

GENERAL LINGUISTICS

Course code: TIP111
 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	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, Echinoc, 1995.
- Graur, Al., *Studii de lingvistică generală*, – București, 1960.
- Ionescu, E., *Manual de lingvistică generală*, București, 1997.
- Iordan, I., *Lingvistica romanică. Evoluție. Curente. Metode*, București, 1962.
- 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
- ****Tratat de lingvistică generală*, sub red. Al. Graur, Sorin Stati, Lucia Wald, București, Ed. Academiei, 1972

CONTEMPORARY ROMANIAN LANGUAGE. PHONETICS, LEXICOLOGY, SEMANTICS

Course Code: TIR111

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	42	3	1	Grade	5

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:

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 Echinoc, 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 Odysea, 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.

ROMANIAN CULTURE AND CIVILISATION

Course Code: TIR112

Type of course: compulsory

Language of instruction: Romanian

English tutoring available for Erasmus students

Name of lecturer: Gabriela Chiciudean, 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	I	Grade	2

COURSE AIMS:

Including in a unitary and coherent structure the main moments of chronological evolution of romanian culture and contemporary literature in ancient and pre-modern period

ENTRY REQUIREMENTS:

None

COURSE CONTENTS:

1. Introduction.
2. THE ANCIENT PERIOD. the begining of Romanian culture and civilization
3. Byzantine literature in history, religion and literature. Old Romanian texts.
4. Religious literature. Dosoftei, Varlaam, Antim Ivireanu
5. Historical literature. The Humanism: Grigore Ureche, Miron Costin, Ion Neculce, Nicolae Costin
6. The chroniclers in Muntenia: Stoica Ludescu, Radu Greceanu, Radu Popescu. Anonimul Brîncovenesc, Letopiseșii Bășenilor, Constantin Cantacuzină, Dimitrie Cantemir.
7. PRE-MODERN PERIOD. Școala Ardeleană. Historical polemics and the representatives of the Școala ardeleană literature.
8. Ion Budai Deleanu. Vasile Aaron. Ioan Barac
9. Fable, the beginning during the period of the enlightenment. Nicolae Oțălea, Dimitrie Țichindeal
10. The last chroniclers: Dionisie Eclesiarhul, Nicolae Stoica de Hațeg
11. Historical stories in the 18th and 19th centuries
12. Pre-modern poetry. Beginnings: Costache Conachi, Ioan Cantacuzino, Vasile Pogor
13. Văcărești poets: Ienăciță Văcărescu, Alecu Văcărescu, Nicolae Văcărescu, Iancu Văcărescu, Barbu Paris Mumuleanu
14. Conclusion: fundamental aspects of ancient Romanian literature

TEACHING METHODS:

Lecture, conversation, exemplification.

LEARNING OUTCOMES:

Knowledge of the main aspects of the evolution of the chronological order of comments concerning the main phenomena of culture and the representative Romanian literary works.

Formation of a database of guidance with broad opening for further deepening topics, and also the other themes aimed at Romanian culture and literature relations with European culture and literature.

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Written paper – interpretative essay – 100%;

RECOMMENDED READING:

- N. CARTOJAN, *Istoria literaturii române vechi* (History of Ancient Romanian Literature), prefață de Dan Horia Mazilu, bibliografie finală de Dan Simonescu, ediție îngrijită de Rodica Rotaru și Andrei Rusu, București, Editura Fundației Culturale Române, 1996
- G. CĂLINESCU, *Istoria literaturii române de la origini până în prezent* (History of Romanian Literature), ediția a II-a, revăzută și adăugită, ediție și prefață de Al. Piru, București, Editura Minerva, 1986.
- N. IORGA, *Istoria literaturilor romanice în dezvoltarea și legăturile lor*, ediție îngrijită, note și prefață de Alexandru Dușu, vol. I, Evul Mediu, București, Editura pentru Literatură Universală, 1968

CONTEMPORARY ENGLISH LANGUAGE. PHONETICS, LEXICAL UNITS.

Course code: TIE111
 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.

**CONTEMPORARY FRENCH LANGUAGE.
PHONETICS AND LEXICOLOGY**

Course Code: TIF111

Type of course: compulsory

Language of instruction: French

English tutoring available for Erasmus students

Name of lecturer: Coralia Telea, PhD

Seminar tutor: Coralia Telea, 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	Exam	4

COURSE AIMS:

Description of the French grammar, French phonetic and lexical system while outlining its use in drafting and translating texts as well as in oral interaction.

ENTRY REQUIREMENTS:

None

COURSE CONTENTS:

Presentation of the French grammar, French phonetic and lexical system while outlining its use in drafting and translating texts as well as in oral interaction

The course covers the following main topics:

PHONETICS. SOUNDS. WRITTEN SIGNS/LETTERS (PHONETICS AND SPELLING)

1. Communication. Uttering and spoken utterance. Sounds- Overview. Articulation of sounds. Phonetics and phonology.
2. French phonemes. Vowels. Table of French vowels. Consonants. Table of French consonants
3. Syntactic phonetics. Stress. Intonation. Liaison. Elision. Other phenomena that occur before a vowel (contracted articles (elision), determiners, adjectives). Disjunction. Junction.
4. Graphic signs. Letters. Spelling. Accents. Umlaut. Cedilla. Apostrophe. Hyphen. Capital letters vs. small letters – usage. Abbreviations and symbols.
5. Punctuation. Overview and use

FRENCH VOCABULARY.

1. Introduction. The Latin bases of French vocabulary. Substratum. Superstratum. Vocabulary. Building vocabulary: borrowings. The consequence re-latinization: doublets.
2. Borrowings from modern languages.
3. Means of building vocabulary: suffixation, prefixing, changing grammatical category.
4. Suffixation in modern French. Classification of suffixes: nominal suffixes, verbal suffixes, adjectival suffixes, adverbial suffixes.
5. Prefixation.
6. Improper derivation. Parasynthetic word formation.
7. Composition. Formation of technical words
8. Abbreviation.
9. Onomatopoeia and logos.

TEACHING METHODS:

Lecture, conversation, exemplification.

LEARNING OUTCOMES:

- O1. Acquisition and comprehension of the fundamental concepts, theories, and methods of the specialization, their appropriate use within professional communication contexts.
- O2. Use of basic knowledge to explain and interpret various types of concepts, situations, processes, projects, etc. related to the area of study/activity
- O3. Application of basic principles and methods under expert supervision in order to solve problems or deal with specific situations related to the specialized area of study
- O4. Appropriate use of standard assessment criteria and methods so as to evaluate the quality, the merits and limitations of specific processes, programs, projects, concepts, methods and theories
- O5. Development of professional projects using principles and classical methods within the activity field
- O6. Responsible execution of professional duties under limited autonomy and qualified support
- O7. Familiarisation with specific teamwork roles and activities, and task delegation to subordinate levels

O8. Awareness of the need for continuous training; the efficient use of learning resources and techniques for personal and professional development.

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

A two-hour written examination (60% of the final grade)

A mid-term essay (40% of the final grade)

RECOMMENDED READING:

- Grevisse, Maurice, *Le Bon Usage. Grammaire française*, Paris, Gembloux, Ed. Duculot, 1993.
- Roman, Dorina, *La didactique du français langue étrangère*, Baia Mare, Editura Umbria, 1994.
- Cosăceanu, Anca, Slăvescu, Micaela, *Gramatica limbii franceze*, Mondero, București, 1993.
- Florea, Ligia Stela, *Syntaxe du français actuel. La phrase simple et ses fonctions discursives*, Cluj-Napoca, Clusium, 2000.
- Ghidu, George, Pisoschi, Valeriu, *Gramatica limbii franceze cu exerciții*, Teora, București, 1996.
- Rougerie, André, *L'étude pratique de la langue française*, Dunod, Paris, 1990.
- Țenchea, Maria, *Le subjonctif dans les phrases indépendantes. Syntaxe et pragmatique*, Timișoara, Editura Hestia, s.a

BRITISH CULTURE AND CIVILIZATION

Course code: TIE112
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	2

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.

FRENCH CULTURE AND CIVILIZATION

Course Code: TIF 112

Type of course: mandatory

Language of instruction: French

English tutoring available for Erasmus students

Name of lecturer: Coralia Telea, 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	Exam	2

COURSE AIMS:

- Knowing, understanding and a correctly using fundamental ideas concerning intercultural communication.
- Integration of the knowledge in a coherent structure in accordance with the contemporary demands.

ENTRY REQUIREMENTS: None

COURSE CONTENTS:

Define the concepts of culture and civilization.

Physiognomy of France.

