



Course syllabus

Academic year 2023-2024

1. Information about the program

1.1 Higher Education Institution	Babeș-Bolyai University
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	Master
1.6 Programme of study/ Qualification	AEMP 1 + MP 1

2. Information about the discipline

2.1 Title	English for Project Management (Applied English in Project Management)						
2.2 Course holder	Lect. dr. Roxana-Maria Nistor						
2.3 Seminar holder	Lect. dr. Roxana-Maria Nistor						
2.4 Year of study	1	2.5 Semester	1	2.6. Type of assessment ¹	C	2.7 Type of module ²	OB

3. Total estimated time (teaching hours per semester)

3.1 No. of hours per week	3	3.2 of which for course	1	3.3 of which for seminar	2
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:					Hours
Study by using handbook, reader, bibliography and course notes					30
Additional library/specialised online research, field research					30
Preparation of seminars/laboratories, homework, projects, portfolios and essays					30
Tutoring					5
Examinations					5
Other activities:					
3.7 Total no. of hours for individual study	100				
3.8 Total no. of hours per semester	142				
3.9 No. of ETCS credit points	6				

4. Prerequisites (where applicable)

4.1 of curriculum	❖
4.2 of competencies	❖ At least a B1 level according to the European Framework of Reference for Languages

5. Conditions (where applicable)

5.1 For the development of the course	❖
5.2 For the development of the seminar/laboratory	❖ (multimedia) classroom, audio system, handouts, electronic materials, projector, screen, copy

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

² OB - core module, OP - elective module, F - extracurricular module



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6. Specific skills acquired

Professional skills	<ul style="list-style-type: none"> ❖ Identifying and understanding the sociocultural contexts and roles, the verbal and written communication conventions specific to the foreign language, in terms of reception (reading/listening), production (written/oral) and linguistic strategies. ❖ Identifying and understanding the contexts and roles, as well as the concepts, methods and the discourse/language that are specific to the different professional communication contexts within the academic environment, focusing on the rhetorical situation, written and oral communication, the stages of the writing process, academic writing production from within the field of social sciences/exact sciences/humanities, professional deontology and identifying plagiarism. ❖ Interpreting the relation between an oral or written message and the context it belongs to, identifying argumentative and construction techniques of the scientific message in the foreign language, especially within the academic and the professional communication contexts. ❖ Making use of basic knowledge to explain and interpret the various written communication methods in the field of social sciences/exact sciences/humanities (textbooks, specialized literature, scientific communications, research reports, forewords and introductions to specialized literature books, reviews of specialized literature books – written and electronic support), of the conventions writing these texts imply, as well as identifying plagiarism. ❖ The transfer of acquired concepts/principles/methods in guided activities for written text reception (critical reading) and for production (writing) focusing on the stages of the writing process (planning, draft writing, reviewing and producing a final draft), presenting and developing text related ideas as well as textual structure (global and local), developing strategies to expand specialized vocabulary, efficient verbal communication (style of communication), building argumentation to the standards specific for the foreign language studied in the academic environment, making use of techniques to avoid plagiarism (using quotes, summarizing, paraphrasing). ❖ Organizing debates, carrying out individual and group projects on topics from within the field of study. ❖ Critical reception and production of verbal or written messages, specific to scientific communication at university level (project presentations, reports, reviews, communications, dissertations etc.) in the foreign language. Using information sources with discernment and scientific probity. ❖ Using the standard criteria acknowledged by the academic/professional community, focusing on the ones practiced by the international scientific publications within the area of social sciences/exact sciences/humanities, with the purpose of evaluating the quality of the academic productions (oral and written) in the foreign language. ❖ Elaborating written papers and original, oral presentations in the foreign language, with the purpose of applying the drafting principles and techniques which have been universally acknowledged within the academic environment, focusing on the main genres from within the specific field of study: essays (descriptive, comparative, argumentative etc.), research reports, scientific papers, book reviews/presentations, annotated bibliographies, conference presentations etc. This type of productions will be elaborated on the basis of the students' current needs from within their field of study.
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Interdisciplinary skills	<ul style="list-style-type: none"> ❖ Completing individual tasks based on the writing models and with assistance from the teacher, materialized in the form of an individual portfolio. Applying the academic learning principles in the foreign language, fully governed by the principles of professional ethics. ❖ Taking part in carrying out projects, as part of a pair or a team, focusing on becoming familiar with team roles in the academic working environment; the projects can take the form of presentations (conference presentations) on a topic specific to the field of study. ❖ Acknowledging the need for continuous development, focusing on consolidating and developing the basic knowledge related to the management of the individual learning process, regarding interindividual differences, specific to gender and culture, in processing information. The efficient use of certain intellectual operating tools and of learning resources/techniques/strategies: speed reading, reading sheets, taking notes, documentation, cognitive organizers. ❖ Acknowledging the need for continuous development focusing on using TIC tools to assist with personal and professional development management, by joining social media and professional networks, that support the development of the communication skills, specific for the foreign language.
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7. Course objectives (based on list of acquired skills)

