UNIVERSITATEA BABEȘ-BOLYAI
BABEȘ-BOLYAI TUDOMÁNYEGYETEM
BABEȘ-BOLYAI UNIVERSITÄT
BABEȘ-BOLYAI UNIVERSITY
TRADITIO ET EXCELLENTIA

EUTOPIA
European University

Facultatea de Studii Europene
Str. Emmanuel de Martonne nr. 1, 400090 Cluj-Napoca
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Course syllabus

Academic year 2023-2024

1. Information about the program

1.1 Higher Education Institution	**Babeş-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:	4x25=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

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6. Specific skills acquired

Professional skills	❖ 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	❖ 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	❖ to acquaint students with professional elements pertaining to written and oral communication in English for international careers
7.2 Specific objectives	❖ 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:

- 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, Viktoryia , *Content Analysis of British Petroleum and Tokyo Electric Power Company's Crisis Communication Messages. Comparative Analysis of Crisis Communication Strategies*, Grand Valley State University, 2013
- Brizek, Michael, *JetBlue Airways, Trouble in the Sky* , Journal of Aviation Management and Education, 2011.
- Cressey, Laura, *Careers in International Affairs*, Georgetown University Press, 2014.

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- 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.
		Ex officio: 1 point	
10.6 Minimum standard of performance			

For grade 5:	For grade 10:
• *active participation at 20% of the seminars* • *ability to answer medium-difficulty questions*	• *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…………………..   …………………………………………..