

ALEXANDRU IOAN CUZA UNIVERSITY OF IASI

Faculty of Letters

Study Guide

2014-2015

BA LEVEL COURSES

ENGLISH LANGUAGE AND LITERATURE (A+B)

1ST YEAR OF STUDY

Course title: Introduction to Linguistics

Course code: DF0814 (A+B)

Type of course: compulsory

Level of course: BA

Year of study: 1st

Semester: 1st

Number of ECTS credits allocated: 5

Name of the lecturer: Adrian Poruciuc

Course objective: The course, held in English (with explanations in Romanian, whenever necessary), is meant to familiarize first-year students with basic notions and terminology specific to the domain of linguistics. The lecturer intends to observe an interactive methodology, which allows students to ask questions and to turn to account their own knowledge during lectures.

Course contents: The course will include presentations of both diachronical (mainly Indo-European) and synchronical (mainly post-structuralist) linguistics. For tests, students shall make use of information provided during lectures, as well as of data extracted from the recommended bibliography.

Recommended reading: Martinet, André, 1970. *Elemente de lingvistică generală* (trad. P. Miclău). București: Editura Științifică ; Poruciuc, Adrian, 1992. "Problems and Patterns of the SE European Ethno- and Glottogenesis (ca. 6500 BC - AD 1500)". *The Mankind Quarterly* (Washington, D.C.), XXXIII, 1 (3-41); Poruciuc, Adrian, 2006. "Language Obsolescence, Loss and Revival in Europe". In *Developing a pan-European Network of Language Resource Centres for Less Widely Used Less Taught Languages* (pp. 23-29)., ed. A. Colibaba et al. Iași: Editura CDRMO; Simenschy, Theofil/ Gheorghe Ivănescu. 1981. *Gramatica comparată a limbilor indoeuropene*. București: Editura Didactică și Pedagogică; Yule, George, 1985. *The Study of Language*. Cambridge U.P.

Teaching methods: interactive lectures

Assessment methods: homework; final (written) test

Language of instruction: English

Course title: Culture, Civilisation and English Language Practice

Course code: EN0813 (A), EN0815 (B)

Type of course: compulsory

Level of course: BA

Year of study: 1st

Semester: 1st

Number of ECTS credits allocated: 5

English Culture and Civilisation

Name of the lecturer: Dragoș Avădanei

2 hrs/week

Course objective The purpose of the course is to provide first-year students of English with basic concepts of British civilisation.

Course contents: The course provides a comprehensive introduction to a wide range of aspects of Britain, including its country and people, history, politics and government, education, the economy, the media, arts and religion, architecture, sports and leisure.

Recommended reading Oakland, John, 2002. *British Civilisation – an Introduction*, Routledge

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Teaching methods: lectures

Assessment methods: written final exam

Language of instruction: English

Practical course (language and text analysis classes)

5 hrs/week

Name of the lecturer: Oana Cogeanu, Oana Maria Petrovici

The class is mainly practical, focusing on class activities such as grammar exercises at the intermediate and upper-intermediate level, translations, conversation on general but also British and American culture and civilization topics, literary analyses on short stories, and writing tasks.

Course title: English Language A and B: English Phonetics and Phonology

Course code: EN0821 (A), EN0824 (B)

Type of course: compulsory

Level of course: BA

Year of study: 1st

Semester: 2nd

Number of ECTS credits allocated: 5

Name of the lecturer: Laura Cuțitaru

Course objective: The course is meant to make first - year students, majoring or minoring in English, identify and articulate correctly the sounds and the intonation of English. Get familiar with different styles of pronunciation and understand the peculiarities of English intonation being aware of the differences existing on this level between English and Romanian.

Course contents: The course will present the speech mechanism, the segmental and suprasegmental phonemes of English and the functions of intonation in English. Exercises combined with explanations will contribute to a better understanding of the theoretical information. The course is given on power point.

