



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	Bachelor
1.6 Programme of study/ Qualification	International Relations and European Studies

2. Information about the discipline

2.1 Title	Communication for International Careers 1						
2.2 Course holder	Assoc. Prof. Delia Pop-Flanja						
2.3 Seminar holder	Lect. Roxana-Maria Nistor						
2.4 Year of study	2	2.5 Semester	1	2.6. Type of assessment ¹	C	2.7 Type of module ²	OP

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					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, B1/B2 level

5. Conditions (where applicable)

5.1 For the development of the course	❖ minimal attendance: 75%
5.2 For the development of the seminar/laboratory	❖ minimal attendance: 75%

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

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



6. Specific skills acquired

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

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

7.1 General objective	<ul style="list-style-type: none"> ❖ to acquaint students with professional elements pertaining to written and oral communication in English for international careers
7.2 Specific objectives	<ul style="list-style-type: none"> ❖ to develop the range of vocabulary utilised by students in the process of communicating ❖ to increase students' adaptability to a wide range of communication situations ❖ to develop practical abilities which are needed in order to participate in complex communication situations

8. Contents

8.1 Course	Teaching methods	Observations
1. Course Introduction and overview	PPT presentation Brainstorming	
2. Strategic ambiguity in the institutional discourse	PPT Presentation Case Study	
3. Presenting one's business persona	PPT Presentation Case Study	
4. Handling workplace conflict	PPT Presentation Interactive presentation Case Study Discussion and debate	
5. Writing survey questions – the communicative side	PPT Presentation Text analysis	



6. Political jargon	PPT Presentation Interactive presentation	
7. Final revision and course feedback	Feedback session	

Bibliography:

- European Commission, Directorate-General for Communication, http://ec.europa.eu/dgs/communication/index_en.htm.
- European Commission, *English Style Guide. A handbook for authors and translators in the European Commission*, http://ec.europa.eu/translation/english/guidelines/documents/styleguide_english_dgt_en.pdf.
- Handford, Michael and James Paul Gee, James (ed.), *The Routledge Handbook of Discourse Analysis*, 2nd edition, Routledge, 2023.
- McIntyre, Lee, *Post Truth*, MIT Press, 2018.
- Pérez, Francisco, *Political Communication in Europe*, UK, Palgrave Macmillan, 2013.
- Pop – Flanja, Delia, *Communication for International Careers 1*, Cluj-Napoca, Presa Universitară Clujeană, 2021.
- Pop-Flanja, Delia and Gâz, Roxana-Maria, *Ambiguity in Intercultural Communication*, RCIC, 2015.
- LinkedIn Talent Solutions. *2019 Global Talent Trends. 2019*, https://business.linkedin.com/content/dam/me/business/en-us/talent-solutions/resources/pdfs/global_talent_trends_2019_emea.pdf.
- Eisenberg, Eric M. “Ambiguity as strategy in organizational communication”, in Eric Eisenberg, *Strategic Ambiguities, Essays on Communication, Organization, and Identity*, Thousand Oaks, London, New Delhi: Sage Publications, 2007.
- European Centre for the Development of Vocational Training (Cedefop), *Skills, qualifications and jobs in the EU: the making of a perfect match? Evidence from Cedefop’s European skills and jobs survey*. Publications Office of the European Union: Luxembourg, 2015, http://publications.europa.eu/resource/ellar/d0b7da52-9988-11e5-b3b7-01aa75ed71a1.0001.02/DOC_1

8.2 Seminar/Laboratory	Teaching methods	Observations
1. Seminar presentation	PPT Presentation Discussion and debate	
2. Understanding a complex message (ambiguity, contradiction, paradox, irony, overstatement, understatement)	Text analysis Group work Discussion and debate	
3. Peer editing	Interactive presentation Group work Text analysis	



4. From informal to formal professional vocabulary	PPT Presentation Text analysis Discussion and debate	
5. Polysemy and ambiguity in practical exercises	Text analysis Discussion and debate	
6. Presenting one's business persona – simulation	Group work Discussion and debate	
7. Understanding employment terminology	PPT Presentation Discussion and debate Case Study	
8. The 1-on-1 conflict of ideas	Group work Case Study Role play	
9. Writing survey questions – the communicative side (practice)	Group presentations, Discussion and debate	
10. Mass media jargon and the press review	Text and video analysis Discussion and debate Case Study	
11. Political jargon - analysing a political speech	Interactive presentation, Group work, Discussion and debate Case Study Role play	
12. Writing a business proposal	Interactive presentation, Group work, Discussion and debate	
13. Writing a character reference	PPT Presentation Video and text analysis	
14. Seminar review and feedback	PPT Presentation Feedback	
Bibliography:		
Compulsory bibliography		
<ul style="list-style-type: none"> Alhuthali, Mohammed. "Equivocation in Political Discourse: How Do We Know When It Is Happening?", in <i>International Journal of English Linguistics</i>; Vol. 8, No. 6; Canadian Center of Science 		



and Education, 2018, <http://www.ccsenet.org/journal/index.php/ijel/article/view/75873>

- Citizens Advice – England, *Complaint about a problem at work – grievance letter checklist*, <https://www.citizensadvice.org.uk/work/problems-at-work/complaint-about-a-problem-at-work-grievance-letter-checklist/>
- Citizens Information. *Glossary of employment terms*, https://www.citizensinformation.ie/en/reference/checklists/checklist_glossary_of_employment_terms.html.
- *Longman Dictionary of Contemporary English*: www.ldoceonline.com
- Marsen, Sky, *Professional Writing*, Palgrave Macmillan, 2013.
- Mathers, Nigel; Fox, Nick and Hunn. Amanda. *Surveys and Questionnaires*, The NIHR RDS for the East Midlands / Yorkshire & the Humber.2009.
- Zemach, Dorothy E și Rumisek, Lisa, *Academic Writing from paragraph to essay*, Oxford: Macmillan, 2005.

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 written and oral communication elements 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 course 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	Written exam	5p
10.5 Seminar/ Laboratory	Activity during seminars	Continuous evaluation	4p
			<i>Ex officio</i> : 1 point
10.6 Minimum standard of performance			



<p>For grade 5:</p> <ul style="list-style-type: none"> • active participation at 20% of the seminars • ability to answer medium-difficulty questions 	<p>For grade 10:</p> <ul style="list-style-type: none"> • active participation at 50% of the seminars • ability to answer high-difficulty questions
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Date

Course holder signature

Seminar holder signature

.....22.09.2023.....

Date of departmental approval

Head of department signature

.....29.09.2023.....