7.1 General objective	<ul style="list-style-type: none"> ❖ The students will be able to use the English language competently, at a B2 level, in their academic activity and in their future professional activity related to programme management.
7.2 Specific objectives	<ul style="list-style-type: none"> ❖ Knowing and understanding thoroughly the contexts and roles, as well as the concepts, methods, the language/discourse specific to the different professional communication contexts in the academic environment in English, focusing on rhetoric, written and oral communication, the stages of the writing process and the products of academic writing, as well as on professional deontology. ❖ Using in-depth knowledge to explain and interpret the various types of written communication (types of scientific texts) and oral communication (scientific communications) as well as the conventions that govern the production of scientific texts in English in the context of MA studies and the extended professional community (both national and international). ❖ Transferring learning concepts/principles/methods in written text reception and in production, focusing on the stages of the writing process, organizing and developing ideas, text structure and the oral and written communication strategies specific to English specialized for the scientific discourse. ❖ Using the standard criteria acknowledged by the academic/professional community in order to assess the quality of academic productions both oral and written in English. ❖ Elaborating written papers and original, oral presentations applying the principles and techniques which have been universally acknowledged within the academic environment, focusing on the main genres from within the specific field of study. ❖ Completing the individual tasks independently/autonomously. ❖ Taking part in carrying out projects, as part of a pair or a team, focusing on becoming familiar with team roles in the academic working environment. ❖ Managing the individual learning process, identifying the learning needs, monitoring and reflecting on using the intellectual work tools efficiently together with the traditional learning resources/techniques/strategies and the ITC tools.

8. Contents



8.1 Course	Teaching methods	Observations
Week 1. Introduction and Initial test	Lecture	
Week 2. Project Management	Lecture, PPT presentation, handouts	
Week 3. Projects	Lecture, PPT presentation, handouts	
Week 4. Working in International Teams	Lecture, PPT presentation, handouts	
Week 5. Leadership	Lecture, PPT presentation, handouts	
Week 6. Power	Lecture, PPT presentation, handouts	
Week 7. The World of Work	Lecture, PPT presentation, handouts	
Week 8. Learning	Lecture, PPT presentation, handouts	
Week 9. Strategy and Creativity	Lecture, PPT presentation, handouts	
Week 10. Performance	Lecture, PPT presentation, handouts	
Week 11. Resources	Lecture, PPT presentation, handouts	
Week 12. Procurement	Lecture, PPT presentation, handouts	
Week 13. Risk	Lecture, PPT presentation, handouts	
Week 1. Introduction and Initial test	Lecture	
Bibliography:		
<ol style="list-style-type: none"> 1. Materials sent to students (PPT presentations, handouts) 2. Murphy, Raymond. (2019). <i>English Grammar in Use</i>. Cambridge University Press: Cambridge. 3. McCarthy, Michael & O'Dell, Felicity. (2017). <i>English Vocabulary in Use. Upper-Intermediate</i>. Cambridge University Press: Cambridge. 4. Wyatt, Raymond. (2007). <i>Check Your English Vocabulary for Business and Administration</i>, 4th edition, A&C Black: London. 5. www.europa.eu 		

