



## COURSE SYLLABUS

### 1. Information about the program

1.1 Higher Education Institution	Babeş-Bolyai University Cluj-Napoca
1.2 Faculty	European Studies
1.3 Department	European Studies and Governance
1.4 Field of study	International Relations and European Studies
1.5 Study level	Bachelor
1.6 Programme of study/ Qualification	International Relations and European Studies

### 2. Information about the discipline

2.1 Module	<b>Communication for International Careers 3</b>						
2.2 Course holder	Dr. Delia Pop-Flanja, Lecturer						
2.3 Seminar holder	Dr. Delia Pop-Flanja, Lecturer						
2.4 Year of study	3	2.5 Semester	1	2.6. Type of assessment <sup>1</sup>	C	2.7 Type of module <sup>2</sup>	OP

### 3. Total estimated time (teaching hours per semester)

3.1 No. of hours per week	3	3.1 of which for course	0	3.3 of which for seminar	3
3.4 Total no. of hours in the curriculum	42	3.5 of which for course	14	3.6 of which for seminar	28
Time distribution:				4 x 25 =100	Hours
Study by using handbook, reader, bibliography and course notes					2
Additional library/specialised online research, field research					2
Preparation of seminars/laboratories, homework, projects, portfolios and essays					3
Tutoring					1
Examinations					2
Other activities: .....					
3.7 Total no. of hours for individual study	7				
3.8 Total no. of hours per semester	100				
3.9 No. of ETCS credit points	4				

### 4. Prerequisites (where applicable)

4.1 of curriculum	•
4.2 of competencies	• English language knowledge, B2 level

<sup>1</sup> E - exam, ME - multi-term examinations, C - collocutional examination/assessment test

<sup>2</sup> OB - core module, OP - elective module, F - extracurricular module

## 5. Conditions (where applicable)

5.1 For the development of the course	<ul style="list-style-type: none"> <li>minimal attendance: 75%</li> </ul>
5.2 For the development of the seminar/laboratory	<ul style="list-style-type: none"> <li>minimal attendance: 75%</li> </ul>

## 6. Specific skills acquired

<b>Professional skills</b>	<ul style="list-style-type: none"> <li>abilities pertaining to written and oral communication</li> <li>capacity to draft specific documents</li> <li>correct use of language registers</li> <li>adaptability to the communication-related requirements of a professional environment</li> <li>ability to use specific terminology</li> </ul>
<b>Interdisciplinary skills</b>	<ul style="list-style-type: none"> <li>ability to work in teams</li> <li>critical and analytical abilities</li> <li>adequate use of language in various communication situations</li> </ul>

## 7. Course objectives (based on list of acquired skills)

7.1 General objective	<ul style="list-style-type: none"> <li>to acquaint students with professional elements pertaining to debates in English for international careers</li> </ul>
7.2 Specific objectives	<ul style="list-style-type: none"> <li>to develop the range of vocabulary utilised by students in the process of debating</li> <li>to increase students' adaptability to a wide range of debates</li> <li>to develop practical abilities which are needed in order to make valid arguments and use persuasive language</li> </ul>

## 8. Contents

8.1 Course	Teaching methods	Observations
1. Course presentation and basic debate terminology	PPT Presentation Discussion and debate analysis	
2. Introduction to debates: strategies, structure, rules	PPT Presentation Discussion Case Studies	
3. Political debates - understanding the views of the political spectrum	PPT Presentation Discussion Case Studies	
4. Environmental protection vs. economic growth - terminology and debates	PPT Presentation Discussion Case Studies	

