
CONTEXTS AND CULTURES OF LANGUAGE IN USE
POWER AND POLITICS OF LANGUAGE IN USE
INTERACTION
CONTEXT
SOCIO-CULTURAL KNOWLEDGE IN CONVERSATIONAL INFERENCE
FOUCAULT'S MODEL
THE SOCIO-COGNITIVE APPROACH OF TEUN A. VAN DIJK
CRITICAL DISCOURSE ANALYSIS: NORMAN FAIRCLOUGH
REVISION AND CONCLUSIONS

TEACHING METHODS:

Elicitation, Cooperative learning, Discussion and survey, Team-based learning, Active learning systems, Active listening.

LEARNING OUTCOMES:

- Developing some understanding of the role of logic and discourse representation as a tool in Discourse Analysis;
- having been introduced to, and reflected upon, a number of key topics in Discourse Analysis
- having developed critical reading skills and ability to initiate own research.

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Combined oral and written examination to verify the quality and correctness of information assimilated. (50%+50%).

RECOMMENDED READING:

- Benwell, Bethan & Elizabeth Stokoe (2006). *Discourse and Identity*. Edinburgh University Press. Brown, Gillian. *Discourse Analysis*, (2006). Cambridge University Press.
- Chilton, Paul (2006). *Analysing Political Discourse*. Routledge.
- Cook, Guy (1992). *The Discourse of Advertising*, Routledge.
- Holmes, Janet & Miriam Meyerhoff (2006). *The Handbook of Language and Gender*. Blackwell Publishing.
- Mills, Sara (2004). *Discourse*, Routledge.
- Schiffrin, Deborah, Tannen, Deborah & E. Heidi Hamilton (2006). *The Handbook of Discourse Analysis*. Blackwell Publishing.
- Tannen, Deborah (1996). *Gender and Discourse*. Oxford University Press.
- Van Dijk, Teun A. (1985). *Handbook of Discourse Analysis*. Academic Press, Harcourt Brace Jovanovich Publishers.
- Wetherell, Margaret, Taylor, Stephanie & Simeon J. Yates (2006). *Discourse Theory and Practice*, Sage Publications.

COMPARATIVE LITERATURE

Course Code: REP211
 Type of course: compulsory
 Language of instruction: Romanian
 Name of lecturer: Aurel Pantea, PhD
 Seminar tutor: Lucian Bâgiu, PhD
 Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	42	3	3	Grade	4

COURSE AIMS:

- A good knowledge and understanding of the notion from the comparative literature field.

ENTRY REQUIREMENTS:

NONE

COURSE CONTENTS:

1. The genesis of symbolic thought; myth and magical thinking; the genesis of the self; abstraction and introopathy. Language, symbol, myth (Durand, Ricoeur, Jung, Cassirer).
2. The metaphor (Ricoeur, Blaga, Frye).
3. Poetry, the experience of death and the journey of the soul
4. The major themes of the original lyrics. Asiro-Babylonian poetry
5. The Egyptian book of Death, The dead book of Tibetan
6. The major themes of the original lyric. The poetry of love (Sumer, Asiro-Babylonia, The Hebraic poetry)
7. The Psalms of David (the perfidy of language and the ruin of the divine project)
8. The Psalms of David (the perfidy of language and the ruin of the divine project)
9. Greek poetry in the 7th century B.C. and 6th century B.C. (Crisis of the divine, metamorphose of the time, discovering quotidian).
10. Greek poetry in the 7th century B.C. and 6th century B.C. (Crisis of the divine, metamorphose of the time, discovering quotidian).
11. Orpheus and orphism
12. Orpheus and orphism
13. Latin lyric (overtime of Hellenism, Horatius, Ovidius)
14. Latin lyric (overtime of Hellenism, Catulus, Propertius)

TEACHING METHODS:

Lecture, conversation, exemplification.

LEARNING OUTCOMES:

1. Teaching students the concept of comparative
2. Teaching students the origin of symbolic thinking.
3. Approaches on the evolution of lyrics and its metamorphose

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Written paper – interpretative essay – 50%; continuous assessment – 50%.

RECOMMENDED READING:

- Daniel Henri Pageaux, *Literatura generală și comparată (General and comparative literature)*, Ed. Polirom, Iași, 2000
- Adrian Marino, *Comparatism și teoria literaturii (Theory of literature and comparative studies)*, Ed. Polirom, Iași, 1998

CONTEMPORARY ROMANIAN LANGUAGE. SYNTAX

Course Code: RER211

Type of course: compulsory

Language of instruction: Romanian

Name of lecturer: **Marcela CIORTEA**, PhD

Seminar tutor: **Marcela CIORTEA**, PhD

Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	42	3	3	Grade	5

COURSE AIMS:

- knowing, understanding and a correct using the basic rules of Romanian language;
- appropriation of the fundamental norms of the Romanian language to eliminate errors of oral and written expression;
- enrolling in a unitary and coherent structure the main theory regarding the Romanian language.

COURSE CONTENTS:

Grammatical relations. Functional **relationships** between constituents in a clause. Subject. Predicate. Attributive. Object (direct and oblique) clauses. Clauses of place, time and manner. Conditional clause. Causal clause. Final clause. Clauses of concession. Clauses of result. Clauses of contrast, exception and sentential relative clauses. Clauses of reason and comparison.

TEACHING METHODS:

Lecture, conversation, exemplification, applications

LEARNING OUTCOMES:

- Primary data assimilation from the history of the discipline.
- Proper use of the words in different situations of communication.
- Writing correct text after dictation.
- Correcting wrong forms in a given text.
- Proper use and conscious language facts.
- Learning the fundamental norms of Romanian language to eliminate errors of oral and written expression.
- Correct mastery of specialized terms.
- Perception the relationship of interdisciplinarity: rhetoric / stylistic / literary theory (rhetorical figures / style figures; the art of the discourse).

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Written paper – 50 %. Dictation – 50%.

RECOMMENDED READING:

COURSE:

- ***Academia Română / Institutul de Lingvistică „Iorgu Iordan – Al. Rosetti”, *Gramatica limbii române*, vol. II, *Cuvântul*, vol. al II-lea, *Enunțul*, EAR, București, 2005.
- ****Sinteze de limba română* (coord: Theodor Hristea), EDP, București, 1981.
- AVRAM, Mioara, *Gramatica pentru toți*, EARSR, București, 1986¹, 1997².
- CONSTANTINESCU-DOBRIDOR, Gh., *Sintaxa limbii române*, EȘ, București, 1994¹, 1994².
- DIACONESCU, Ion, *Probleme de sintaxă a limbii române actuale*, EȘE, București, 1989.
- DIMITRIU, C., *Gramatica limbii române explicată. Sintaxa*, Ed. Junimea, Iași, 1982.
- DRAȘOVEANU, D. D., *Teze și antiteze în sintaxa limbii române*, Editura Clusium, Cluj-Napoca, 1997.
- GUȚU ROMALO, Valeria, *Sintaxa limbii române. Probleme și interpretări*, EDP, București, 1973.
- IRIMIA, Dumitru, *Gramatica limbii române*, Ed. Polirom, Iași, 1997.
- NAGY, Rodica, *Sintaxa limbii române actuale. Unități, raporturi și funcții*, Institutul european, [Iași], 2005.
- NEAMȚU, G. G., *Elemente de analiză gramaticală*, EȘE, București, 1989.
- PANĂ DINDELEGAN, Gabriela, *Teorie și analiza gramaticală*, București, 1992.
- STATI, Sorin, *Teorie și metodă în sintaxă*, EARSR, București, 1967.
- TRANDAFIR, Gh. D., *Probleme controversate de gramatică a limbii române actuale*, Ed. Scrisul Românesc, Craiova, 1982.

SEMINAR:

- **CHIRCU-BUFTEA, Adrian**, *Limba română. Teste-grilă pentru examene (capacitate, bacalaureat, admitere în învățământul superior)*, Editura Hiparion, Cluj-Napoca, 2000.
- **CIORTEA, Marcela**, *Limba română între muzică și normă. Exerciții*, Editura Aeternitas, Alba Iulia, 2010.
- **PANĂ-DINDELEGAN, Gabriela (coord.)**, *Gramatica de bază a limbii române. Caiet de exerciții*, Editura Univers Enciclopedic Gold, București, 2010.
- **RĂDULESCU, Marin; VLAICU, Marin**, *Corect/greșit românește (în vorbire și scriere)*, Editura Carminis, Pitești, 2002.

HISTORY OF THE ROMANIAN LITERATURE AND CIVILIZATION (1890-1920)

Course Code: RER212
Type of course: compulsory
Language of instruction: Romanian
Name of lecturer: Ileana Ghemeș, PhD
Seminar tutor: Georgeta Orian, PhD
Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	56	4	3	Grade	5

COURSE AIMS:

- To include the major moments of the Romanian literature and cultural chronological evolution at the end of the 19th and the beginning of the 20th century into a coherent, unitary structure

ENTRY REQUIREMENTS

- History of the Romanian literature and civilization (Beginnings-1870)
- History of the Romanian literature and civilization (1870-1890)

COURSE CONTENTS:

1. I. PRELIMINARY CONSIDERATIONS • Contextualisation and Periodisation • Cultural and literary trends at the end of the 19th and the beginning of the 20th century
2-6. II. POETRY ♦ Classicism, romanticism, traditionalism and poporanism: • *George COȘBUC* • *Octavian GOGA* • Șt. O. Iosif ♦ Symbolism: • *Al. MACEDONSKI* • Ion MINULESCU • *George BACOVIA*
7-10. III. PROSE ♦ Classicism, romanticism, traditionalism and poporanism: • Calistrat HOGAȘ ♦ Traditional and modern realism: • Duiliu ZAMFIRESCU • Ion AGÂRBICEANU • Gala Galaction ♦ Romanticism, realism and naturalism: • Barbu Ștefănescu DELAVRANCEA
11. IV. DRAMATURGIA ♦ Romanticism: • Barbu Ștefănescu DELAVRANCEA • Mihail Sorbul
12-13. V. CRITIQUE • Constantin DOBROGEANU-GHEREA • Garabet IBRĂILEANU • Nicolae Iorga
14. VI. FINAL CONSIDERATIONS • Fundamental aspects of literature at the end of the 19th and the beginning of the 20th century • Conclusions

TEACHING METHODS:

- Power Point Lecture*
- Problem raising and Learning by discovery
- Conversation and text commentary

LEARNING OUTCOMES:

- Interpretation and critical evaluation of the Romanian literary phenomenon in different contexts
- Presenting a professional viewpoint on the literary phenomenon starting from the positions expressed in the specialised critical bibliography.