Regions: The Northwest, The Ile de France: Paris, Yesterday's Paris , Today's Paris, Around Paris, The Centre, The West Centre, the East Centre, the Southwest, the Southeast , the overseas France

The legacy of the past

What remains of prehistory? Of Gaul? From the Gallo-Roman civilization to the barbarian invasions. The Middle Ages. The Renaissance. The absolute monarchy. From the Enlightenment to the French Revolution. The first empire. From the Restoration to the Commune. The Third Republic. The modern era.

The literary life and thought. The French ideal of each period as reflected in literature.

The Middle Ages. The Renaissance. The Baroque period. The Classicism. The Enlightenment. The French

Revolution. The Romanticism. The Realism. The Symbolism. The Surrealism. The Absurd. The Postmodernism.

The fine arts- overview: architecture, sculpture, painting, music.

Specifics: Gothic architecture, Baroque architecture, Rococo style, the classic style and the geometric style, modernist trends.

French inventors and scientists: in philosophy, in medicine, in physics, in biology, in aeronautics, in cinematography. Modern France

Institutions. Education. Transport. Employment. Health. Consumption and household budget. Free time.

TEACHING METHODS:

Lecture, conversation, exemplification.

LEARNING OUTCOMES:

O1. Knowing the most important aspects of the chronological evolution of the comments regarding the main phenomena of French culture and civilization

O2. Training intelligence, imposing rigours of thought, developing the method, the logical qualities as well as developing those qualities that lead to a minimal yet crystal clear distinction.

O3. Integrating the phenomena of French culture and civilisation in the wider context of the values of the universal culture and civilization.

O4. Developing an orientation basis open for further thorough study in the light of permanent education, of the topics discussed, as well as of other issues regarding the relations between the values of French culture and civilization and the values of European culture and civilization

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

A two-hour written examination (60% of the final grade)

A mid-term essay (40% of the final grade)

RECOMMENDED READING:

- Brunet, A. (1990). La civilisation occidentale. Les faits, les idées, les hommes, les oeuvres, d'Homère à Picasso. Edition revue et augmentée. Hachette, Hachette Education.
- Cignatta, Tiziana. A vous la France ! : Culture et civilisation de la France et des pays francophones (1CD audio), CIDEB, Amazon.
- Cotentin-Rey, Ghislaine. (1991). Les Grandes étapes de la civilisation française, Bordas.
- Monnerie, Annie. (1996). La France aux cent visages. Livre de l'étudiant. Paris. Les éditions Didier.
- Truffaut, Louis & Haensch, Günther & Steiner, Eliane. (1968). Ce qu'il faut savoir sur la civilisation française. München, max Hueber Verlag.

INFORMATION AND COMMUNICATION TECHNOLOGY

Course code: TIP112
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 information and communication technology
- Using concepts specific to the field in order to explain the fundamentals
- Application of principles, basic rules for working with communication technology

ENTRY REQUIREMENTS:

COURSE CONTENTS:

1. Internet and WWW. Multimedia applications web
2. Basics of multimedia communication.
3. Audio-Video standards on Internet
4. Multimedia techniques and technologies
5. Audio Processing
6. Video techniques and technologies
7. Video processing

TEACHING METHODS:

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

LEARNING OUTCOMES:

- Developing some understanding of multimedia applications;
- Key topics in Information and communication technology
- having developed critical 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:

- England, Elaine, Finney, Andy, *Managing Multimedia, Project Management for Interactive Media*, second edition, Addison Wesley Longman Limited, Harlow, England, 1999.
- N. Chapman, J. Chapman, *Digital Multimedia*, Wiley, 2001.
- Hodge, Winston William, *Interactive Television, a Comprehensive Guide for Multimedia Technologists*, McGraw-Hill Series on Visual Technology, New York, 1995.
- S. Heath: *Multimedia Communications Technology*, Focal Press, Oxford, 1999.
- L.Grindei, B.Orza, A.Vlaicu, *Tehnologii multimedia cu aplicații interactive in eLearning*, Ed. Albastră, 2006, ISBN 978-973-650-202-6.
- Onița, M. I., *Tutoriale Multimedia*, Timișoara, Editura Politehnica, 2011, ISBN 978-606-554-385-0.
- B.Orza, *Codarea și compresia informației multimedia*, Ed. Albastră, 2007, ISBN 978-973-650-212-5. J. Watkinson: *Compression in Video & Audio*, Focal Press, Oxford, 1995.

PHYSICAL EDUCATION

Course Code: TIC111

Type of course: compulsory

Language of instruction: English tutoring available for Erasmus students

Seminar tutor: Sorin Pop, 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
Sporthall	28	2	I	Grade	3

COURSE AIMS:

- I. Development of basic and specific motric ability
- II. Knowledge influences the practice of exercise and sport on the body, requirements for independent practice of physical exercises
- III. Knowledge of the relationship between heart rate and adaptation to exercise

ENTRY REQUIREMENTS:

Able-bodied

COURSE CONTENTS:

1. analytical movements, free and portable objects to increase muscle tone and trophic -complex of physical development.
2. processes of development speed and skill
3. processes of force development
4. sports games
5. aerobics
6. conceptions of competition / game
7. game systems - tactical plans, collective tactical actions at fixed times and individual

TEACHING METHODS:

Workout, lecture, conversation, exemplification.

LEARNING OUTCOMES:

- Improve the independent ability to workout
- The ability of the practice of a sport game
- Knowledge of the complex of physical development

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Continuous assessment – 50%, final assessment bilateral game - 50%

RECOMMENDED READING:

- **Roman,Gh.,2003,**” Evaluarea în jocul de baschet” Ed.Napoca Star, Cluj N.
- **Roman,Gh., 2003,** „ Baschet” Ed. Napoca Star , Cluj – Napoca
- **Colibaba – Evuleț,D., Bota,I., 1998** ”Jocuri sportive”-Teorie și metodică”Ed. Aldin
- **Predescu T., Moanță A.,2001** “Baschetul școală. Instruire - învățare”, Ed. Semne

ENGLISH LANGUAGE. SIMULTANEOUS AND CONSECUTIVE INTERPRETING (1)

Course code: TIE 111
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	4	6	Grade	4

COURSE AIM:

This course introduces students to the theory and practice of interpreting.. We focused on the main interpreting techniques for both consecutive and simultaneous interpreting from English to Romanian and vice versa.

COURSE CONTENTS:

This course introduces students to the theory and practice of interpreting.. We focused on the main interpreting techniques for both consecutive and simultaneous interpreting from English to Romanian and vice versa. Translation and Interpreting Studies, Principles of Translation and Interpreting, Research Methods in Translation and Interpreting, Consecutive Interpreting, Simultaneous Interpreting, Conference Interpreting, public Service Interpreting, Remote Interpreting: telephone and Video-Conferencing.

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 given topics.

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Combined oral and written examination, verifying the students’ level of knowledge. (50%+50%).

RECOMMENDED READING:

- Englung Demitrova, A. and Hyltenstam, K. (eds) (2000) “Language Processing and Simultaneous Interpretation: Interdisciplinary Perspectives”. Amsterdam: John Benjamins.
- Gambier, Y. Gile, D. and Taylor, C. (eds) (1997) “Conference Interpreting: Current Trends in Research” , Amsterdam: John Benjamins
- Gillies, A. (2004) “Conference Interpreting - A New Students' Companion”. Tertium Cracow,
- Jones, R. (1998) “Conference Interpreting Explained”, Manchester: St Jerome.
- Kearns, J. (2008) Translator and interpreter training: issues, methods and debates. London: Continuum
- Lambert, S. Moser-Mercer, B. (eds) (1994) “Bridging the Gap: Empirical Research in Simultaneous Interpretation”, Amsterdam: St Jerome.

ENGLISH - ORAL AND WRITTEN EXPRESSION

Course Code: TIE113
 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, correcting, 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 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****2. 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.

FRENCH LANGUAGE. ORAL AND WRITTEN EXPRESSION

Course Code: TIF 113

Type of course: Mandatory

Language of instruction: French

English tutoring available for Erasmus students

Seminar tutor: Coralia Telea, 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	Exam	3

COURSE AIMS:

The acquisition of solid knowledge, the comprehension and appropriate use of the fundamental approaches of concepts, strategies and techniques specific to this area of study:

ENTRY REQUIREMENTS: None

COURSE CONTENTS:

- Liaison.
- Elision.
- Rhythm.
- Umlaut/diaeresis
- Accents.
- Double consonants.
- Stress.
- Intonation.
- Silent H and aspirated H
- Spellings and sounds.
- Homophones and homographs.
- Apostrophe.
- Cedilla.
- Hyphen

TEACHING METHODS:

Lecture, conversation, exemplification.

