



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/Business Diplomacy

2. Information about the discipline

2.1 Title	Communication for International Careers 2						
2.2 Course holder	Assoc. Prof. Dr. Delia Pop-Flanja						
2.3 Seminar holder	Lect. Dr. Roxana-Maria Nistor						
2.4 Year of study	2	2.5 Semester	2	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:	$4 \times 25 = 100 / 14 = 7$				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. Political interviews	PPT presentation Discussion	
3. Communication in crisis situations – Situational Crisis Communication Theory	PPT presentation Discussion	
4. Avoiding errors in cross-cultural communication	PPT presentation Discussion	
5. Persuasion techniques	PPT presentation Discussion	



6. Euro-jargon	PPT presentation Discussion	
7. Final revision and course feedback	Feedback session	

Bibliography:

- Arnold, Annika, *Climate Change and Storytelling. Narratives and Cultural Meaning in Environmental Communication*, Palgrave Macmillan, 2018.
- Bull, Peter and Mayer, Kate, *How not to Answer Questions in Political Interviews*, *Political Psychology* 14(4), 1993, pp. 651-666.
- Charteris-Black, Jonathan, *Analysing Political Speeches: Rhetoric, Discourse and Metaphor*, Palgrave Macmillan, 2013.
- Coombs, Timothy, *Protecting Organization Reputations During a Crisis: The Development and Application of Situational Crisis Communication Theory*, *Corporate Reputation Review*, 10(3), 163-177, 2007.
- European Court of Auditors, *Misused English words and expressions in EU publications*, http://www.eca.europa.eu/Other%20publications/EN_TERMINOLOGY_PUBLICATION/EN_TERMINOLOGY_PUBLICATION.pdf
- Maude, Barry, *Managing Cross-Cultural Communication: Principles and Practice*, Palgrave Macmillan, 2011.
- Jesenská, Petra, *EUROSPEAK and ELF – English as a current global Lingua Franca*, <https://www.ff.umb.sk/app/accountPropertiesAttachment.php?kernelUserID=ID&ID=657>, 05.01.2017
- Pop – Flanja, Delia, „Cross-Cultural Differences in Risk Perception and Risk Communication. A Case Study on the COVID-19 Outbreak”, în *Redefining Community in Intercultural Context RCIC'20 - European Cultural Community*, Vol. 9., ed. „Henri Coandă” Air Force Academy Publishing House, Braşov, 2020, pp. 68-74.

8.2 Seminar/Laboratory	Teaching methods	Observations
1. Seminar presentation and overview	Interactive presentation Discussion and debate	
2. Political communication and social media	Text analysis Discussion and debate	
3. Political interviews - simulation	Interactive presentation Text and video analysis Role play	
4. Language creativity - interactive exercises	Writing assignment Group work Role play	
5. Communication in crisis situations -	Interactive presentation	



analysis	Text and video analysis Group work	
6. Communication in crisis situations - presentations	PPT Presentation Discussion and debate	
7. Persuasion techniques - simulation	Discussion and debate Role play	
8. Delivering an impromptu speech	Discussion and debate Role play	
9. Euro-jargon (quiz)	Interactive presentation Discussion and debate Case Study	
10. Comparing and contrasting visual materials - evolution and cultural influence	Visual material analysis Individual presentations Discussion and debate	
11. Common errors in cross-cultural communication. Case studies	Interactive presentation Discussion and debate Case Study	
12. Common errors in cross-cultural communication - presentations	Individual presentations Discussion and debate	
13. Environmental communication - practice	Interactive presentation Discussion Case Study	
14. Seminar review and feedback	PPT Presentation Discussion Feedback	
Bibliography:		
<ul style="list-style-type: none"> • European Commission, Directorate-General for Communication, http://ec.europa.eu/dgs/communication/index_en.htm • European Commission, A to Z – jargon and false friends, https://blogs.ec.europa.eu/eu-digital/sites/comm-digitaltransformation-blog/files/europa_a_to_z_list_-_jargon_and_clear_writing_alternatives-02-06-2015.pdf, 03.09.2016 • Abramenka, Viktoriya , <i>Content Analysis of British Petroleum and Tokyo Electric Power Company's Crisis Communication Messages. Comparative Analysis of Crisis Communication Strategies</i>, Grand Valley State University, 2013 • Brizek, Michael, <i>JetBlue Airways, Trouble in the Sky</i> , Journal of Aviation Management and Education, 2011. • Cressey, Laura, <i>Careers in International Affairs</i>, Georgetown University Press, 2014. 		



- 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.
- Mejri, Mohamed , *Crisis Management: Lessons Learnt from the BP Deepwater Horizon Spill Oil*, Business Management and Strategy , Vol. 4, No. 2, 2013.
- Pop-Flanja, Delia and Nistor Gâz, Roxana-Maria „How Soft Are Soft Skills? The Role of Higher Education Institutions in Supporting Graduates’ Employability”, în *Europe: Critical Thinking in Critical Times*, ed. Miriam Sette, London Centre for Interdisciplinary Research, 2021, pp. 139-154.

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

Date

Course holder signature

Seminar holder signature



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Date of departmental approval

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