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

- Conversation; free exposition – 25%
- Applications; essay writing; portfolio, project – 25%
- Written paper; quiz; test - 50%

RECOMMENDED READING:

- Subjects, bibliography, syntheses in Ileana Ghemeș, *Atitudini culturale românești în context european*, Alba Iulia, Tipografia Universității „1 Decembrie 1918”, Seria „Didactica”, 2011', 2013²

CONTEMPORARY ENGLISH LANGUAGE.MORPHOLOGY 2

Course Code: REE 211
 Type of course: compulsory
 Language of instruction: English
 Name of lecturer: Rodica Pioariu, PhD
 Seminar tutor: Rodica Pioariu, PhD

Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	42	3	I	Grade	4

COURSE AIMS:

- Effective written and spoken communication in English , at C2 level-producing texts peculiar to scientific communication in the academic environment(essays, reviews, presentations, projects, dissertation theses, translations, etc.)
- Description of the phonetic, lexical and grammatical system of the English language in its diachronic evolution and in its synchronic varieties.

ENTRY REQUIREMENTS:

Practical courses. Contemporary English. Morphology I

COURSE CONTENTS:**The English Verb**

1. Introductory course
2. The English Verb. Classification.
3. Types of Verbs. The Function of the Verb Form
4. The Conjugation of the English Verb
5. Anomalous Finite Verbs 6 Difficult Irregular Verbs
7. Verbal Forms: Aspect, Tense, Mood and Voice
8. Verbal Tenses
9. Mood. Direct and Indirect Moods
10. Voice. Usage of the Passive and the active voice
11. Modal Verbs
12. Non-Finite Verbal Forms .The Infinitive, the Gerund and the Participle
13. The Adverb. 14. The Preposition and the Conjunction

TEACHING METHODS:

Lecture, Conversation, Cooperative learning, Discussion and survey, Team-based learning, Active learning systems, Active listening, Exercise solving.

LEARNING OUTCOMES:

- Description of the phonetic, lexical and grammatical system of the English language in its diachronic evolution and in its synchronic varieties.
- Description of linguistic theories and concepts, methods with a high degree of complexity, peculiar to the study of languages.
- Applying certain principles ,basic rules for understanding an oral or written text ,for communicating in an appropriate manner taking into account all the elements involved (linguistic, socio-linguistic, pragmatic, semantic, stylistic).
- Drawing up an oral/written professional project of average difficulty of wide interest domains by obeying the specific documentation and methodology

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Oral examination – theory and practice 60%; continuous assessment – 20%; exercise –book including extra grammar work-20% .

RECOMMENDED READING:

- Alexander L.G. : *Longman Advanced Grammar*, Longman, 1993.
- Budai L.: *English Grammar*, Budapest, 1981.
- Close, R.A.: *Workbook (to A University Grammar of English)*, Longman, 1974.
- Gethin, Hugh: *Grammar in Context*, Longman, 1992.
- Graver, B.D.: *Advanced English Practice*, OUP. .
- Michael McCarthy & Felicity O'Dell. 2007. *English Phrasal Verbs in Use: Advanced*. Cambridge University Press
- Quirk R. et al.: *A Grammar of Contemporary English*, Longman, 1985.
- Swan, Michael: *Practical English Usage*, OUP.
- Thompson A. J., Martinet A.V.: *A Practical English Grammar*, London, OUP, 1969.
- idem: *A Practical English Grammar. Exercises*, vol. I, II, London, OUP, 1986.
- Zdrenghea M., Greere A.: *A Practical English Grammar with Exercises*, Clusium, Cluj-Napoca, 1997
- Michael Vince. 1994. *Advanced Language Practice*. Oxford: Heinemann ELT
- Sidney Greenbaum & Randolph Quirk. 1990. *A Student's Grammar of the English Language*. Longman .
- Pioariu, Mariana Rodica, *Contemporary English Morphology*, Alba Iulia, Seria Didactica, 2012, 2013, 2015.

HISTORY OF ENGLISH LITERATURE AND CIVILIZATION. VICTORIANISM AND THE LITERATURE OF THE 19th CENTURY

Course Code: REE 212
 Type of course: compulsory
 Language of instruction: English
 Name of lecturer: Marinela Lupşa
 Seminar tutor: Marinela Lupşa
 Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	42	3	2	Grade	5

COURSE AIMS:

- The study of literary texts in English, taking into consideration the literary traditions of the reference culture
- The characteristics of the Victorian Age, its literary and social background

ENTRY REQUIREMENTS: -

COURSE CONTENTS:

1. The Victorian Age (1837-1901). Preliminary considerations
2. Social, historical and literary background of the Victorian Era
3. Charles Dickens (1812-1879). An outline of his life and work
4. Dickens's novels: Great Expectations (importance and literary value)
5. Emily Brontë (1818-1848). Her life and literary activity. Wuthering Heights (the greatest love story in the English language)
6. Charlotte Brontë (1816-1855). An outline of her life and literary work. Jane Eyre, a novel with a gothic atmosphere, a modern theme
7. Th. Hardy (1840-1928). An outline of his life and literary work. Tess d'Urbervilles. The novels of character and environment, pessimism and fate, narrative technique

TEACHING METHODS: presentation, exemplification, conversation

LEARNING OUTCOMES:

- explaining the position of the literary works in the peculiar Victorian context

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Written paper-interpretative essay 60%; continuous assessment-40%

RECOMMENDED READING:

- Garrett, Peter (1999). The Victorian Multiplot Novel. Oxford University Press
- Levive, George (2001). The Realistic Imagination. OUP.
- Marinela Lupşa (2011). Victorianism and its Literature, Editura Aeternitas, Alba Iulia
- Tucker, Herbert (2001). A Companion to Victorian Literature and Culture. London: Longman.

HISTORY OF THE PRESS (1790-1920)

Course Code: RER214
 Type of course: optional
 Language of instruction: Romanian
 Name of lecturer: Ileana Ghemeș, PhD
 Seminar tutor: -
 Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	28	2	3	Grade	2

COURSE AIMS:

- To include the major moments in the Romanian literature and cultural chronological evolution into a coherent, unitary structure during 1790-1920

ENTRY REQUIREMENTS: -

COURSE CONTENTS:

- PRELIMINARY CONSIDERATIONS. Contextualisation and Periodisation
- THE BEGINNINGS OF THE ROMANIAN PRESS: • „Curierul românesc” (București, 1829-1859) • „Albina românească” (Iași, 1829-1849) • „Gazeta de Transilvania” (Brașov, 1838-1945)
- THE NATIONAL, HISTORICAL AND POPULAR TREND „DACIA LITERARĂ” (LITERARY DACIA): • „Dacia literară” (Iași, 1840) • „Propășirea” (Iași, 1844) • „România literară” (Iași, 1855)
- THE CRITICAL AND AESTHETIC, ”JUNIMIST” and ”NEOJUNIMIST” TREND: • • „Convorbiri literare” (1867-1944; Iași, 1867-1885; București, 1885-1944) • „Literatura și arta română” (București, 1896-1910; 1896–1901; 1902-1910) • „Convorbiri critice” (București, 1907-1910; 1935)
- THE POLITICAL AND LITERARY PRESS IN TRANSYLVANIA BETWEEN 1865-1918: • „Familia” (1865-1906; Pesta, 1865-1880; Oradea, 1880-1906) • „Albina Carpaților” (Sibiu, 1877-1880) • „Tribuna” (Sibiu, 1884-1893; 1894-1903) • „Tribuna poporului” (Arad, 1896-1912) • „Lucașfărușul” (1902-1920; Budapesta, 1902-1906; Sibiu, 1906-1914; București, 1919-1920) • „Țara noastră” (Sibiu, 1907–1909; Cluj, 1922–1938)
- 6-7. MODERNIST MAGAZINES, WITH PREPONDERENTLY SYMBOLISTIC OR ECCLECTIC: • „Literatorul” (București, 1880-1919) • „Vieța nouă” (București 1905-1925) • „Noua revistă română” (București, 1900-1902; 1908-1916) • „Flacăra” (București, 1911-1916)
- 8-9. MAGAZINES OF THE NATIONAL TREND: • „Vieța” (București, 1893-1896) • „Vatra” (București, 1894–1896) • „Sămănătorul” (București, 1901-1910)
- 10-11. MAGAZINES OF THE SOCIAL TREND: • „Contemporanul” (1881-1891) • „Evenimentul literar” (1893-1894; Iași, 1893-1894; București, 1894) • „Curentul nou” (Galați, 1905-1906; 1920) • „Viața românească” (1906-1916; 1920-1940; 1944-1946; Iași, 1906–1916; 1920-1929; București, 1930–1940, 1944–1946)
- 12-14. CONCLUSIONS

TEACHING METHODS:

- Power Point Lecture
- Problem raising and Learning by discovery
- Conversation and text commentary

LEARNING OUTCOMES:

- Interpretation and critical evaluation of the Romanian literary phenomenon in different contexts
- Presenting a professional viewpoint on the literary phenomenon starting from the positions expressed in the critical and literary history texts of the bibliography

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

- Conversation; free exposition – 50%
- Written paper; quiz; test - 50%

RECOMMENDED READING:

- Subjects, bibliography, syntheses in: Ileana Ghemeș, *Istoria presei (1790-1920)*, Alba Iulia, Tipografia Universității „1 Decembrie 1918”, Seria „Didactica”, 2010¹, 2011², 2013³

BRITISH CULTURE AND CIVILIZATION

Course code: REE213
 Type of course: compulsory
 Language of instruction: English
 Name of lecturer: Gabriel Bărbuleț, PhD
 Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	28	2	1	Grade	3

COURSE AIMS:

- Definition, description and explanation of key concepts, theories, methods specific to the study of English;
- Using concepts specific to the field in order to explain the fundamental linguistic phenomena specific to the field;
- Application of principles, basic rules for understanding a written / oral or to express in writing/ orally in an appropriate manner, respectively, taking into account all elements involved (linguistic, socio-linguistic, pragmatic, semantic, and stylistic).