LEARNING OUTCOMES:

- O1. Acquisition and comprehension of the fundamental concepts, theories, and methods of the specialization, their appropriate use within professional communication contexts.
- O2. Use of basic knowledge to explain and interpret various types of concepts, situations, processes, projects, etc. related to the area of study/activity
- O3. Application of basic principles and methods under expert supervision in order to solve problems or deal with specific situations related to the specialized area of study
- O4. Appropriate use of standard assessment criteria and methods so as to evaluate the quality, the merits and limitations of specific processes, programs, projects, concepts, methods and theories
- O5. Development of professional projects using principles and classical methods within the activity field
- O6. Responsible execution of professional duties under limited autonomy and qualified support
- O7. Familiarisation with specific teamwork roles and activities, and task delegation to subordinate levels
- O8. Awareness of the need for continuous training; the efficient use of learning resources and techniques for personal and professional development.

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

A two-hour written examination (60% of the final grade)

A mid-term essay (40% of the final grade)

RECOMMENDED READING:

- Grevisse, Maurice, *Le Bon Usage. Grammaire française*, Paris, Gembloux, Ed. Duculot, 1993. Roman, Dorina, *La didactique du français langue étrangère*, Baia Mare, Editura Umbria, 1994.
- Cosăceanu, Anca, Slăvescu, Micaela, *Gramatica limbii franceze*, Mondero, București, 1993.
- Ghidu, George, Pisoschi, Valeriu, *Gramatica limbii franceze cu exerciții*, Teora, București, 1996.
- Rougerie, André, *L'étude pratique de la langue française*, Dunod, Paris, 1990.

CONTEMPORARY ROMANIAN LANGUAGE. MORPHOLOGY

Course Code: TIR121

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 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.

ROMANIAN CULTURE AND CIVILISATION (2)

Course Code: TIR122

Type of course: compulsory

Language of instruction: Romanian

English tutoring available for Erasmus students

Name of lecturer: Gabriela Chiciudean, 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	II	Grade	2

COURSE AIMS:

Including in a unitary and coherent structure the main moments of chronological evolution of Romanian culture and contemporary literature in ancient and pre-modern period

ENTRY REQUIREMENTS:

Romanian Culture and Civilisation (1)

COURSE CONTENTS:

1. Introduction. Chronological highlights
2. Romanian literature in the „pașoptistă” period
3. Cultural creators and tutors. Gheorghe Asachi, Mihail Kogălniceanu, Ion Heliade Rădulescu, George Barițiu
4. The poetry: : Vasile Cârlova, Gr. Alexandrescu, Dimitrie Bolintineanu, Vasile Alecsandri, Andrei Mureșanu.; The prose: Nicolae Bălcescu, Alecu Russo, Costache Negruzzi; the theatre: C. Fața, C. Bălcescu, C. Caragiale
5. The Notable writers în the „post-pașoptistă” period: Nicolae Filomon, Al. Odobescu. B.P. Hasdeu, Ion Codru Drăgușanu
6. The „Junimea” period. The poetry: Anton Naum, Theodor șerbănescu, Vasile Pogor, Nicole Schelitti etc
7. The prose of „Junimea”: Iacob Negruzzi, Nicolae Gane, Miron Pompiliu
8. Titu Maiorescu, cultural and human biography
9. Mihai Eminescu, stages of creation
10. Ion Creangă, fairy tales, short stories, stories
11. Ioan Slavici, stages of creation
12. I.L. Caragiale, drama, short stories
13. Alexandru Macedonski, stages of creation
14. Conclusion: fundamental aspects of ancient and pre-modern Romanian literature

TEACHING METHODS:

Lecture, conversation, exemplification.

LEARNING OUTCOMES:

Knowledge of the main aspects of the evolution of the chronological order of comments concerning the main phenomena of culture and the representative Romanian literary works.

Formation of a database of guidance with broad opening for further deepening topics, and also the other themes aimed at Romanian culture and literature relations with European culture and literature.

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Written paper – interpretative essay – 100%;

RECOMMENDED READING:

- N. CARTOJAN, *Istoria literaturii române vechi* (History of Ancient Romanian Literature), prefață de Dan Horia Mazilu, bibliografie finală de Dan Simonescu, ediție îngrijită de Rodica Rotaru și Andrei Rusu, București, Editura Fundației Culturale Române, 1996
- G. CĂLINESCU, *Istoria literaturii române de la origini până în prezent* (History of Romanian Literature), ediția a II-a, revăzută și adăugită, ediție și prefață de Al. Piru, București, Editura Minerva, 1986.
- E. LOVINESCU, *Istoria literaturii române contemporane* (History of Contemporary Romanian Literature), vol. II, București, Editura Minerva, 1973.

CONTEMPORARY ENGLISH LANGUAGE.MORPHOLOGY 1

Course Code: TIE121
 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:

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:

Practical courses.

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

AMERICAN CULTURE AND CIVILIZATION

Course code: TIE122

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	2

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 America

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 States – Melting Pot or Salad Bowl

Unit 11 - Media

Unit 12 - History of America

Unit 13 - Class System

Unit 14 – American 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 American culture and civilization;
- having been introduced to, and reflected upon, a number of key topics in American 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:

- Baldwin, E. (2004). *Introducing Cultural Studies*. New York: Pearson/Prentice Hall. Bennett T., L. Grossberg, and M. Morris. (2005). *New Keywords: A Revised Vocabulary of Culture and Society*. Malden, MA: Blackwell. Buchli, V. (2004). *Material Culture: Critical Concepts in the Social Sciences*. London; New York: Routledge.
- G. & Humez, J.M. (eds.). (2003). *Gender, Race and Class in Media: A Text-Reader* (2nd ed.). Thousand Oaks, Calif.: Sage. During, S. (2005). *Cultural Studies: A Critical Introduction*. London; New York: Routledge.
- Hartley, J. (ed.). (2000). *American Cultural Studies: A Reader*. Oxford; New York: Oxford University Press.
- Harvey D. (2006). *Spaces of Global Capitalism: Towards a Theory of Uneven Geographical Development*. London, New York: Verso.
- Hills, M. (2005). *How to Do Things with Cultural Theory*. Oxford; New York: Oxford University Press.

CONTEMPORARY FRENCH LANGUAGE. MORPHOLOGY (1)

Course code: TIF121
Type of course: compulsory
Language of instruction: French
Name of lecturer: Valeria Pioraş, 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:

- Inventory of previous knowledge related to the noun class and of those that follow it
- Introducing the terminology specific to grammatical noun class and its respective elements
- Presentation of their main morphosyntactic features
- Romanian-French contrastive approach
- Placing them in the perspective of teaching FLE
- 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. The noun. Introduction.
2. Gender and noun classes.
3. The inherent features of the noun.
4. The noun, pivot of the nominal group.
5. The extended nominal group.
6. The epithet.
7. The group of prepositional complement of the noun. Apposition.
8. The relative.
9. Noun substitutes.
10. Personal pronouns.
11. Object pronouns.
12. Possessive pronouns. Demonstrative pronouns.
13. Interrogative pronouns.
14. Indefinite pronouns.

TEACHING METHODS:

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

LEARNING OUTCOMES:

- Description of the grammatical system of the French language and its use in the production and translation of texts and in verbal interaction.
- Explanation of the morphological, syntactic, semantic, pragmatic classifications; oral and written discourse analysis in French, using the conceptual apparatus of linguistics.
- Correct reception of oral and written discourses at high level; fluent and spontaneous production of oral and written texts (including translations), adapting the vocabulary and style according to the addressee, the type of text and the subject treated.

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

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

RECOMMENDED READING:

- Baci, Ioan : *Gramatica limbii franceze*, Ed. Echinox, Cluj, 1997.
- Cristea, Teodora : *Grammaire structurale du français contemporain*, EDP, 1979
- Benveniste, Emile : *Problèmes de linguistique générale, 1 : La nature des pronoms*, Gallimard. Tel, 1996 (1966)
- Dubois, Jean ; Lagane, René : *La nouvelle grammaire du français*, Larousse, 2000 (1997)
- Grevisse, Maurice : *Le Bon usage*, Duculot, 1994
- Riegel, Martin ; Pellat, Jean-Christophe ; Rioul, René : *Grammaire méthodique du français* (Manuel), PUF Quadrige, Paris, 2002
- Tomassone, Roberte : *Pour enseigner la grammaire*, Delagrave. Pédagogie et formation, 2003 (2002)

FRANCOPHONE CULTURE AND CIVILIZATION

Course Code: TIF 122

Type of course: mandatory

Language of instruction: French

English tutoring available for Erasmus students

Name of lecturer: Coralia Telea, PhD

Seminar tutor: Coralia Telea, 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	Exam	2

COURSE AIMS:

- Knowing, understanding and a correctly using fundamental ideas concerning intercultural communication.
- Integration of the knowledge in a coherent structure in accordance with the contemporary demands.