5. Security vs. liberty debates - a highly topical issue	PPT Presentation Discussion Case Studies	
6. Majority vs. minority debates -power, ethnicity, gender	PPT Presentation Discussion Case Studies	
7. Writing persuasive essays	PPT Presentation Discussion Case Studies	
<p><b>Compulsory bibliography</b>  Dailey, William O.; Hinck, Edward A.; Hinck, Shelly S., <i>Politeness in Presidential Debates: Shaping Political Face in Campaign Debates from 1960 to 2004</i>, Rowman &amp; Littlefield, 2008.  Gold, Matthew K., <i>Debates in the Digital Humanities</i>, University of Minnesota Press, 2012.  Freeley, J. Austin and Steinberg, L. David, <i>Argumentation and Debate, Critical Thinking for Reasoned Decision Making</i>, 12th Edition, Wadsworth Cengage Learning, 2008.  Helga Kotthoff, Helga; Spencer-Oatey, Helen; <i>Handbook of Intercultural Communication</i>, Walter de Gruyter, 2007.</p> <p><b>Optional bibliography</b>  Heinrichs, Jay, <i>Thank You for Arguing: What Aristotle, Lincoln, and Homer Simpson Can Teach Us About the Art of Persuasion</i>, Three Rivers Press, USA, 2007.</p>		
<b>8.2 Seminar / Laboratory</b>	<b>Teaching methods</b>	<b>Observations</b>
1. Seminar presentation and basic debate terminology practice	PPT Presentation Discussion Role play	
2. Introduction to debates - debate strategies practice	Interactive presentation Discussion Text/video analysis Role play	
3. Analysing debate arguments	Interactive presentation Text analysis Role play	
4. Civil society debates - debate practice	Interactive presentation Text and video analysis Debate	
5. Political debates - simulation	Interactive presentation Video analysis Role play	
6. Environmental protection vs. economic growth - debate practice	Interactive presentation Discussion and debate	
7. Human rights debates – debate practice	Interactive presentation Debate	
8. Security vs. liberty debates – debate practice	Interactive presentation Discussion and debate	

9. Intercultural debates - mastering the art of adaptation	Interactive presentation Discussion Role play	
10. Debates on education - a perpetual reform?	Interactive presentation Text and video analysis Debate	
11. Majority vs. minority debates – debate practice	Interactive presentation Debate	
12. Debates on modern mass media - between information and manipulation	Interactive presentation Debate	
13. Debates on a topic chosen by the students	Interactive presentation Debate	
14. Seminar evaluation and feedback	Feedback session	
<p><b>Compulsory bibliography</b>  Huber, Robert B. and Snider, Alfred C., <i>Influencing through Argument</i>, International Debate Education Association, New York, Amsterdam, Brussels, 2005.  Johnson, Steven L., <i>Winning Debates: A Guide to Debating in the Style of the World Universities Debating Championships</i>, IDEA, 2009.  Maude, Barry, <i>Managing Cross-Cultural Communication: Principles and Practice</i>, Palgrave Macmillan, 2011.  Pérez, Francisco, <i>Political Communication in Europe</i>, UK, Palgrave Macmillan, 2013.  Thomas, Alexander; Kinast, Eva-Ulrike; Schroll-Machl, Sylvia, <i>Handbook of Intercultural Communication and Cooperation: Basics and Areas of Application</i>, Vandenhoeck &amp; Ruprecht, 2010.  Valentini, Chiara și Giorgia Nesti, Giorgia, (ed.), <i>Public Communication in the European Union: History, Perspectives and Challenges</i>, Cambridge Scholar Publishing, 2010.</p> <p><b>Optional bibliography</b>  Cressey, Laura, <i>Careers in International Affairs</i>, Georgetown University Press, 2014.  Longman Dictionary of Contemporary English: <a href="http://www.ldoceonline.com">www.ldoceonline.com</a></p>		

**9. The correspondence between the content of the course and the expectations of the academic community, professional associations and representative employers in the field:**

- This course aims to develop essential abilities meant to foster the students' integration into the professional environment, by means of the various debates it relies on. The latter are presented in an interactive manner, the contents are up-to-date, the teaching methods are modern and the involvement of students is constant. Moreover, the seminar makes use of knowledge students have acquired from other courses within the curriculum and it is meant to facilitate the comprehension of other subjects in the field, from a terminological/linguistic point of view.

**10. Assessment**

Type of activity	10.1 Assessment criteria	10.2 Assessment methods	10.3 Percentage of the final grade
10.4 Course	Knowledge about the course	Oral exam	3p.
10.5 Seminar/Laboratory	Activity during seminars	Continuous evaluation	4p.
	Quality of evaluation file	File assessment	2p. + 1 point

10.6 Minimum standard of performance

- active attendance at 25% of seminars
- the evaluation file
- accurate presentation of the file, ability to answer medium-difficulty questions

Date

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Course holder signature

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Seminar holder signature

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Date of departmental approval

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Head of department signature

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