ENTRY REQUIREMENTS:**COURSE CONTENTS:**

Unit 1 - Introductory Course
 Unit 2 - Historical perspectives:
 Unit 3 - Multicultural Britain
 Unit 4 - Family Life
 Unit 5 - Gender
 Unit 6 - Youth
 Unit 7 - Education and Work
 Unit 8 - Leisure
 Unit 9 - Sport
 Unit 10 - The United Kingdom
 Unit 11 - Media
 Unit 12 - History of Britain
 Unit 13 - Class System
 Unit 14 - British Customs and Traditions

TEACHING METHODS:

Elicitation, Cooperative learning, Discussion and survey, Team-based learning, Active learning systems, Active listening.

LEARNING OUTCOMES:

- Developing some understanding of the role of logic and discourse representation as a tool in describing and analysing the British culture and civilization;
- having been introduced to, and reflected upon, a number of key topics in British Culture and Civilization
- having developed critical reading skills and ability to initiate own research.

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Combined oral and written examination to verify the quality and correctness of information assimilated. (50%+50%).

RECOMMENDED READING:

- Caimi Enrica, Dolman Jane, Smith Gareth, P. (1998) - *English and American Civilization*, La Spiga Languages, Milan
- Musman Richard, Vallance-Adrian (1989) - *Britain Today*, Longman Group Ltd., London
- Sharman, E.(2004) *Across Cultures*. Longman Group Ltd., London
- O'Driscoll, J. (2007) *Britain*. Oxford University Press.
- Robert Armstrong, (2005) *Protestant War: The 'British' of Ireland and the Wars of the Three Kingdoms*, Manchester: Manchester University Press.
- Catherine Hall, Keith McClelland and Jane Rendall, *Defining the Victorian Nation: Class, Race, and the Reform Act of 1867*, (2000) Cambridge: University of Cambridge Press.

COMPARATIVE LITERATURE (2)

Course Code: REP221
Type of course: compulsory
Language of instruction: Romanian
Name of lecturer: Aurel Pantea, PhD
Seminar tutor: Lucian Bâgiu, PhD
Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	42	3	4	Grade	3

COURSE AIMS:

- A good knowledge and understanding of the notion from the comparative literature field.

ENTRY REQUIREMENTS: -

COMPARATIVE LITERATURE 1

COURSE CONTENTS:

1. The Hellenistic poetry (poetics, the concept of Hellenism, Callimah, Teocrit)
2. The Latin poetry (the prolongation of Hellenism, Horatius, Ovidius, Catullus, Propertius)
3. The Christian mystic (patristic esthetics, the concept,
4. The sources of the Christian mystical poetry, St. Simeon, St. Francisc, St. John)
5. The poetry of the minstrels (Marou de Rougemont)
6. The poetry of the minstrels, hypothesis on its origins, the Arabian poetry
7. Dante, life and work, the place in world literature
8. Dante (*Vita nuova*)
9. Petrarca, life and work, the place in world literature
10. Petrarca (The psychology of love, My Secret)
11. The Renascentist poetry and poetics (Pleiades)
12. Representatives of the Pleiades
13. The Mannerism poetry and poetics (Hocke, Panofsky, Curtius)
14. Baroque and mannerism (Gongora, Marino).

TEACHING METHODS:

Lecture, conversation, exemplification.

LEARNING OUTCOMES:

1. Teaching students the concept of comparative
2. Teaching students the origin of symbolic thinking.
3. Approaches on the evolution of lyrics and its metamorphose

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Written paper – interpretative essay – 50%; continuous assessment – 50%.

RECOMMENDED READING:

- Ernst Robert Curtius, *Literatura europeană și Evul mediu latin (European literature and the latin middle ages)*, ed. Univers, București, 1975
- Denis de Rougemont, *Iubirea și Occidentul (Love in the Western World)*, ed. Univers, București, 1988

THE HISTORY OF THE ROMANIAN LANGUAGE

Course Code: RER221

Type of course: compulsory

Language of instruction: Romanian

Name of lecturer: Constantin-Ioan Mladin, PhD

Seminar tutor: Iuliana Wainberg, PhD

Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	56	4	IV	Grade	4

COURSE AIMS:

- Enrolling the main theory regarding the history of Romanian language in a unitary and coherent structure

COURSE CONTENTS:

The phonological system of the Romanian language. The evolution of the Latin vowel system. The evolution of the Latin consonant system. Influences on the Romanian vocabulary. The native element. Etymological classification of the words. Changes in the parts of speech and grammatical categories during the formation of the Romanian language. The formation and evolution of some parts of speech.

TEACHING METHODS:

Lecture, conversation, exemplification, applications

LEARNING OUTCOMES:

- theoretical introduction in the scientific study of the history of the Romanian language
- enrolling the matters concerning the history of the Romanian language in a uniform and coherent structure
- assimilation of the main information from the history of discipline; knowledge of the main aspects of the evolution timeline
- integration of language phenomena in the wider context of the values of culture and civilization

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Written paper – 100%.

RECOMMENDED READING:

- ***Academia Română, *Istoria limbii române*, vol. I, București, 1965, vol. II, București, 1969
- Densusianu, Ov., *Histoire de la langue roumaine*, vol. I, Paris, 1901, vol. II, 1938
- Dimitrescu, Florica; Pamfil, Viorica; Barborică, Elena; Cvasnâi, Maria; Teodorescu, Mirela; Călărășu, Cristina; Marta, Mihai; Toma, Elena; Ruxăndoiu, Liliana, *Istoria limbii române* (Curs universitar), București, 1978
- Ivănescu, Gh., *Istoria limbii române*, Iași, 1980
- Rosetti, Al., *Istoria limbii române. De la origini până la începutul sec. XVII*, ediție definitivă, București, 1986

HISTORY OF THE ROMANIAN LITERATURE AND CIVILISATION (1920-1944)

Course Code: RER222

Type of course: compulsory

Language of instruction: Romanian

Name of lecturer: Georgeta Orian, PhD

Seminar tutor: Georgeta Orian, PhD

Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	56	4	4	Grade	5

COURSE AIMS:

- Knowing, understanding and a correct using of fundamental ideas concerning concepts specific to the History of the Romanian Literature and Civilisation in Interwar Period
- Integration in a coherent structure of main theorizations and value landmarks recognised in the History of the Romanian Literature and Civilisation as well as in connected domains.

ENTRY REQUIREMENTS:

- History of the Romanian Literature and Civilisation (from the Beginnings to 1870)
- History of the Romanian Literature and Civilisation (1870-1890)
- History of the Romanian Literature and Civilisation (1890-1920)

COURSE CONTENTS:

- General framework of the epoch.
- The great interwar novelists: Liviu Rebreanu (1885-1944); Camil Petrescu (1894-1957); Hortensia Papadat-Bengescu (1876-1955); Anton Holban (1902-1937); G. Călinescu (1899-1965).
- "Unclassifying" work of Mateiu I. Caragiale (1885-1936).
- Interwar creation of M. Sadoveanu (1880-1961).
- Mircea Eliade's (1907-1986) literary activity in the interwar period.
- The great interwar poets: Tudor Arghezi (1880-1967); Lucian Blaga (1895-1961); Ion Barbu (1895-1961).
- Other representatives of the interwar prose, poetry and playwriting: Gib I. Mihăescu, Ionel Teodoreanu, Max Blecher, Al. Philippide, Ion Pillat, Aron Cotruș, Mihail Sebastian, Tudor Mușatescu.
- Final considerations: fundamental aspects of contemporary Romanian literature during 1920-1944; prose development.

TEACHING METHODS:

- *Power Point Lecture*
- Problem raising and Learning by discovery
- Conversation and text commentary; exemplification.

LEARNING OUTCOMES:

- Interpretation and critical evaluation of the History of the Romanian Literature and Civilisation in Interwar Period in different contexts
- Presenting a professional viewpoint on the literary phenomenon starting from the positions expressed in the specialised critical bibliography.

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

- Conversation; Free exposition; Applications, essay writing, portfolio, project – 50%
- Written paper, quizz, test - 50%

RECOMMENDED READING:

- G. CĂLINESCU, *Istoria literaturii române de la origini până în prezent*, ediția a II-a, revăzută și adăugită, ediție și prefață de Al. Piru, București, Editura Minerva, 1986.
- E. LOVINESCU, *Istoria literaturii române contemporane*, vol. II, București, Editura Minerva, 1973.
- Nicolae MANOLESCU, *Istoria critică a literaturii române*, Pitești, Paralela 45, 2008.
- Ion POP (coordonator), *Dicționar analitic de opere literare românești*, vol. I, București, E.D.P., 1998, vol. II-III-IV, Cluj-Napoca, Casa Cărții de Știință, 1999-2003.