ENTRY REQUIREMENTS:

None

COURSE CONTENTS:

The Francophone world: an overview.

Specifics: History of French in Quebec from 1534 to today. History of French in Louisiana the first occupants at the end of the official Francophonie. New developments. French Polynesia: from the first discoverers to present day.

Francophonie - the other globalization

The status of Francophonie in Romania. Romania and the Francophonie in various organizations.

French literature: integration and examples.

TEACHING METHODS:

Lecture, conversation, exemplification.

LEARNING OUTCOMES:

O1. Knowing the most important aspects of the chronological evolution of the comments regarding the main phenomena of French culture and civilization

O2. Training intelligence, imposing rigours of thought, developing the method, the logical qualities as well as developing those qualities that lead to a minimal yet crystal clear distinction.

O3. Integrating the phenomena of French culture and civilisation in the wider context of the values of the universal culture and civilization.

O4. Developing an orientation basis open for further thorough study in the light of permanent education, of the topics discussed, as well as of other issues regarding the relations between the values of French culture and civilization and the values of European culture and civilization

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

A two-hour written examination (60% of the final grade)

A mid-term essay (40% of the final grade)

RECOMMENDED READING:

- Cignatta, Tiziana. A vous la France ! : Culture et civilisation de la France et des pays francophones (1CD audio), CIDEB, Amazon.
- Cheramie, David & Marcantel David-Emile. « Histoire linguistique de la Louisiane », <http://www.tlfq.ulaval.ca/axl/amnord/louisiane-2historique.htm>, consulté le 20.10.2013.
- Le monde francophone (livre en ligne)
- <http://www.kameleo.com/french/JEU-Ch0-MondeFranco.html>; consulté le 10.10.2013.
- Hymne et ode à la francophonie
- <http://www.youtube.com/watch?v=c1vuo1TgqkY>, consulté le 10.10.2013.
- Victor, Jean Christophe « Francophonie - l'autre mondialisation » (leçon télévisée – 9 minutes)
- <http://www.youtube.com/watch?v=h8NOQHh7Jd0>, consulté le 12.10.2013.
- Les états où le français est langue officielle (tableau),
- http://www.tlfq.ulaval.ca/axl/Langues/2vital_inter_francaisTABLO.htm, consulté le 14.10.2013.
- L'organisation internationale de la francophonie, <http://www.francophonie.org/-Nouvelles-.html>, consulté le 14.10.2013.

- La francophonie dans le monde,
- <http://www.tlfq.ulaval.ca/axl/francophonie/francophonieacc.htm>, consulté le 12.10.2013.
- Guide d'utilisation des ressources en ligne pour les départements universitaires de français, les filières bilingues francophones, les centres universitaires d'enseignement des langues,
- <http://www.aidenligne-francais-universite.auf.org/spip.php?rubrique72>, consulté le 16.10.2013.
- Polynésie française <http://www.tlfq.ulaval.ca/axl/pacifique/polfr.htm>
- La Roumanie et la francophonie, <http://www.roumanie-france.ro/158>, consulté le 26.11.2013.

ENGLISH LANGUAGE. TRADUCTOLOGY (1)

Course Code: TIE123
Type of course: compulsory
Language of instruction: English
Name of lecturer: 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	28	1	2	Grade	3

COURSE AIMS:

- Defining, description and explanation of the main concepts, theories and methods which stay at the base of translating, interpretation, terminology of the peculiar professional fields

ENTRY REQUIREMENTS: -

COURSE CONTENTS:

1. Linguistic approaches and translation
2. Contrastive analysis and translation
3. Discourse analysis and translation
4. Textual pragmatics and equivalence
5. Culture and translation
6. Gender and translation
7. Politics and ideology in translation

TEACHING METHODS: presentation, exemplification, conversation, interactive communication, debate

LEARNING OUTCOMES:

Consolidation of the conceptual context of the theory and practice of translation, synchronically and diachronically

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

questionnaire- tests 50 %; applications, portfolio, projects-50%

RECOMMENDED READING:

- Armstrong, Nigel (2005). Translation, Linguistics, Culture: A French-English handbook Clevedon: Multilingual Matters.
- Baker, Mona (1998). In Other Words. A Coursebook on translation. London:Routledge
- Baker, Mona (ed.). Routledge Encyclopedia of Translation Studies. London: Routledge, 1992

PROFESSIONAL PRACTICE

Course Code: TIP123
 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.

PHYSICAL EDUCATION

Course Code: TIC121

Type of course: compulsory

Language of instruction: English tutoring available for Erasmus students

Seminar tutor: Sorin Pop, 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
Sportball	28	2	II	Grade	3

COURSE AIMS:

- I. Development of basic and specific motric ability
- II. Knowledge influences the practice of exercise and sport on the body, requirements for independent practice of physical exercises
- III. Knowledge of the relationship between heart rate and adaptation to exercise

ENTRY REQUIREMENTS:

Able-bodied

COURSE CONTENTS:

1. analytical movements, free and portable objects to increase muscle tone and trophic -complex of physical development.
2. processes of development speed and skill
3. processes of force development
4. sports games
5. aerobics
6. conceptions of competition / game
7. game systems - tactical plans, collective tactical actions at fixed times and individual

TEACHING METHODS:

Workout, lecture, conversation, exemplification.

LEARNING OUTCOMES:

- Improve the independent ability to workout
- The ability of the practice of a sport game
- Knowledge of the complex of physical development

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Continuous assessment – 50%, final assessment bilateral game - 50%

RECOMMENDED READING:

- **Roman,Gh.,2003,**” Evaluarea în jocul de baschet” Ed.Napoca Star, Cluj N.
- **Roman,Gh., 2003,** „ Baschet” Ed. Napoca Star , Cluj – Napoca
- **Colibaba – Evuleț,D., Bota,I., 1998** ”Jocuri sportive”-Teorie și metodică”Ed. Aldin
- **Predescu T., Moanță A.,2001** “Baschetul școală. Instruire - învățare”, Ed. Semne

ENGLISH LANGUAGE: ELEMENTS OF DISCOURSE ANALYSIS

Course code: TIE 125
 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.

ELEMENTS OF DISCOURSE ANALYSIS

Course code: TIF 125
Type of course: optional
Langue of instruction: French
Name of lecturer: Valeria Pioraş, 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:

- Exploitation of previous knowledge of related areas (Specialised translation)
- Introduction of the specific terminology of the discipline
- The acquisition of the basic concepts of the discipline
- Implementing their practical perspectives on translation and interpretation

ENTRY REQUIREMENTS:

COURSE CONTENTS:

I. Theoretical references

1. Text and speech (Oswald Ducrot, Jean-Marie Schaeffer). Types of texts and modes of speech (Patrick Charaudeau).
2. The device of communication: the communication situation – staging according to the purposes – categories of the languages – the text.
3. The speech acts. The functions of the language.
4. Types of texts: scientific, advertising, information, instruction, etc. Modes of organization of the speech: enunciative, descriptive, narrative, argumentative.

II. Applications

5. The “media discourse” type: the “editorial”, “report”, “survey”, “readers’ mail” genre.
6. The “political speech” type : the “profession of faith”, “flyer”, “televised debate” genre etc.
7. The “commercial speech” type : the “magazine advertising”, “television spot”, “street advertising”, etc.
8. A panegyric. A marking social event (blow of state, revolution). A matter of national interest. The electoral campaign. A natural disaster and its consequences.
An official speech.

TEACHING METHODS:

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

LEARNING OUTCOMES:

- The priority placement of the graduates of this specialization implies the flexibility, speed and maximum accuracy in transcribing the message from the source language to the target language. Therefore, the contents target, apart from the formation of linguistic thinking, also the ability to integrate and to use this knowledge in a professional perspective – the practice of interpretation and translation.

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

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

RECOMMENDED READING:

- Felber H., *Manuel de terminologie*, UNESCO, Paris, 1987
- Gaudin F., *Pour une socioterminologie. Des problèmes sémantiques aux pratiques institutionnelles*, Université de Rouen, 1993
- Gouadec D., *Terminologie. Constitution des données*,

FRENCH LANGUAGE. PRAGMATICS

Course code: TIF311
 Type of course: compulsory
 Language of instruction: French
 Name of lecturer: Valeria Pioraş, 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	V	Grade	4

COURSE AIMS:

- Assessing prior knowledge from related fields (Morphosyntax. Linguistics).
- Introducing the terminology specific to this discipline.
- Acquiring fundamental notions of the discipline.
- Placing them in the perspective of translation and interpreting practices.