8.2 Seminar/Laboratory	Teaching methods	Observations
Week 1. Introduction and Initial test	Questionnaire	
Week 2. Project Management	Handouts, online exercises, individual and group activities	
Week 3. Projects	Handouts, online exercises, individual and group activities	
Week 4. Working in International Teams	Handouts, online exercises, individual and group activities	
Week 5. Leadership	Handouts, online exercises, individual and group activities	
Week 6. Power	Handouts, online exercises, individual and group activities	
Week 7. The World of Work	Handouts, online exercises, individual and group activities	
Week 8. Learning	Handouts, online exercises, individual and group activities	



Week 9. Strategy and Creativity	Handouts, online exercises, individual and group activities	
Week 10. Performance	Handouts, online exercises, individual and group activities	
Week 11. Resources	Handouts, online exercises, individual and group activities	
Week 12. Procurement	Handouts, online exercises, individual and group activities	
Week 13. Risk	Handouts, online exercises, individual and group activities	
Week 14. Revision	Handouts, online exercises, individual and group activities	
Bibliography:		
<ol style="list-style-type: none"> 1. Materials sent to students 2. Murphy, Raymond. (2019). <i>English Grammar in Use</i>. Cambridge University Press: Cambridge. 3. McCarthy, Michael & O'Dell, Felicity. (2017). <i>English Vocabulary in Use. Upper-Intermediate</i>. Cambridge University Press: Cambridge. 4. Wyatt, Raymond. (2007). <i>Check Your English Vocabulary for Business and Administration</i>, 4th edition, A&C Black: London. 5. ww.europa.eu 		

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

International and European language policies seek to address the growing needs of a labour and a scientifically internationalized research market, and as such, foreign languages for academic and specific purposes are represented throughout many university centres

- in the country (in vocational fields such as business, law, medicine, computer science, tourism, but also in the courses which make use of the scientific discourse in various fields – chemistry, physics, education sciences, social and communication sciences etc.). For reference, see the specific departments and the foreign language centres in the country.
- abroad (particularly regarding the academic learning competences and socio-professional communication), where all universities have centres that specialize in practical areas of the specialized discourse, playing an essential role in creating an instructional and academic culture. For instance, universities such as: Harvard, Washington, North Carolina, Southampton, Dartmouth, Essex, Leeds, Graz, Central European University, etc.

The content of the teaching activity can develop those skills and competences that are specific to academic learning and research activities, in the context of higher education internationalization.

10. Assessment

Type of activity	10.1 Assessment criteria	10.2 Assessment methods	10.3 Percentage of the final grade
10.4 Course	Ability to use English appropriately in academic and specific professional contexts	Written exam	60%



10.5 Seminar/ Laboratory	<ul style="list-style-type: none"> attendance and active participation correct and timely fulfilment of all tasks acquisition of specialised vocabulary accuracy, fluency, and appropriateness of their English language (spoken and written) 	Active Engagement and Presentation	30%
Ex Officio			10%
10.6 Minimum standard of performance			
For grade 5: <ul style="list-style-type: none"> at least 2 correct vocabulary exercises (written exam) a coherent presentation delivered active attendance at a minimum of 25% of seminars 		For grade 10: <ul style="list-style-type: none"> at least 4 correct vocabulary exercises (written exam) a coherent and engaging presentation delivered, using specialized vocabulary related to the field of Project Management active attendance at a minimum of 50% of seminars 	

Date

Course holder signature

Seminar holder signature

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Date of departmental approval

Head of department signature

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