CONTEMPORARY ENGLISH LANGUAGE. SYNTAX

Course code: REE221
 Type of course: compulsory
 Language of instruction: English
 Name of lecturer: Gabriel Bărbuleț, PhD
 Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	42	3	4	Grade	4

COURSE AIMS:

- Definition, description and explanation of key concepts, theories, methods specific to the study of English;
- Using concepts specific to the field in order to explain the fundamental linguistic phenomena specific to the field;
- Application of principles, basic rules for understanding a written / oral or to express in writing/ orally in an appropriate manner, respectively, taking into account all elements involved (linguistic, socio-linguistic, pragmatic, semantic, and stylistic).

ENTRY REQUIREMENTS:**COURSE CONTENTS:**

1. Introductory Course
2. Types of sentences
3. The simple sentence
4. The sequence of tenses
5. Reported Speech
6. Word order
7. Complex sentences
8. Relative clauses
9. Clauses of place, time and manner
10. Nominal clauses
11. If Clauses
12. Clauses of purpose, clauses of result
13. Clauses of concession, clauses of contrast
14. Clauses of Reason and Comparison

TEACHING METHODS:

Elicitation, Cooperative learning, Discussion and survey, Team-based learning, Active learning systems, Active listening.

LEARNING OUTCOMES:

- Developing some understanding of the role of logic and discourse representation as a tool in describing and analysing English Syntax;
- having been introduced to, and reflected upon, a number of key topics in syntax;
- having developed critical reading skills and ability to initiate own research.

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Combined oral and written examination to verify the quality and correctness of information assimilated. (50%+50%).

RECOMMENDED READING:

- Haegeman, Liliane. (2006). *Thinking syntactically: A guide to argumentation and analysis*. Malden, MA: Blackwell.
- Haegeman, Liliane, & Guéron, Jacqueline. (1999). *English grammar: A generative perspective*. Oxford: Blackwell.
- Jeffries, Lesley. (2006). *Discovering language: The structure of Modern English*. New York: Palgrave Macmillan.
- Leech, Geoffrey, *An A-Z of English Grammar and Usage*, Nelson, 1989.
- Leech, G., Svartvik, L., *A Communicative Grammar of English*, Longman, 1975.
- Miller, Jim. (2009). *An introduction to English syntax* (2nd ed.). Edinburgh: Edinburgh University Press.

**HISTORY OF ENGLISH LITERATURE AND CIVILIZATION:
MODERNISM**

Course code: REE222
Type of course: compulsory
Language of instruction: English
Name of lecturer: Petru Stefan Ionescu, PhD
Full time studies

Form of instruction	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	2	II	Grade	5

COURSE AIM:

This course introduces students to the approaching of the Modernist literature. Modernism, as a cultural, artistic and literary phenomenon, is regarded in its inter-connection with the historical, linguistic, social and cultural background. We focused on the main writers belonging to this period, on their literary works and their value, both from the historical and the contemporary point of view.

COURSE CONTENTS:

Modernism. Preliminary considerations. Historical and social background. The literary background. Modernist literature. Introduction. Modernist Novel. Henry James, Joseph Conrad, E. M. Forster, D. H. Lawrence, James Joyce, Virginia Woolf, George Orwell. Modernist Poetry. W.B. Yeats, Sigfried Sassoon. Modernist Drama: G. B. Shaw.

TEACHING METHODS:

This course is based on 'hands on' approach. The students will work both individually and in groups on specific research based on the literary topics.

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Combined oral and written examination, verifying the students' level of knowledge in the literature studied topic. (50%+50%).

RECOMMENDED READING:

- Freedman, J. (ed.), The Cambridge Companion to Henry James, CUP, 2000
- Leavis, F. R., D. H. Lawrence: Novelist, Penguin Books, London, 1994
- Marcus, Laura, Virginia Woolf, Nothcote House Publishers, Plymouth, 1997
- Norris, M., A Companion to James Joyce's Ulysses, Bedford/St. Martin's, Boston, 1998
- Perkins, David, A History of Modern Poetry. Modernism and After, Harvard University Press, Cambridge, 1987
- Robinson, Alan, Instabilities in Contemporary British Poetry, Macmillan Press, London, 1988
- Schwarz, Daniel R., Reading the Modern British and Irish Novel. 1890-1930, Blackwell Publishing, Oxford, 2005

**PROFESSIONAL PRACTICE
COMPUTER ASSISTED PHILOLOGICAL RESEARCH**

Course Code: REP222
Type of course: compulsory
Language of instruction: Romanian
English tutoring available for Erasmus students
Seminar tutor: Iuliana Wainberg, PhD
Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	60		III	Grade	2

COURSE AIMS:

- Acquiring the computerized drafting techniques necessary for the scientific papers
- Creating, writing and formatting documents according to the the basic rules of Romanian Academy regarding the computer-assisted elaboration of scientific research works in humanities

COURSE CONTENTS:

Familiarity with Microsoft Word. Creating and Saving a New Document in Word. Using the Microsoft Word Application Tools. Computerized writing text. Word-Processing Tasks. Word-Processing Features. Formatting text. Styles. Hyphenation. Headers and footers. Footnotes and endnotes. Bibliography. Pagination. Table of contents. Enter symbols and tabs. Checking spelling and word usage. Finding and replacing text. Using navigation bars and buttons browser. Using keyboard Shortcuts. Using Document formats. Saving. Printing a Document.

TEACHING METHODS:

Lecture, conversation, exemplification, applications

LEARNING OUTCOMES:

- learning the basic techniques in computer drafting of a scientific paper
- consolidation of the basic rules of Romanian Academy regarding the computer-assisted elaboration of research paper in humanities
- acquiring the skills to select, consult and use the bibliographic sources necessary for scientific research works

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Written paper – 50%; practical applications – 50%.

RECOMMENDED READING:

- Câmpan, Diana, *Introducere în cercetarea științifică. Litere și Teologie*, Alba Iulia, Editura Reîntregirea, 2009.
- Eco, Umberto, *Cum se face o teză de licență*, în românește de George Popescu, (f.l.), Editura Pontica, 2000.
- Eder, Bernhard; Kodym, Willibald; Lechner, Franz, *European computer driving licence. Word XP, Modulul 3, Prelucrarea textului*, traducător Marilena Iovu, București, ALL EDUCATIONAL, 2007.
- Marinescu, D.; Dimitriu, G.; Trandafirescu, M., *PC Manualul Începătorului*, București, Teora, 1999.
- Rubin, Charles, *Totul despre Microsoft Word 2000*, Traducere de Andreea Lutic și Mihai Mănăstireanu, București, Teora, 2000.
- Vulpe, Magdalena, *Ghidul cercetătorului umanist. Introducere în cercetarea și redactarea științifică*, Cluj-Napoca, Clusium, 2002.

ROMANIAN CULTURAL ATTITUDES (1920-1944)

Course Code: RER223
Type of course: optional
Language of instruction: Romanian
Name of lecturer: Ileana Ghemeș, PhD
Seminar tutor: -
Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	28	2	4	Grade	2

COURSE AIMS:

- To cover the major moments in the Romanian literature and culture chronological evolution in the inter-war period within European culture in a coherent, unitary structure

ENTRY REQUIREMENTS:

- History of the Press (1790-1920)

COURSE CONTENTS:

1. PRELIMINARY CONSIDERATIONS. Contextualisation and Periodisation.
2. WRITING CO-ORDINATES IN THE ROMANIAN INTER-WAR LITERARY AND CULTURAL BACKGROUND: • passion for journalism; • getting out of sedentarism; • opening towards new cultural horizons. • Bibliography
- 3-5. NICOLAE IORGA (1871-1940) AND HIS ORIENTATION • Biobibliografic notes • Coordinates of his pre-war thinking • Bibliography.
- 6-9. EUGEN LOVINESCU (1881-1943) AND THE MODERNIST OFFENSIVE • Biobibliografic notes • Coordinates of Lovinescu modernism • Bibliography
- 10-13. NICHIFOR CRAINIC (1889-1972) AND THE TRADITIONAL DEFENSIVE • Biobibliografic notes • Cardinal points of the traditional thinking doctrine • Bibliography
14. CONCLUSIONS

TEACHING METHODS:

- *Power Point Lecture*
- Problem raising and Learning by discovery
- Conversation and text commentary

LEARNING OUTCOMES:

- Interpretation and critical evaluation of the Romanian literary phenomenon in different contexts
- Presenting a professional viewpoint on the literary phenomenon starting from the positions expressed in the critical bibliography

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

- Conversation; free exposition – 50%
- Written paper; quiz; test - 50%

RECOMMENDED READING:

- Subjects, bibliography, syntheses in Ileana Ghemeș, *Atitudini culturale românești (1920-1940)*, Alba Iulia, Tipografia Universității „1 Decembrie 1918”, Seria „Didactica”, 2011, 2013²

IDIOMATIC ENGLISH

Course Code: REE224

Type of course: OPTIONAL

Language of instruction: English

Name of lecturer: Rodica Pioariu, PhD

Seminar tutor: Rodica Pioariu, PhD

Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	28	2	II	Grade	3

COURSE AIMS:

1. The course aims at familiarising students with the characteristics of colloquial idiomatic English. The accent will be laid on practising and testing idiomatic expressions by a great variety of tests and exercises.
2. To improve effective written and spoken communication in English, at C2 level-producing texts peculiar to scientific communication in the academic environment (essays, reviews, presentations, projects, dissertation theses, translations,)

ENTRY REQUIREMENTS:

Contemporary English. Morphology I, II

COURSE CONTENTS:

1. What is an idiom? What about collocations? Definitions.
2. Idioms based on adjectives **-bad, big, good, old, short**
3. Idioms based on the parts of the body **-ear, eye, head, mouth, hand**
4. Idioms based on colours **-green, red, blue,**
5. Towns in idioms
6. Phrasal verbs - **LOOK, MAKE, BREAK, COME**
7. Animals in idioms
8. Idioms based on prepositions: "**on**", "**in**", "**at**", "**off**", "**by**", "**for**", "**out of**"
9. Idioms of Comparison
10. Phrasal verbs - **GET, PUT, TAKE,**
11. Idioms in sayings and proverbs
12. Paired idioms
13. Newspaper headlines
14. Assessment

TEACHING METHODS:

Lecture, Conversation, Cooperative learning, Discussion and survey, Task-based learning, Active learning systems, Active listening, Exercise solving.