ENTRY REQUIREMENTS:**COURSE CONTENTS:**

- Objectives of pragmatics
- Semantics and pragmatics
- Speech acts in pragmatic perspective
- The conditions of success of speech acts
- Classification of speech acts
- Macro-speech acts
- Show and tell
- The language as an institution
- Interaction
- The speech as crossroads of voice
- The co-enunciation
- The implicit.
- Posed. Presupposed. Implied
- Argumentation

TEACHING METHODS:

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

LEARNING OUTCOMES:

- The priority field placement of the graduates of this specialization implies flexibility, speed and maximum accuracy in transposing the message from the source language into the target language. Therefore, besides the formation of linguistic thinking, the contents also target the ability to integrate and use this knowledge in a professional perspective– translation and interpreting practice.

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

- The quality of expression, effective written communication in French. The quantity and quality of the theoretical knowledge acquired, their integration into overall general knowledge of French language and the ability of their correct usage in written communication: 70,00%
- CE. 1.1. The quality of expression, effective oral communication in oral French (conversation; freedom of expression): 20,00%
- Practice (applications; paper; portfolio; project): 10%

RECOMMENDED READING:

- Dubois, J. (sous la direction de), *Dictionnaire de linguistique et des sciences du langage*, Larousse, Paris, 1994.
- Ducrot O., *Le dire et le dit*, Documents Paris, Minuit, 1984.
- Kerbrat-Orecchioni K., *Les interqctions verbqles I*, Paris, A. Colin, 1990.
- Maingueneau D., *Pragmatique pour le discours litt raire*, Paris, Dunod, 1997.
- Moeschler J., *Argumentation et conversation*, Paris, Hatier, 1985.
- Mounin, Georges, *Dictionnaire de la linguistique*, QUADRIGE/ PUF, 2006 (1974).

ENGLISH LANGUAGE. PRAGMATICS

Course code: TIE311
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:

1. Introductory course
2. Defining pragmatics
3. Some issues in pragmatics.
4. Context, implicature and reference.
5. Pragmatic principles.
6. Speech Acts(1)
7. Speech Acts (2)
8. Conversational Analysis
9. Pragmatics & Conversational Analysis
10. Conversational maxims and the cooperative principle
11. Methodological issues in conversational analysis
12. Pragmatics across cultures

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 pragmatics;
- having been introduced to, and reflected upon, a number of key topics in Pragmatics
- 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:

- Levinson, Stephen C. (2000). *Presumptive meanings: The theory of generalized conversational implicature*. MIT Press.
- Mey, Jacob L. (1993) *Pragmatics: An Introduction*. Oxford: Blackwell (2nd ed. 2001).
- Kera Korta and John Perry. (2006) *Pragmatics*. The Stanford Encyclopedia of Philosophy.
- Potts, Christopher. (2005) *The Logic of Conventional Implicatures*. Oxford Studies in Theoretical Linguistics. Oxford: Oxford University Press.
- Sperber, Dan and Wilson, Deirdre. (2005) *Pragmatics*. In F. Jackson and M. Smith (eds.) *Oxford Handbook of Contemporary Philosophy*. OUP, Oxford, 468-501.

ENGLISH TERMINOLOGY

Course Code: TIE 312
 Type of course: compulsory
 Language of instruction: English
 Name of lecturer: Senior lecturer Crina Herteg, PhD
 Seminar tutor: Senior lecturer Crina Herteg, 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	5	Grade	4

COURSE AIMS:

1. to acquire competences that enable students to translate specialized terms
2. to develop the capacity of identifying and translating a large variety of specialized texts.
3. to develop the capacity of working with databases and of compiling glossaries of specialized terms

ENTRY REQUIREMENTS:

Course in Translation Studies

COURSE CONTENTS:

1. Introduction to terminology work. Terms and concepts
2. A definition of terminology. The importance of terminology. Terminology and other disciplines. Directions in contemporary terminology. Schools of terminology
3. Applied principles of terminology work. Scientific discourse. Specialized communication. Linguistic policies and the impact of terminology
4. Retrieving relevant online information for terminology work. Terminography.
5. Term formation. Principles in term formation. Methods used in terminology
6. Terminology management systems. Practical activities in terminology
7. Creating a terminology database. Terminological planning. The mechanism of terminological planning. The history of terminological planning
8. Information and documentation in terminology. Categories of users who resort to terminological databases. Documentation in terminology
9. Term Standardisation. Standards for terminology work. Types, relevance, use
A short history of standardisation. Standardisation principles
10. Standards
11. Terminology in translation. Translation-oriented terminological resources IT applications which facilitate the use of terminology in specialized translations
12. New developments in terminology
13. Terminology today
14. Ontologies

TEACHING METHODS:

Lecture, debate, Power point presentation, Co-operative learning.

LEARNING OUTCOMES:

- Students are able to compile databases and extract specialized terms
- Students are able to recognize specialized terms
- Students are able to compile glossaries of specialized terms

MANDATORY ASSIGNMENTS

Projects, Essays, Portfolio

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

- ORAL PRESENTATION
- INTERVIEW
- TWO-WAY DISCUSSION

RECOMMENDED READING:

- Bălănescu, O. (2000). *Limbaje de specialitate*. București: Editura Universității din București.
- Bidu-Vrânceanu, A. (2010). *Terminologie și terminologii*. București: Editura Universității din București.
- Ciobanu, G. (1997). *Adaptation of the English element in Romania*. Timișoara: Editura Mirton.
- Ciobanu, G. (1998). *Elemente de terminologie*. Timișoara: Editura Mirton.
- Ciobanu, G. (2009). *Termeni de branding în limbile engleză și română*. Timișoara: Editura Mirton.
- Ciobanu, G. (2009). Peculiarities of branding terminology. *Professional communication and translation studies*, 2(1-2), 39-44.
- Pavel, E., & Rucăreanu, C. (2001). *Introducere în terminologie. Noțiuni fundamentale*. București: Editura Academiei Române, Editura Agir.
- Wright, S. E., & Budin, G. (Eds.). (2001). *Handbook of terminology management*. Amsterdam/ Philadelphia: John Benjamins Publishing Company.
- Wright, S. E., Leland, D. (Eds.). (1993). *Scientific and technical translation*. Amsterdam/ Philadelphia: John Benjamins Publishing Company.

FRENCH LANGUAGE. TERMINOLOGY

Course code: TIF312
 Type of course: compulsory
 Language of instruction: French
 Name of lecturer: Valeria Pioraş, 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	4

COURSE AIMS:

- Assessing prior knowledge from related fields (Specialized translation).
- Introducing the terminology specific to this discipline.
- Acquiring fundamental notions of the discipline.
- Placing them in the perspective of translation and interpreting practices.

ENTRY REQUIREMENTS:**COURSE CONTENTS:**

1. Genesis of modern terminology. The concept of terminology
2. Division of reality
3. Terminology, semantics and lexicography
4. Term and concept
5. From general to specialized
6. Terminological analysis
7. Bilingual or multilingual terminology
8. The terminology record
9. The terminological definition
10. Synonymy
11. Neology
12. Standardization file
13. Exploitation of documentation
14. Informatics and terminology

TEACHING METHODS:

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

LEARNING OUTCOMES:

- The priority field placement of the graduates of this specialization implies flexibility, speed and maximum accuracy in transposing the message from the source language into the target language. Therefore, besides the formation of linguistic thinking, the contents also target the ability to integrate and use this knowledge in a professional perspective– translation and interpreting practice.

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

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

RECOMMENDED READING:

- Felber H., *Manuel de terminologie*, UNESCO, Paris, 1987
- Gaudin F., *Pour une socioterminologie. Des problèmes sémantiques aux pratiques institutionnelles*, Université de Rouen, 1993
- Gouadec D., *Terminologie. Constitution des données*, AFNOR, Paris, 1990
- *Vocabulaire systématique de la terminologie*, Montréal, OLF, 1985
- *Vocabulaire systématique de la documentation*, AFNOR, Paris, 1985

FRENCH LANGUAGE. SIMULTANEOUS AND CONSECUTIVE INTERPRETATION (1)

Course code: TIF313
Type of course: compulsory
Language of instruction: French
Name of lecturer: Valeria Pioraş, 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	V	Grade	4

COURSE AIMS:

- Assessing prior knowledge from related fields (Morphosyntax. Linguistics).
- Introducing the terminology specific to this discipline.
- Acquiring fundamental notions of the discipline.
- Placing them in the perspective of translation and interpreting practices.

ENTRY REQUIREMENTS:

COURSE CONTENTS:

- Preliminary considerations. Meaning of the terms conveyed. Plurilingual competence.
- Definition of the concept of interpreting. Phases of interpretation.
- Working with interpreters: interpreting – the interpreting profession. Skills required. The voice – a working tool.
- Linguistic combination of the conference interpreter. Language policy of the EU. Mastery of the mother tongue.
- Conference interpreting: the “consecutive”. Definition. Note-taking. Operating principles – instructions. Utility. Analysis of examples.
- Conference interpreting: the “simultaneous “. Definition. Operating principles – the soundproof booth. Language regime. Utility.
- Conference interpreting: the “simultaneous”. Analysis of examples.
- Conference interpreting: the “relay”, the “return”, the “pivot” and the “horse”. Definitions. Operating principles – instructions.
- Conference interpreting: the asymmetric interpretation. Definition. Operating principles - instructions.
- Conference interpreting: the whispering. Definition. Operating principles – instructions.
- Conference interpreting: interpreting in sign language. Definition. Operating principles – instructions.
- Multilingual online dialogues. Virtual conferences.
- Videoconferencing. Quality of equipment. Videoconferencing combined with instant messaging.
- Job opportunities.

TEACHING METHODS:

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

LEARNING OUTCOMES:

- The priority field placement of the graduates of this specialization implies flexibility, speed and maximum accuracy in transposing the message from the source language into the target language. Therefore, besides the formation of linguistic thinking, the contents also target the ability to integrate and use this knowledge in a professional perspective– translation and interpreting practice.

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

The quality of expression, effective written communication in French

Quantity and quality of acquired knowledge (written): 50%

The quality of expression, effective oral communication in French (oral): 25%

Practice (applications; paper; portfolio; project): 25%

RECOMMENDED READING:

- XXX, *Cultură, interculturalitate și traducere*, Institutul de Filologie al Academiei de Științe a Moldovei; Centrul National de Terminologie, Chișinău, 2007.
- FROSIN, Constantin, *Techniques et art de la traduction, Aperçu sur la traduction suivi d'un corpus d'exemples*, Galați, Editura Universității « Dunărea de Jos », 2000.
- ILIESCU GHEORGHIU, Cătălina, *Introducere în interpretariat. Modalitatea consecutivă*, Iași, Institutul European, 2006.
- HAȘDEU, Iulia, SÎRBU, Gabriela, *Dicționar de cuvinte și expresii comune limbilor română și franceză*, București, Albatros, 1988.
- NEGREANU, Aristița, *Dicționar de expresii român-francez*, București, Ed. Babel, 1994.
- NEGREANU, Aristița, *Dicționar de expresii francez-român*, București, Ed. Univers, 1996.
- NEGREANU, Aristița, *Franceza de azi. Le français branché*, București, Humanitas, 1996.

ENGLISH LANGUAGE. SIMULTANEOUS AND CONSECUTIVE INTERPRETING

Course code: TIE 313
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	5	Grade	4

COURSE AIM:

This course introduces students to the basic elements in interpreting (the conceptual framework of the interpreting theory and practice). Topics covered in this course include the understanding of the concepts of cultural equivalence, cultural identity of the interpreted work, the analysis of different linguistic registers, functional styles of the language in order to make a good interpretation.

COURSE CONTENTS:

1. Linguistic approaches and translation 2. Contrastive analysis and translation 3. Discourse analysis and translation 4. Textual pragmatics and equivalence 5. Culture and translation 6. Gender and translation 7. Politics and ideology in translation.

TEACHING METHODS:

Written papers, tests, translations meant to reflect the approached theories and concepts

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Written examination, a mid-term essay. Combined oral and written examination (50%+50%)

RECOMMENDED READING:

- Armstrong, Nigel (2005). Translation, Linguistics, Culture: A French-English Handbook Clevedon: Multilingual Matters
- Arrojo, Rosemary, "the revision of the Traditional gap between Theory and Practice and the Environment of translation in Postmodern Times", *The Translator*, 4/1 (1998), pp. 25-48
- Baker, Mona (1992). *In Other Words. A Coursebook on Translation*. London: Routledge
- Baker, Mona (ed.) (1998). *Routledge Encyclopaedia of Translation studies*. London: Routledge

ENGLISH – SPECIALIZED TRANSLATION IN LEGAL, ADMINISTRATIVE AND POLITICAL DOMAINS

Course Code: TIE 314
 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:

- Efficient communication in English, in a professional legal context, by using the specific linguistic register and variants
- Adequate application and employment of the techniques of oral and written translation and mediation in English in the specialized legal domain
- Adequate use of computer terminology databases, for research, translation and text review.

ENTRY REQUIREMENTS:

B1, B2 English level

COURSE CONTENTS:

1. The style of written contracts
Business Consultant Agreement
2. The structure of a contract.
Land Lease Agreement
3. Parties and recitals of contracts
Purchase and Sale Agreement
4. Typical contract clauses
Proxy Agreement
5. Termination clauses
Intellectual property clauses
6. Retention of title clauses
Testament notarial - translation.
7. Intellectual property and confidential information.
Contract de asistență juridică - translation
8. Term and termination.
Contract cesiune de creață - translation
9. Prenuptial Agreement
Convenție matrimonial - translation.
10. Sample Project Agreement and Statement of Work.
Contract de prestări servicii - translation
11. Annuity
Contract de rentă viageră - translation
12. Custody Agreement
Anchetă socială pentru divorțul cu copii minori - translation
13. Employment Contract
Contract individual de muncă – translation.
14. Review

TEACHING METHODS:

Text analysis, terminology analysis and vocabulary practice, translation of legal documents.

LEARNING OUTCOMES:

- Developing specialized text analysis and translation abilities related to specific professional documents
- Adapting terminology and register to the specific translation task approached;

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Written practical translation of specialized texts by students: – 60%; continuous assessment – 40%.

RECOMMENDED READING AND PRACTICE:

- Murphy Raymond, *Essential English in Use*, Cambridge University Press, second edition.
- Mason, C., Atkins, R, *The Lawyer's English Language Coursebook*, Global Legal English Ltd, 2011.
- Wyatt, R., *Check Your English Vocabulary for Law*, A&C Black London.
- Wyatt, Rawdon, *Check Your English Vocabulary for Business and Administration*, fourth edition, A&C Black. London, 2007.
- Brieger, N., *Test Your Professional English – Law*, Penguin English Guide, 2002.
- Basseby Edem Antia, *Terminology and Language Planning*, John Benjamins, 2000.
- Legal Glossary, <https://www.attorneygeneral.jus.gov.on.ca/english/glossary>.

FRENCH IN THE JURIDICAL, ADMINISTRATIVE AND POLITICAL FIELDS

Course Code: TIF314

Type of Course: optional

Language of Instruction: French (and Romanian)

Teacher's name: Teaching Assistant Aura-Celestina Cibian PhD

Seminar tutor: -

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

COURSE AIM:

Accurate knowledge acquisition and efficient using of concepts and contexts specific to the three fields of study: juridical, administrative and political ones.

ENTRY REQUIREMENT: European B2 Level

COURSE CONTENTS:

1. - 4. Constitutional Texts (Romanian – French, French - Romanian comparative activities)
5. – 8. Formal letters used in the French administration
9. – 12. Political discourses. Short theory and practical analysis
13. – 14. Parallel corpora

TEACHING METHODS:

The main method: Communicative language teaching (CLT)

The focus of this method is to enable the learner to communicate effectively and appropriately in the various situations of the three fields of study he would be likely to find himself in.

Lecture and exemplification.

LEARNING OUTCOMES:

Students will

- match a good knowledge of the three areas principles to an awareness of their uses and limitations;
- establish identities, similarities and differences between French and Romanian constitutional texts, political discourses; and
- integrate their own ideas with those of others;
- identify their own strengths and challenges as writers and speakers.

LEARNING OUTCOMES VERIFICATION and ASSESSMENT CRITERIA:

Students will be examined on theoretical aspects (50% of the final grade) and practical aspects acquisition (50% of the final grade) at the end of the semester.