LEARNING OUTCOMES:

1. Description of the phonetic, lexical and grammatical system of the English language in its diachronic evolution and in its synchronic varieties.
2. Applying certain principles, basic rules for understanding an oral or written text, for communicating in an appropriate manner taking into account all the elements involved (linguistic, socio-linguistic, pragmatic, semantic, stylistic).

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Oral/written examination – theory and practice 60%; continuous assessment – 40%;

RECOMMENDED READING:

- Freeman, William, *English for Foreigners*, London, 1999 (on Metaphorical Idioms)
- Idem, *An ABC of English Usage*, London, 2000
- McCarthy, Michael & Felicity O'Dell. *English Phrasal Verbs in Use: Advanced*. Cambridge University Press, 2007.
- Pioariu, Mariana Rodica, *English Idioms in Use*, Alba Iulia, Seria Didactica, 2013, 2015
- Swan, Michael: *Practical English Usage*, OUP.
- Thomas, BJ, *Advanced Vocabulary and Idiom*, Longman, 1997
- Vince, Michael. *Advanced Language Practice*. Oxford: Heinemann ELT, 1994
- Watcyn-Jones, Peter, *Test Your English Idioms*, London, Penguin group, 1990
- Wright, Jon, *Idioms Organiser, Organised by metaphor, topic and key word*, Thomson Corporation, 2002

GENERAL LINGUISTICS

Course code: REP311
Type of course: compulsory
Language of instruction: Romanian
Name of lecturer: Petronela Wainberg, PhD
Seminar tutor: Lucian Băgiu, PhD
Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	28	2	V	Grade	3

COURSE AIMS:

- Enrolling the main theories of General Linguistic in a unitary and coherent structure
- theoretical introduction to the scientific study of linguistics, knowledge of the main aspects of the chronological evolution of linguistics

COURSE CONTENTS:

1. The History of the linguistic concepts. Antiquity. Theories about language in Antiquity. Middle Ages. Realism and nominalism. Renaissance. The XVIIth and the XVIIIth century. Empiricism and rationalism. 2. Linguistics in the XIXth century: Linguistic concepts. Linguistic schools. Representatives. Comparatism and linguistic historicism: Rasmus Christian Rask; Franz Bopp; Jacob Grimm. The philosophy of language: W. Humboldt. The linguistic naturalism: August Schleicher; Max Friederich Müller. The linguistic psychologism: H. Steintal; Al. Af. Potebnea. The Neogrammatism – Leipzig school: Hermann Paul; Hermann Osthoff; Karl Brugmann. The criticism of the linguistic psychologism: William Dwight Whitney; Michel Bréal; Georg Curtius; Hugo Schuchardt. 3. Linguistics in the XX century: linguistic concepts. Linguistic schools. Representatives. The linguistic antipositivism: Benedetto Croce. The idealist school: Karl Vossler. The neolingvistic school: G. Isaia Ascoli, Giulio Bertoni, Mateo Bartoli. Modern linguistics: F. de Saussure, B. de Courtenay; Ch. Bally, Albert Sechehaye; A. Meillet, J. Vendryes; Fr. Boas; E. Sapir; L. Bloomfield; Zellig S. Harris, A. N. Chomsky. The structural linguistics: Serghei Karcevskij, Nikolai S. Trubeckoj, Roman Jakobson, André Martinet; Vigo Brondal, Hans Jörgen Uldall, Louis Hjelmslev; Leonard Bloomfield. Conclusions.

TEACHING METHODS:

Lecture, conversation, exemplification, applications

LEARNING OUTCOMES:

- defining concepts, identifying and exemplification of the specific language of general linguistics
- explaining the changes produced in General Linguistics
- applying concepts of general linguistics

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Combined oral and written examination to verify the quality and correctness of information assimilated. (50%+50%).

RECOMMENDED READING:

- Benveniste, É., *Probleme de lingvistică generală*, Vol. I-II, București, Editura Polirom, 2002.
- Ionescu, E., *Manual de lingvistică generală*, București, 1997.
- Irimia, D., *Curs de lingvistică generală*, Iași, 1986.
- Jakobson, Roman, *Essays de lingvistique générale*, Paris, f.a.
- Saussure, F. de, *Curs de lingvistică generală*, Iași, Polirom, 1998
- Vraciu, A., *Lingvistica generală și comparată*, București, 1980.
- Wald, L., *Pagini de teorie și istorie a lingvisticii*, București, Editura ALL, 1998.
- Zamfira, Mihail, Constantin Dominte, Maria Osiac, *Lingvistica generală*, București, Editura Fundației României de Măine, 2003, p. 43-60.
- ****Teorie și metodă în lingvistică din secolul. al XIX-lea și de la începutul secolului al XX-lea. Texte comentate*, Redactor responsabil Lucia Wald, Nadia Angheliescu, Editura Universității, București, 1984.
- ****Tratat de lingvistică generală*, sub red. Al. Graur, Sorin Stati, Lucia Wald, București, Ed. Academiei, 1972

THE HISTORY OF THE ROMANIAN LITERARY LANGUAGE

Course Code: RER311
 Type of course: compulsory
 Language of instruction: Romanian
 Seminar tutor: Iuliana Wainberg, PhD
 Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	28	2	V	Grade	3

COURSE AIMS:

- Enrolling in a unitary and coherent structure the main theory and moments regarding the history of Romanian literary language and becoming familiar with issues of principle and methods

COURSE CONTENTS:

Romanian literary language - general notions. The concept of literary language. Standardised and cultivated character of literary language. Literary language and the artistic language of literature. The dialectal base of Romanian literary language. Outline of periodization of the Romanian literary language history. Old age: the beginnings of writing in Romanian language; the evolution of the Romanian literary language between 1640 and 1780. The modern era: the transition period (1780 – 1840); Școala Ardeleană – an important moment in the evolution of literary language; the first grammars and dictionaries of Romanian language; the influence of Ion Heliade Rădulescu. The modern era – development trends in modern literary Romanian language; the influence of Titu Maiorescu. The evolution of literary Romanian language rules until the beginning of the 19th century. The fluctuation in the literary Romanian language norms from the beginning of the 19th century until today.

TEACHING METHODS:

Lecture, conversation, exemplification, applications

LEARNING OUTCOMES:

- theoretical introduction in the scientific study of the history of the literary Romanian language
- knowing the history of Romanian literary periodization
- Knowing the Romanian language evolution
- assimilation of the main information from the history of the discipline; knowledge of the main aspects of the evolution timeline

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Written paper – 75%; essay– 25%.

RECOMMENDED READING:

- Gheție, *Istoria limbii române literare. Privire sintetică*, București, 1978
- Ștefan Munteanu, Vasile D. Țâra, *Istoria limbii române literare. Privire generală*, Editura Didactică și Pedagogică, București, 1978
- Al. Rosetti, B. Cazacu, L. Onu, *Istoria limbii române literare. I. De la origini până la începutul secolului al XIX-lea*, Ediția a II-a, revizuită și adăugită, București, 1971
- Gabriel Țepelea, Gh. Bulgăr, *Momente din evoluția limbii române literare*, București, 1973

HISTORY OF THE ROMANIAN LITERATURE AND CIVILISATION (1945-1989)

Course Code: RER312

Type of course: compulsory

Language of instruction: Romanian

Name of lecturer: Georgeta Orian, PhD

Seminar tutor: Georgeta Orian, PhD

Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	56	4	5	Grade	5

COURSE AIMS:

- Knowing, understanding and a correct using of fundamental ideas concerning concepts specific to the History of the Romanian Literature and Civilisation in the totalitarian regime during 1945-1989
- Integration in a coherent structure of main theorizations and value landmarks recognised in the History of the Romanian Literature and Civilisation as well as in connected domains.

ENTRY REQUIREMENTS:

- History of the Romanian Literature and Civilisation (the Beginning-1870)
- History of the Romanian Literature and Civilisation (1870-1890)
- History of the Romanian Literature and Civilisation (1890-1920)
- History of the Romanian Literature and Civilisation (1920-1944)

COURSE CONTENTS:

- The general framework of the epoch: historical and political landmarks; literary life during the war and in the first postwar years; conceptual standing: proletcultism, socialist realism, „wooden language”; press and education.
- The 50’s in literature: A. E. Baconsky and his evolution; Nicolae Labiş. Extension of activity of some interwar figures.
- The Literary Circle of Sibiu and its effects after 1960 (Radu Stanca, Șt. Aug. Doinaș, I. Negoiteșcu, I. D. Sârbu, N. Balotă, Cornel Regman, Eugen Todoran, Radu Enescu, Ovidiu Cotruș).
- ”Ideological thaw”: the Generation of the 60’s. Nichita Stănescu – originality of his poetry.
- Marin Preda – A Great Moment in the Postwar Romanian Literature.
- Vasile Voiculescu: Postwar Poetry and Prose.
- Important names in the postwar prose: Nicolae Breban, Augustin Buzura, Ștefan Bănuțescu, Constantin Țoiu, Sorin Titel, George Bălăiță.
- Marin Sorescu: poetry, prose, drama, critical essay.
- Romanian Literary Exile after World War II: general view.
- Literary criticism in the postwar period: G. Călinescu, Tudor Vianu, Perpessicius, E. Simion, N. Manolescu. Other important figures of criticism.
- What remains from the communist period in the literary histories? Critical syntheses: fundamental aspects of the contemporary Romanian literature during 1945-1989.

TEACHING METHODS:

- *Power Point Lecture*
- Problem raising and Learning by discovery
- Conversation and text commentary; exemplification.

LEARNING OUTCOMES:

- Interpretation and critical evaluation of the History of the Romanian Literature and Civilisation in Communism in different contexts
- Presenting a professional viewpoint on the literary phenomenon starting from the positions expressed in the specialised critical bibliography.

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

- Conversation; Free exposition; Applications, essay writing, portfolio, project – 50%
- Written paper, quizz, test - 50%

RECOMMENDED READING:

- Nicolae MANOLESCU, *Istoria critică a literaturii române*, Pitești, Paralela 45, 2008.
- Ion POP (coordonator), *Dicționar analitic de opere literare românești*, vol. I, București, E.D.P., 1998, vol. II-III-IV, Cluj-Napoca, Casa Cărții de Știință, 1999- 2003.
- Alex Ștefănescu, *Istoria literaturii române contemporane 1941-2000*, București, Editura Mașina de scris, 2005.

TENDENCIES IN CONTEMPORARY ENGLISH

Course Code: REE 311
Type of course: compulsory
Language of instruction: English
Name of lecturer: Rodica Pioariu, PhD
Seminar tutor: Rodica Pioariu, PhD
Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	42	3	II	Grade	4

COURSE AIMS:

To improve the students knowledge of English, their effective written and spoken communication, at C2 level;
To get acquainted with the most important developments in English focussing especially of the varieties of English-geographical, social, gender-based, dialectal

ENTRY REQUIREMENTS:

Contemporary English. Morphology I, II

COURSE CONTENTS:

1. **Sociolinguistics and the sociology of language**; Influence of social factors on language and language use;
2. Classification of Languages. The Germanic Languages. The Languages that preceded English in Britain. 3. The Periods in the History of the English Language - Seven Ages of English. The formation of the National Language: 4. Modern English. General Characteristics. English As a World Language. 5. Types of Pronunciation: Received Pronunciation, General American 6. The Future of English; 7. Language in relation to society; 8. Linguistic variation; Geographic variation : British and American English; 9. Social class variation ; Slang; 10. Type of discourse variation: occupational dialects; Medium and attitude; Registers and styles; 11. Language and ethnic groups: Black English; 12. The English Language in Canada, Australia and South Africa. 13. Hybrid Languages Based on English: Pigeon, Creole, Beach la Mar.

TEACHING METHODS:

Lecture, Conversation, Cooperative learning, Discussion and survey, Team-based learning, Active learning systems, Active listening, Exercise solving.

LEARNING OUTCOMES:

1. Description of linguistic theories and concepts with a high degree of complexity, including those belonging to the history of language and dialectology.
2. Development and implementation of projects and cultural policies at various levels (local, regional, national, European and global).
3. Applying certain principles, basic rules for understanding an oral or written text, for communicating in an appropriate manner taking into account all the elements involved (linguistic, socio-linguistic, pragmatic, semantic, stylistic).

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Oral examination – 60%; continuous assessment – 40%;

RECOMMENDED READING:

- Battistella, Edwin L., *Bad language: Are some words better than others?* Oxford: Oxford University Press, 2005.
- Bolton, W.F. Crystal David, *The English Language*, Penguin Books, London, 1993
- Crystal David, *English: The Global Language*, U.S. English foundation, 1996
- Morton, A.L., *A People's History of England*, London, 1980
- Pioariu, Mariana-Rodica *Tendencies in Contemporary English. Dialects and Accents, Didactica, Alba Iulia, 2015*
- Trevelyan, G. M., *English Social History*, Penguin Books, 1972.
- Trudgill, Peter, *The Dialects of England* (2nd edn), Oxford: Blackwell, 2000.

ROMANCE PHILOLOGY

Course Code: REP312
 Type of course: compulsory
 Language of instruction: Romanian
 Name of lecturer: Petronela Wainberg, PhD
 Seminar tutor: Iuliana Wainberg, PhD
 Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	42	3	V	Grade	3

COURSE AIMS:

- enrolling the main theories of Romance linguistics in a unitary and coherent structure
- knowledge of the main aspects of the chronological evolution of Romance Philology

ENTRY REQUIREMENTS:

General Linguistics (1)

COURSE CONTENTS:

Introduction in Romance Philology: Indo-European idioms from the Italian Peninsula. Latin - the central nucleus of the Romance languages. Languages, dialects, dialectal varieties, subdialects and Romance literatures: The Ibero - Romanic Group. The Gallo-Romanic Group. The Italo-Romanic Group. The Rheto-Romanic Group. The Balcano-Romanic Group. The Romance Creole Languages. The Romance Pidgin Languages. Judeo-Romance Languages. Elements of slang.

TEACHING METHODS:

Lecture, conversation, exemplification, applications

LEARNING OUTCOMES:

- correct mastery of specialized terms
- Primary data assimilation about the history of the discipline
- integrating language phenomena in the wider context of the values of culture and civilization
- perception of the relationship of interdisciplinarity: Linguistics / Romance linguistics / History of languages / Dialectology

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Oral examination – 50%; essay– 50%.

RECOMMENDED READING:

- Carlo Tagliavini, *Originile limbilor neolatine*, București, Editura Științifică și Enciclopedică, 1977
- Iorgu Iordan, *Lingvistica romanică. Evoluție. Curente. Metode*, București, Editura Academiei, 1962
- R.A. Hall jr., *Comparative Romance Grammar*, New York, 1971
- L. Mourin, *Contribution a la description comparee de la morphologie des langues romanes*, Bruxelles, 1966
- Lorenzo Renzi, *Introduzione alla filologia romanza*, Bologna, 1976
- Alexandru Rosetti, *Melanges de linguistique et de philologie*, Copenhaga-București, 1974
- B.E. Vidos, *Manual de lingvistica romanica*, Madrid, 1963
- *** *External History of the Romance Languages*, New York, 1971

MIHAI EMINESCU - SPECIAL COURSE

Course code: RER313

Type of course: optional course

Language of instruction: Romanian language

Name of lecturer: Diana Câmpan, PhD

Full times studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	36	3	5	Grade	4

COURSE AIM:

Teaching language - Romanian.

General course - Romanian Literature.

ENTRY REQUIREMENTS:

Romanian Literature and Civilization (1870-1890)

COURSE CONTENTS:

The course covers the following main topics:

1. M. Eminescu - The Romanian National poet in the European Romanticism
2. M. Eminescu - influences coming from Greek and Indian mythology and philosophy
3. M. Eminescu - influences coming from German philosophy
4. M. Eminescu - the poetry of solitude
5. M. Eminescu - the poetry of body, soul and mind

TEACHING METHODS:

- Lecture, conversation, exemplification.

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

A two-hour written examination.

RECOMMENDED READING:

- Only Romanian bibliography.

LITERARY TRANSLATIONS

Course Code: REE313
 Type of course: compulsory
 Language of instruction: English
 Seminar tutor: Cristina Elena Safta
 Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	28	2	5	Grade	3

COURSE AIMS:

- Studying, understanding and the appropriate use of the fundamental approaches concerning the concepts, the strategies and techniques for translating and interpreting a literary text

ENTRY REQUIREMENTS:

- Explaining linguistic phenomena which are to be found in texts that have specific characteristics, understanding the concepts of equivalence and equivalent in translation, maintaining the cultural and national identity of the translated texts

COURSE CONTENTS:

1. Introduction; the 'Science' of translation
2. The Fundamentals (Why literary translation? The uniqueness of literary translation; preparing to translate)
3. Techniques of translation (Decisions at the outset: fluency and transparency; the author translator- reader triangle; word for word or thought by thought)
4. Language and culture; types of translation; decoding and recoding; untranslability
5. Other areas of literary translation (translating non-fiction; translating for the teacher; translating children's literature)
6. Peculiar aspects of literary translation; structures, prose and translation; poetry and translation; dramatic texts and translation
7. Final steps (Proofreading, grammar checkers, verifying against the source language)

TEACHING METHODS: presentation, exemplification, conversation, interactive communication, translation of texts

LEARNING OUTCOMES:

- Theoretical, functional and creative competences concerning the correct and coherent translation of literary texts

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Written papers- tests / Oral verification of literary texts translated 100%

RECOMMENDED READING:

- Robert Wechsler (1998). Performing without a stage. The art of Literary Translation: Catbird Press;
- Bassnett, Susan (2000). Translation Studies, London: Methuen;
- Graham, Joseph (1999). Theory and Practice of Translation, Itacha: Cornell University Press;
- Lefevere, Andre (2001). Translated Literature: Towards an Integrated Theory, Albany: State University of NY;
- Munday, Jeremy (2002). Introducing Translation Theories: Routledge.

THEORY OF LITERATURE (2)

Course Code: REP321
Type of course: compulsory
Language of instruction: Romanian
English tutoring available for Erasmus students
Name of lecturer: Gabriela Chiciudean, PhD
Seminar tutor: Lucian Băgiu, PhD
Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	20	2	6	Grade	3

COURSE AIMS:

- A good knowledge and understanding of the theory of literature applied on various literary texts.