RECOMMENDED READING:

- Beciu, Camelia, Perpelea, Nicolae (coord.), *Europa și spațiul public. Practici comunicaționale, reprezentări, climat emoțional*, București, Ed. Academiei Române, 2007.
- Boicu, Ruxandra, *Funcția de interpelare în discursul dezbaterii electorale televizate*, București, Editura Universitatii din Bucuresti, 2009.
- Dănișor, Diana, *Le français juridique*, București, Beck, 2007.
- Didier, Paul, *Le Droit commercial*, Paris, Dalloz, 2001.
- Dubois, Louis, Gueydan, Claude, *Les grands textes du droit de l'Union Européenne*. Tome 1, Paris, Delloz, 2002.
- Graur, Alexandru, *Lingvistica juridică*, „România literară”, XIV, 1981, 36.
- Ladmiral, Jean-René, *Traduire. Théorèmes pour la traduction*, Paris, Gallimard, 1994.
- Lederer, Marianne, *La traduction aujourd'hui. Le modèle interprétatif*, Lettres Modernes Minard, 2006.
- Stoichițoiu, Adriana, *Sens și definiție în limbajul juridic*, în SCL, XLI, 4, 1990.
- Tomescu, Domnița, *Limbajul politic actual românesc*, Ploiești, Universitatea Petrol-Gaze, 2009.
- **Dictionary**
- *Dictionnaire de la pensée politique. Hommes et idées*, Paris, Hatier, 1989.
- **On line source**
- <http://www.scribd.com/doc/32444503/9/NEOLOGISMELE-IN-LIMBAJUL-ADMINISTRATIV> (formal letters)

FRENCH SEMANTICS

Course Code: TIF321
Type of course: compulsory
Language of instruction: French
English tutoring available for Erasmus students
Name of lecturer: Coralia Telea, PhD
Seminar tutor: Coralia Telea, 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	5	Exam	4

COURSE AIMS:

Description of the French grammar, French phonetic and lexical system while outlining its use in drafting and translating texts as well as in oral interaction

ENTRY REQUIREMENTS:

Contemporary French Language. Phonetics and Lexicology.
Contemporary French Language. Morphology and Syntax

COURSE CONTENTS:

Presentation of the French grammar, French phonetic and lexical system while outlining its use in drafting and translating texts as well as in oral interaction.

The course covers the following main topics:

1. Semantics and its fields of study. The basic concepts of semantics: the linguistic sign, language and speech, competence and performance. Meaning and significance. Signifier and signified.
2. Semantic evolution: weakening and strengthening the meaning of words. Restriction and extension of meaning.
3. Semantic figures: definition. (1) Sounds : alliteration, assonance, sound echo, imitative harmony, paronomasia.
4. Semantic word figures: (2) Word Games: anagram, izolexism. (3) Forming and modifying words: archaism; metaplasm, suitcase words.
5. Lexical Semantics. Changes of meaning. Proper meaning and figurative meaning. The stylistic value of the figurative meaning.
6. Figures of meaning. Inventory (metonymy, synecdoche, and metaphor).
7. Metonymy and synecdoche - similarities and differences
8. Comparison, metaphor, allegory, personification.
9. III. Rhetorical figures: antithesis; antiphrasis; paradox.; hyperbole; gradation; litotes; euphemism.
10. Semantic relations: semantic incompatibility, hyponymy.
11. Homonymy and polysemy.
12. Polysemy. Stylistic richness of polysemy.
13. Synonymy and antonymy. Synonyms: synonym series, the degrees of significance, use.
14. Language registers. The stylistic consequences of language registers. Lexical fields and semantic fields.

TEACHING METHODS:

Lecture, conversation, exemplification.

LEARNING OUTCOMES:

- O1. Acquisition and comprehension of the fundamental concepts, theories, and methods of the specialization, their appropriate use within professional communication contexts.
- O2. Use of basic knowledge to explain and interpret various types of concepts, situations, processes, projects, etc. related to the area of study/activity
- O3. Application of basic principles and methods under expert supervision in order to solve problems or deal with specific situations related to the specialized area of study
- O4. Appropriate use of standard assessment criteria and methods so as to evaluate the quality, the merits and limitations of specific processes, programs, projects, concepts, methods and theories
- O5. Development of professional projects using principles and classical methods within the activity field
- O6. Responsible execution of professional duties under limited autonomy and qualified support
- O7. Familiarisation with specific teamwork roles and activities, and task delegation to subordinate levels
- O8. Awareness of the need for continuous training; the efficient use of learning resources and techniques for personal and professional development.

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

A two-hour written examination (60% of the final grade)

A mid-term essay (40% of the final grade)

RECOMMENDED READING:

- Grevisse, Maurice, *Le Bon Usage. Grammaire française*, Paris, Gembloux, Ed. Duculot, 1993.
- Roman, Dorina, *La didactique du français langue étrangère*, Baia Mare, Editura Umbria, 1994.
- Cosăceanu, Anca, Slăvescu, Micaela, *Gramatica limbii franceze*, Mondero, București, 1993.
- Florea, Ligia Stela, *Syntaxe du français actuel. La phrase simple et ses fonctions discursives*, Cluj-Napoca, Clusium, 2000.
- Ghidu, George, Pisoschi, Valeriu, *Gramatica limbii franceze cu exerciții*, Teora, București, 1996.
- Rougerie, André, *L'étude pratique de la langue française*, Dunod, Paris, 1990.
- Țenchea, Maria, *Le subjonctif dans les phrases indépendantes. Syntaxe et pragmatique*, Timișoara, Editura Hestia, s.a

DEONTOLOGY OF TRANSLATORS' AND INTERPRETERS' PROFESSION

Course Code: TIP 321

Type of course: compulsory

Language of instruction: English

Name of lecturer: Senior lecturer Crina Herteg, 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	6	Grade	4

COURSE AIMS:

1. To develop students' capacity of identifying and interpreting issues which can affect professional communication.
2. To inform the students about the principles which must be respected by translators and interpreters both in relation with other peers and in relation with managers.
3. To define notions such as quality of translation/interpretation, professional secrecy.

ENTRY REQUIREMENTS: -

COURSE CONTENTS:

1. Definition, object, necessity of deontology
2. Categories of translators and interpreters
3. International and national associations of interpreters and translators. Legislation and functioning.
4. The principles of interpretation.
5. Deontology of translators' profession. translators' obligations
6. Characteristics of the translator's profession. Case study: the profile of the Romanian translator
7. Characteristics of the interpreter's profession. case study: the profile of the Romanian interpreter

TEACHING METHODS:

Power point presentation, Co-operative learning.

LEARNING OUTCOMES:

Students are able to understand the principles characterising translators' and interpreters' profession

MANDATORY ASSIGNMENTS

Projects, Essays, Portfolio

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Written assignment

RECOMMENDED READING:

Gouadec, Daniel, *Profession traducteur*, ed. La maison du dictionnaire.

- Jeanrenaud, M. (2006). *Universalile traducerii. Studii de traductologie*. Iași: Polirom.
- Pym, Anthony, *Pour une éthique du traducteur*, 1997, coll. „Lettres et civilisations étrangères”, série „Traductologie”, APU (Artois Presses Université).
- Gouanvic, Jean-Marc, *Ethos, éthique et traduction- vers une communauté de destin dans les cultures*, in ”TTR: traduction, terminologie, redaction”, vol. 14, nr.2, 2001, pp. 31-47.
- Despre profesia de traducător–site Daniel Gouadec: <http://www.profession-traducteur.net>
- Coduri deontologice Coduri Europa <http://www.fit-europe.org/ethics-deontologie.html>
- Cod internațional: Code of Professional Practice http://www.fit-europe.org/vault/deont/CODE_PROF_PRACTICE.pdf
- Legislație românească: 1 Legea 178/1997 pentru autorizarea și plata interpreților și traducătorilor folosiți de Consiliul Superior al Magistraturii, de Ministerul Justiției, Parchetul de pe lângă Înalta Curte de Casație și Justiție, Parchetul Național Anticorupție, de organele de urmărire penală, de instanțele judecătorești, de birourile notarilor publici, de avocați și de executori judecătorești
- Ordinul nr. 772 din 05/03/2009 (Ordin 772/2009) privind stabilirea tarifelor pentru plata interpreților și traducătorilor autorizați folosiți de Consiliul Superior al Magistraturii, Ministerul Justiției și Libertăților Cetățenești, Parchetul de pe lângă Înalta Curte de Casație și Justiție, Direcția Națională Anticorupție, de organele de urmărire penală, de instanțele judecătorești, de birourile notarilor publici, de avocați și de executori judecătorești (<http://www.legex.ro/Ordin-772-05.03.2009-94662.aspx>) Publicat în Monitorul Oficial nr. 208 din 01/04/2009

SIMULTANEOUS AND CONSECUTIVE INTERPRETATION (2)

Course Code: TIF322

Type of course: optional

Language of instruction: French

Name of lecturer: Rodica Gabriela Chira PhD

Seminar tutor: Aura Cibian PhD

Full time studies

Form of instruction	Number of teachinghours per semester	Number of teachinghours per week	Semester	Form of receiving a credit for a course	Number of ECTS creditsallocated
Class	40	4	6	Exam	6

COURSE AIMS:

- applying principles and methods in acquiring a specialized terminology allowing to achieve a proper **translation** in due time
- critical evaluation of the quality of the interpretation
- elaborating the appropriate personal material with equivalent terminology for different domains

ENTRY REQUIREMENTS:

Good knowledge of text translation in different fields of activity.