ENTRY REQUIREMENTS:

Theory of literature (1).

COURSE CONTENTS:

1. Theory of literature as part of philology. The structure of literary work
2. Literary genres. Specific features and characteristics
3. Poetry. General aspects, forms, structure; versification, metric system. Rhyme. Stanza. Blank verse. Poetry subgenres: ode, elegy, epitaph, epigram, epistole, romance, sonnet, meditation, madrigal, litany etc. Poetic expressivity. Figures of speech. Style. Lyrical self. The poetry of masks. The poetry of roles
4. The epic. Definition. Characteristics. Structural elements. The character. Analyse methods. The action, The narrative model. The structure of a literary work. The subject. Narrative structures. Epic species: the short story, the story, the novel. Story-short story, Cult fairytale – folklore fairytale
5. The dramatic genre. Characteristics. The conflict. The dialogue. Dramatic characteristics. Species: The tragedy. Structure. Evolution; The comedy. Characteristics. History. Structure; Drama. History, Characteristics, Species, Drama in the Romanian literature.
6. Literary tendencies. General characteristics.

TEACHING METHODS:

Lecture, conversation, exemplification.

LEARNING OUTCOMES:

- Teaching students the elements of the theory of literature: a) concepts of literature and metamorphose; b). poetics: legislative and descriptive; c) stylistics: the author and the text; d). rhetoric: evolution, the significance of elocution; e). the history of literature; f). literary critique; g) the psychology of literature. Practical use of the theoretical part of the course on various literary texts.

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Written paper – interpretative essay – 50%; continuous assessment – 50%.

RECOMMENDED READING:

- Gabriela Duda, *Introducere în teoria literaturii* (Introduction to Literary Theory), ediția a II-a, București, Editura All, 2008
- Irina Petraș, *Teoria literaturii. Dictionar – Antologie* (Literary Theory, Dictionary - Anthology), București, Editura Didactică și Pedagogică, 2009

TRENDS IN CONTEMPORARY ROMANIAN LANGUAGE

Course Code: RER321

Type of course: compulsory

Language of instruction: Romanian

Name of lecturer: **Marcela CIORTEA**, PhDSeminar tutor: **Marcela CIORTEA**, PhD

Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	30	3	6	Grade	4

COURSE AIMS:

- knowing, understanding and a correct using the basic rules of Romanian language;
- appropriation the fundamental norms of the Romanian language to eliminate errors of oral and written expression;
- enrolling in a unitary and coherent structure the main theory regarding the Romanian language.

COURSE CONTENTS:

Principles and rules of grammar. Dynamic of language. Trends in Romanian language phonetics. Trends in Romanian language vocabulary. Trends in Romanian language morphology. Trends in Romanian language syntax. Direct speech. Indirect speech. Free indirect speech.

TEACHING METHODS:

Lecture, conversation, exemplification, applications

LEARNING OUTCOMES:

- Primary data assimilation from the history of the discipline.
- Proper use of the words in different situations of communication.
- Writing correct text after dictation.
- Correcting wrong forms in a given text.
- Proper use and conscious language facts.
- Learning the fundamental norms of Romanian language to eliminate errors of oral and written expression.
- Correct mastery of specialized terms.
- Perception the relationship of interdisciplinarity: rhetoric / stylistic / literary theory (rhetorical figures / style figures; the art of the discourse).

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Written paper – 50 %.

Dictation – 50%.

RECOMMENDED READING:

- ***Academia Română / Institutul de Lingvistică al Universității din București, *Dicționarul ortografic, ortoepic și morfologic al limbii române*, Univers Enciclopedic, București, 2005².
- ***Academia Română / Institutul de Lingvistică „Iorgu Iordan – Al. Rosetti”, *Gramatica limbii române*, vol. II, *Cuvântul*, vol. al II-lea, *Enunțul*, EAR, București, 2005.
- *** *Ești COOL și dacă vorbești corect*, Editura Univers Enciclopedic Gold, București, 2010.
- **BIDU-VRÂNCEANU, Angela**, *Dinamica sensurilor cuvintelor românești din 1990 până în 2002*, Editura Universității din București, 2003.
- **BIDU-VRÂNCEANU, Angela; FORĂSCU, Narcisa**, *Cuvinte și sensuri*, Editura Științifică și Enciclopedică, București, 1988.
- **GRAUR Alexandru**, *Tendențele actuale ale limbii române*, Editura Științifică, București, 1968.
- **GRUIȚĂ, G.**, *Gramatica normativă*, Ed. Polirom, [București], 1999³.
- **GUȚU ROMALO, Valeria**, *Corectitudine și greșală (Limba română de azi)*, EȘ, București, 1972, Humanitas Educațional, [București, 2002]².
- **OSIAC, Maria**, *Dificultăți ale limbii române*, Editura Fundației „România de Măine”, București, 2008.
- **PANĂ DINDELEGAN, Gabriela** (coord.), *Aspecte ale dinamicii limbii române actuale. Vol. al II-lea, Actele Colocviului Catedrei de Limba română (75-28 noiembrie 2002)*, Editura Universității din București, București, 2003.

- **RĂDULESCU, Marin; VLAICU, Marin**, *Corect/greșit românește (în vorbire și scriere)*, Editura Carminis, Pitești, 2002.
- **SILVESTRU, Elena**, *Tendențe actuale în limba română*, Editura Fundației „România de Mâine”, București, 2008.
- **STOICHIȚOIU-ICHIM, Adriana**, *Vocabularul limbii române actuale*, Editura All, București, 2001.
- **TODI, Aida**, *Limba română și norma actuală. Teste aplicative la DOOM 2*, Editura Bic All, București, 2006.
- **TRANDAFIR, Gh. D.**, *Probleme controversate de gramatică a limbii române actuale*, Editura Scrisul Românesc, Craiova, 1982.

HISTORY OF ROMANIAN LITERATURE AND CIVILIZATION (1989-NOWADAYS)

Course code: RER322

Type of course: compulsory

Language of instruction: Romanian

Name of lecturer: Diana Câmpan, PhD

Full times studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	40	3	6	Grade	4

COURSE AIM:

Teaching language - Romanian.

General course - Romanian Literature.

ENTRY REQUIREMENTS:

History of Romanian Literature and Civilization (1945-1989)

COURSE CONTENTS:

The course covers the following main topics:

1. The evolution of the Romanian culture and literature from the communist ideological system to the new aesthetical movements of contemporary society;
2. General presentation of the 1980's generation of writers (literature and other arts);
3. Contemporary Romanian poetry

TEACHING METHODS:

- Lecture, conversation, exemplification.

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

A two-hour written examination.

RECOMMENDED READING:

- Only Romanian bibliography.

ENGLISH LANGUAGE. SEMANTICS

Course code: REE321
Type of course: compulsory
Language of instruction: English
Name of lecturer: Teodora Iordăchescu, PhD
Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	30	3	II	Grade	4

COURSE AIMS:

- Definition, description and explanation of key concepts, theories, methods specific to the study of English;
- Using concepts specific to the field in order to explain the fundamental linguistic phenomena specific to the field;
- Application of principles, basic rules for understanding a written / oral or to express in writing/ orally in an appropriate manner, respectively, taking into account all elements involved (linguistic, socio-linguistic, pragmatic, semantic, and stylistic).

ENTRY REQUIREMENTS:

COURSE CONTENTS:

1. Introduction. Meaning and semantics;
2. Sentences, utterances, and propositions;
3. Reference and sense;
4. Logical semantics;
5. Word meaning;
6. Interpersonal and non-literal meaning;
7. Tense and aspect;

TEACHING METHODS:

Elicitation, Cooperative learning, Discussion and survey, Team-based learning, Active learning systems, Active listening.

LEARNING OUTCOMES:

- Developing some understanding of the role of logic and discourse representation as a tool in describing and analysing natural language semantics;
- having been introduced to, and reflected upon, a number of key topics in semantics;
- having developed critical reading skills and ability to initiate own research.

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Combined oral and written examination to verify the quality and correctness of information assimilated. (50%+50%).

RECOMMENDED READING:

- Jens Allwood, Lars Andersen and Osten Dahl, 1977. Logic in Linguistics, CUP.
- Ronnie Cann, 1993. Formal Semantics: an Introduction, CUP.
- Ronnie Cann, Ruth Kempson, Eleni Gregoromichelaki, 2009. Semantics: An Introduction to Meaning in Language, CUP.
- Kate Kearns, 2000. Semantics, Macmillan
- Henriette de Swart, 1998. Introduction to Natural Language Semantics, CSLI.

AMERICAN LITERATURE

Course Code: REE322
 Type of course: compulsory
 Language of instruction: English
 Name of lecturer: Rodica PIOARIU, PhD
 Seminar tutor: Rodica PIOARIU, PhD
 Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	36	3	II	Grade	4

COURSE AIMS:

- Analysing literary texts in English in the context of the literary traditions of the target culture; detailed studies of some major writers of 19th and 20th century American literature.
- Identifying the specific features of epochs and literary trends of American literature, describing them on account of the developments in the country's culture and civilisation
- Analysing fictional texts both spontaneously and on the basis of selection : in terms of major themes, characters, levels of interpretation ,narrative techniques and brief contextualisation of literary and extra-literary influences and/or broader cultural movements.

ENTRY REQUIREMENTS: -**COURSE CONTENTS:**

1. North American Literature : Social and Literary Background
2. E. A. Poe (1809-1849). Studies and military career, fame, mysterious death. Works: tales of ratiocination, arabesque, psychological thrillers, poetry, reputation
3. N. Hawthorne (1804-1864). Family background, early writing, The Brook Farm Community, a successful author, last years. The Scarlet Letter-theme, symbols and motifs.
4. W. Whitman (1819-1892). Early jobs, writing poetry, the Civil War years, last years. Works: father of American poetry, themes, reputation
5. Mark Twain (1835-1910). Literary career, frontier humour and realism, success, themes, styles, reputation
6. R. Frost (1896-1963). Life, marriage, depression, England and first published collections, return to USA, literary awards. Works: setting, layers of meaning, style, reputation
7. F. Scott Fitzgerald (1896-1940). Early years, success, marriage and the high life, Europe and The Great Gatsby, illness, debts and declining reputation. Works: an American classic, style
8. E. Hemingway (1899-1961). An early call to action and writing, success and adventure, mental and physical decline. Works: an American icon, experience-based stories, his literary style.
9. W. Faulkner (1897-1962). Military service and university, success and fame, life on a farm. Works: Yoknapatawpha cycle, main works, style
10. J. Steinbeck (1902-1968). Life, difficult beginnings, critical and commercial success. Works: Tortilla Flat and Of Mice and Men, The Grapes of Wrath, themes, literary reputation
11. A. Miller (1915-2005). Life and works, dramatic career, most celebrated themes, style, social drama, awards. Death of a Salesman-the decline of the American dream.
12. T. Williams (1911-1983). Life and works, dramatic career background and education, art critic and involvement in theatre, style and themes, plays, awards
13. E. Albee (1928-). Family background and education, life and works, dramatic career, style and themes, plays, awards

TEACHING METHODS:

Lecture, conversation, exemplification, text analysis..

LEARNING OUTCOMES:

Presenting and analysing literary phenomena in the context of the target culture
 Establishing the major characteristics of the American literature, the great themes and trends in American culture
 The concrete production of literary knowledge on the basis of deeper insights within the study of the 19th and 20th American literature.

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Written paper/oral exam – 60%; continuous assessment-essays, presentations – 40%.

RECOMMENDED READING:

- The Norton Anthology of American Literature: Shorter Version, Nina Bayam (Editor)
- The Columbia Anthology of American Poetry, Jay P Parini (Editor)
- Culture and Civilisation:
- The Cambridge Companion to Modern American Culture, Christopher Bigsby (Editor)
- Asian North American Identities: Beyond the Hyphen, Eleanor Rose Ty (Editor)
- Literary criticism:
- Modern Criticism and Theory: A Reader, David Lodge, Nigel Wood
- Understanding American Literary Theory, Michael P. Spikes

BUSINESS ENGLISH

Course code: REE323
 Type of course: compulsory
 Language of instruction: English
 Name of lecturer: Gabriel Bărbuleț, PhD
 Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	20	2	6	Grade	2

COURSE AIMS:

- Definition, description and explanation of key concepts, theories, methods specific to the study of English Business English;
- Using concepts specific to the field in order to explain the fundamental linguistic phenomena specific to the field;
- Application of principles, basic rules for understanding a written / oral or to express in writing/ orally in an appropriate manner, respectively, taking into account all elements involved (linguistic, socio-linguistic, pragmatic, semantic, and stylistic).

ENTRY REQUIREMENTS:**COURSE CONTENTS:**

The Business of Business. Types of business; The history of business; The Organization of Work. Structure of organizations; Structure of organizations; Leadership and teams; Getting the Work Done. Productivity; Theories of motivation; Management by objectives; People and Markets. Definition of marketing; importance of marketing; Types of market; market research; Products and Strategies. The role of a product; Product life cycle; Operations: producing the goods. The production process: input/transformation/output; Efficiency in operations management; Managing financial accounts. Japanese management practices

TEACHING METHODS:

Elicitation, Cooperative learning, Discussion and survey, Team-based learning, Active learning systems, Active listening.

LEARNING OUTCOMES:

- Developing some understanding of the role of logic and discourse representation as a tool in using Business English;
- having been introduced to, and reflected upon, a number of key topics in Business English;
- having developed critical reading skills and ability to initiate own research.

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Combined oral and written examination to verify the quality and correctness of information assimilated. (50%+50%).

RECOMMENDED READING:

- *Business English Dictionary*. (2007). Pearson Longman. New Edition.
- Constantinescu, I., Crocus, A. (1998). *Dicționar economic explicativ*. București: Editura Economică. Cotton, D., Falvey, D., Kent, S. (2006). *Market leader upper intermediate*. New Edition, Pearson Longman. Dubicka I., O'Keeffe, M. (2007). *Market leader. Advanced*. Pearson Longman.
- Jones, L., Alexander, R. (2000). *New international business English*. Cambridge: Cambridge University Press.
- Nida, E. (1964). *Towards a science of translating*. Leiden: E. J. Brill.
- Popescu, T., & Toma, M. (2009). *Dictionary of business collocations: with Romanian translation and practice section*. Alba Iulia: Aeternitas.
- Popescu, T. (2011). *We're in business*. Part 1, Alba Iulia: Aeternitas.
- Rogers, J. (2011). *Market leader. Upper intermediate business English practice file*. London: Pearson Longman.
- Storton, L. (2006). *New English file. Intermediate test booklet*. Oxford: Oxford University Press.
- Wyatt, R. (2007). *Check your English vocabulary for business and administration*. London: A & C Black Publishers Ltd.
- Carolyn Walker with Paul Harvey(2008), *English for Business Studies in Higher Education*, Garnet Education.

TRADITIONAL AND MODERN RHETORIC

Course Code: REC321
Type of course: compulsory
Language of instruction: Romanian
Name of lecturer: Petronela Wainberg, PhD
Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	20	2	VI	Grade	3

COURSE AIMS:

- enrolling the main rules of Rhetoric in a unitary and coherent structure
- theoretical introduction into the study of rhetoric, knowledge of the main aspects of the discipline in chronological evolution

ENTRY REQUIREMENTS:

Literary theory

COURSE CONTENTS:

Introduction in Rhetoric. Definitions. Neorhetoric. *Rhetorica rediviva*. Genesis of rhetoric: history of the discipline; oratory literature. Attic eloquence. Greek rhetoric. Latin rhetoric; evolution of rhetoric; the functions of the rhetoric. Interdisciplinary of the rhetoric. Style. Speech. Poetics. Literary work; Romanian rhetoric. Representative personalities of the discourse in Romanian culture: Antim Ivireanul, Mihail Kogălniceanu, Barbu Delavrancea, Titu Maiorescu, Nicolae Titulescu, Istrate Micescu, Ion Petrovici, Nae Ionescu etc. The first attempts of poetics in Romanian literature: Miron Costin, Dimitrie Eustatievici, Macarie, Ienăchiță Văcărescu, C. Conachi. Figures of rhetoric.

TEACHING METHODS:

Lecture, conversation, exemplification, applications

LEARNING OUTCOMES:

- primary data assimilation about the history of the discipline
- correct mastery of specialized terms
- integrating language phenomena in the wider context of the values of culture and civilization
- perception the relationship of interdisciplinarity: rhetoric / stylistics / literary theory (rhetorical figures / style figures; the art of discourse)

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Written paper – 100%.

RECOMMENDED READING:

- Mircea Frânculescu, *Retorica românească – antologie*, București, 1980.
- Gh. Mihai, *Retorica tradițională și retorici moderne*, București, 1998.
- Michel Patillon, *Eléments de rhétorique classique*, C. Edition N. Piquart, 1990.
- Claude Peyrouet, *Style et rhétorique*, Nathan, 1994.
- Olivier Reboul, *La rhétorique*, Presses Universitaires de France, 1998.

TRADITIONAL AND MODERN RHETORIC

Course Code: REC321
 Type of course: compulsory
 Language of instruction: Romanian
 Name of lecturer: Petronela Wainberg, PhD
 Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	20	2	VI	Grade	3

COURSE AIMS:

- enrolling the main rules of Rhetoric in a unitary and coherent structure
- theoretical introduction into the study of rhetoric, knowledge of the main aspects of the discipline in chronological evolution

ENTRY REQUIREMENTS:

Literary theory

COURSE CONTENTS:

Introduction in Rhetoric. Definitions. Neorhetoric. *Rhetorica rediviva*. Genesis of rhetoric: history of the discipline; oratory literature. Attic eloquence. Greek rhetoric. Latin rhetoric; evolution of rhetoric; the functions of the rhetoric. Interdisciplinary of the rhetoric. Style. Speech. Poetics. Literary work; Romanian rhetoric. Representative personalities of the discourse in Romanian culture: Antim Ivireanul, Mihail Kogălniceanu, Barbu Delavrancea, Titu Maiorescu, Nicolae Titulescu, Istrate Micescu, Ion Petrovici, Nae Ionescu etc. The first attempts of poetics in Romanian literature: Miron Costin, Dimitrie Eustatievici, Macarie, Ienăchiță Văcărescu, C. Conachi. Figures of rhetoric.

TEACHING METHODS:

Lecture, conversation, exemplification, applications

LEARNING OUTCOMES:

- primary data assimilation about the history of the discipline
- correct mastery of specialized terms
- integrating language phenomena in the wider context of the values of culture and civilization
- perception the relationship of interdisciplinarity: rhetoric / stylistics / literary theory (rhetorical figures / style figures; the art of discourse)

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Written paper – 100%.

RECOMMENDED READING:

- Mircea Frânculescu, *Retorica românească – antologie*, București, 1980.
- Gh. Mihai, *Retorica tradițională și retorici moderne*, București, 1998.
- Michel Patillon, *Eléments de rhétorique classique*, C. Edition N. Piquart, 1990.
- Claude Peyrouet, *Style et rhétorique*, Nathan, 1994.
- Olivier Reboul, *La rhétorique*, Presses Universitaires de France, 1998.