COURSE CONTENTS:

The main interest of the course resides in underlining the most important aspects in the activity of simultaneous and/or consecutive interpretation: methods, conference/different types of meetings organising, choice of interpreters, previous documentation, competences (languages for specific purposes, linguistic ambiguities, etc.), technical characteristics, obligations and rights of interpreters. The practical exercises mainly have as work material France Info junior, with information from different fields of activity: politics, business, computer science, school, culture, pollution, agriculture, law, etc.

TEACHING METHODS:

Interactive methods.

LEARNING OUTCOMES:

- good to very good simultaneous and/or consecutive interpretation of an audio document of medium size;
- good or very good written skills in reproducing the content of an audio document

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Simultaneous interpretation of a 5 minutes audio document at normal speed; a 5 minutes sight translation – 50%; continuous assessment – 50%.

RECOMMENDED READING:

- Gouadec, Daniel (2002). *Profession traducteur*, Paris, La Maison du dictionnaire.
- Iliescu, Gheorghiu (2006). Cătălina, *Introducere în interpretariat. Modalitatea consecutivă*, Iași, Institutul Euroean.
- Lederer, Marianne (2006). *La traduction aujourd'hui. Le modèle interprétatif*, Caen, Lettres Modernes Minard.

Dictionaries

Chantreau, Alain Rey & Sophie (1994). *Dictionnaire des expressions et locutions*, Paris, Dictionnaires Le Robert.
Dictionnaire roumain – français (1996). Bucarest – Paris, Ed. Babel, Ed. Harmattan.
 Negreanu, Aristița (1994). *Dicționar de expresii român-francez*, București, Ed. Babel.
 Negreanu, Aristița (1996). *Dicționar de expresii francez-român*, București, Ed. Univers.
 Negreanu, Aristița (1996). *Franceza de azi. Le français branché*, București, Humanitas.

PROFESSIONAL AND INSTITUTIONAL COMMUNICATION

Course code: TIP324

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	3

COURSE AIMS:

- Definition, description and explanation of key concepts, theories, methods specific to the Professional and Institutional Communication
- 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:

Social system and communication
Verbal & non-verbal communication
Oral & written communication
Institutional Communication
Structures, functions, responsibilities
Institutional behavior

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 professional communication;
- having been introduced to, and reflected upon, a number of key topics in professional communication;
- 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:

- G. Rață, *Contribuții la teoria comunicării*, Timișoara, 2001
- Mattelart, M. Mattelart, *Istoria teorie comunicării*, București, Polirom, 2001
- E. T. Hall, *The silent language*, New York, 1978
- J.J. van Guillenburg, ... *Știința comunicării*, București, 2000
- W. Weathers, *The broken word*, New York, 1981
- R.D. Sell, *Literature as communication*, New York, 2000
- Niki Stanton, *Communication*, London, Macmillan, 1992
- James Eicher, *Making the Message Clear*, Scott's Valley CA, CDA Inc., 1993
- Sultana Craia, *Introducere în teoria comunicării*, București, Editura Fundației de mîine, 2004
- Sultana Craia, *Dicționar de comunicare*, București, Editura Ager, 2003
- Amanda Gilles, *Psihologia comunicării în grupuri*, București, Editura Polirom, 2007
- Sandra Oliver, *Corporate communication: principles, techniques and strategies*, Kogan Page, London, 1997
- Angela Rogojanu, Alexandru Tasnadi, Diana Andreia Hristache, *Comunicare instituțională*, București, Editura ASE, 2004
- Flaviu Călin Rus, *Evoluția procesului de comunicare de la forma interpersonală la cea politică și mediatică*, Cluj- Napoca, Editura Accent, 2005
- Ștefan Stanciu, Mihaela Alexandru Ionescu, *Cultură și comportament organizațional*, București, Editura comunicare.ro, 2005
- J.J. Van Cuilenburg, O. Scholten, G.W. Noomen, *Știința comunicării*, București, humanitas, 2004
- G. Johns, *Comportamentul organizațional*, București, editura Economică, 1988

PROTOCOL. PERSONAL IMAGE AND BEHAVIOUR

Course code: TIP324
Type of course: Optional
Language of instruction: Romanian
English tutoring available for Erasmus students
Name of lecturer: Adina Curta, PhD
Seminar tutor: Paul Nanu, 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	3

COURSE AIMS:

Knowing, understanding and a correct using of the protocol rules of mediation.

ENTRY REQUIREMENTS:

Basic aspects of French, English and Romanian culture and civilization.

COURSE CONTENTS:

1. Aspects of protocol and personal image. Concepts, history and importance.
2. Rules of customary protocol and high-level protocol.
3. Etiquette, greetings and interaction.
4. The rules of conversation and interpreting in official missions and high-level protocol.
5. General norms of behavior in protocol activities.

TEACHING METHODS:

Lecture, conversation, reading, interpretation.

LEARNING OUTCOMES:

- Identification of main characteristics of protocol and etiquette.
- Understanding and interpretation of cultural stereotypes.
- Correct use of terminology in protocol situations.
- Ability to adapt to the cultural differences.

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Oral exam – 50%, continuous assessment – 50%.

RECOMMENDED READING:

- Baldrige, Letitia, *Codul manierelor în afaceri*, Ediția IV, Business Tech Internațional și Amerocart SRL, București, 1996
- Chiriacescu, Adriana, Laura Mureșan, Virginia Barghiel, Alexander Hollinger, *Correspondența de afaceri în limbile română și engleză*, Teora, 1999
- Collet, Peter, *Cartea gesturilor europene*, Editura Trei, București, 2006
- Drăgan, Ioan, *Paradigme ale comunicării de masă. Orizontul societății mediatice*, Partea I, Casa de Editura și Presă “Sansa” S.R.L., București, 1996
- Dussault, Louis, *Protocol – instrument de comunicare*, Editura Galaxia, București, 1996
- Pease, Allan, *Limbajul trupului*, București, Editura Polimark, 1995.
- Post, Peggy, *Codul universal al bunelor maniere*, I-III, Editura Antet, București, 2000

EUROPEAN INSTITUTIONS

Course Code: TIP325

Type of course: Compulsory-elective

Language of instruction: Romanian

English tutoring available for Erasmus students

Name of lecturer: Rodica Gabriela Chira PhD

Seminar tutor: Rodica Gabriela Chira 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	Exam	3

COURSE AIMS:

The main objective of this course is to get acquainted with the way in which the EU institutions are functioning and their role.

ENTRY REQUIREMENTS:

There is no compulsory work placement in the course unit.

COURSE CONTENTS:

Understanding the functioning of the EU through its institutions: the European Parliament, the European Council, the Council of the European Union, the European Commission, the Court of Justice of the European Union, the European Central Bank, the European Court of Auditors. The role of European presidents. Protocol Service: diplomatic Missions accredited to the EU. Work for the EU: careers in the EU. Language and terminology. Translators and their role in the EU.

TEACHING METHODS:

Instruction is a combination of lectures, seminars, groupwork and individual work.

LEARNING OUTCOMES:

- knowing and understanding the structure and functioning of the EU institutions and their interactions;
- acquiring the main notions and concepts connected to the European institutions;
- creating the possibility of work group in order to better understand the functioning of different hierarchical levels and integrate translation activities.

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Combined oral and written examination (50% + 50% of the final grade)

RECOMMENDED READING:

- *The European Union Explained. How The European Union works. Your Guide to EU Institutions.* (2013). European Union. http://www.gr2014parliament.eu/Portals/6/PDFFILES/NA0113090ENC_002.pdf. Retrieved 10.08.2016.
- *EU institutions and other bodies*, https://europa.eu/european-union/about-eu/institutions-bodies_en. Retrieved 12.08.2016
- *Work for the EU*, https://europa.eu/european-union/about-eu/working_en. Retrieved 12.08.2016.
- *Language and terminology*. https://europa.eu/european-union/documents-publications/language-and-terminology_en. Retrieved 12.08.2016.