Recommended reading: Bolinger, D.1985. *Intonation and Its Parts*. Stanford; Cruttenden,A. 1968. *Intonation*. Cambridge; Crystal, D. 1969. *Prosodic Systems and Intonation in English*. Cambridge; Gogalniceanu,C. 2003; *Introduction to Linguistics. A Theoretical and Practical Approach to Sounds and Phonemes*. Iasi; Kortmann,B. 2005. *English Linguistics:Essentials*. Berlin

Teaching methods: lectures, workshops: exercises, tests, recordings

Assessment methods: homework; final (written) test

Language of instruction: English

Course title: English Literature (Old English Literature and the English Renaissance)

Course code: EN0822 (A), EN0825 (B)

Type of course: compulsory

Level of course: BA

Year of study: 1st

Semester: 2nd

Number of ECTS credits allocated: 5

Name of the lecturer: Iulia Milică

Course objective: to deepen the students' knowledge and understanding of the key aspects of English literature; to develop students' abilities in a range of literary conventions, techniques, procedures; to strengthen awareness of and ability to use the main critical approaches; to develop advanced skills in reading literary texts; to improve the students' linguistic skills.

Course contents: Old English literature: *Beowulf* (literary analysis). Middle English Literature: the main literary types and concepts, romances; Geoffrey Chaucer-literary activity, *The Canterbury Tales* (literary analysis). Mediaeval Drama. Renaissance Literature: poetics, prose, poetry, drama. The University Wits: Christopher Marlowe-fundamental motifs. William Shakespeare; life, works, controversy. Sonnets and

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poems. Historical Drama, Comedies , tragedies, tragicomedies. General characteristics. Jacobite Drama. The seminar will cover: Beowulf, The Canterbury Tales (The General Prologue), and the main monologues from Shakespeare.

Recommended reading: Cheney, Patrick, *The Cambridge Companion to Christopher Marlowe*, CUP, 2007; Dorobat D., Sorin Parvu, *English Literature*, Chemarea, Iasi, 1993; Dobrovici V., Dumitru Dorobat, *A Reader to Mediaeval English Literature*, Editura UAIC, Iasi, 1982; Craig , H., *The Literature of the English Renaissance*, Collier Books, New York, 1962

Teaching methods: weekly lectures and seminars. Seminars will include student led seminars and extensive group participation

Assessment methods: oral presentation 10%; portfolio of assignments 10%; written examination (multiple-choice test and essay) 80%

Language of instruction: English

Course Title: The Theory and Practice of Language / the Text

Number of ECTS credits allocated: 5

Type of course: compulsory

Level of course: BA

Year of study: 1st

Semester: 2nd

Lexicology

Course code: EN0823 (A), EN0826 (B)

Name of the lecturer: Laura Carmen Cuțitaru

2 hrs/week

Course objective: The course aims at familiarizing the students with the problems and methodology specific to the study of lexicology.

Course contents: The course will deal with basic concepts (the word, the morpheme), the periodization of English, lexical relations, word formation and special vocabularies.

Recommended bibliography: Jackson, H., Amvela, E., *Words, Meaning and Vocabulary*. London, 2000; Bauer, Laurie. *English Word-Formation*. Cambridge, 1983; Hulban, H. *Syntheses in English Lexicology and Semantics*. Iași, 2001; Poruciuc, Adrian. *A Concise History of the English Language*. Iași, 2004; Yule, George. *The Study of Language*. Cambridge, 1985

Teaching methods: lectures

Assessment: homework, final test (written)

Language of instruction: English

Practical course (language and text analysis classes)

4 hrs/week

Name of the lecturer: Oana Cogeanu

The class is mainly practical, focusing on class activities such as grammar exercises at the intermediate and upper-intermediate level, translations, conversation on general but also British and American culture and civilization topics, literary analyses on short stories, and writing tasks.

2ND YEAR OF STUDY

Course title: English Language (Morphology)

Course code: EN0931 (A), EN0934 (B)

Type of course: compulsory

Level of course: BA

Year of study: 2nd

Semester: 3rd

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Number of ECTS credits allocated: 5

Name of the lecturer: Anca Cehan EN0931 (A), and Ileana Oana Macari EN0934 (B)

Course objective: The course will help students prove their ability to understand and use the basic structures of the English language. This will first enable effective written and oral communication at advanced level. Secondly, students will become aware of the difficulties that the learners of English are confronted with. Moreover, it will enhance their knowledge of English through exploration and analysis: understanding grammar in general, and morphology in particular, as means of establishing the relation form – meaning and meaning – communication, and learning the specific terminology which allows them to explain all these relations.

Course contents: The course will familiarize the students with specific concepts and enable them to recognize the main word classes; the structural elements of words, the grammatical categories (gender, case, determination, tense, aspect, mood, comparison, etc.). The students will be able to analyze clauses, to produce correct sentences by observing morphological rules (using the correct tenses and aspects, placing adjectives and adverbs correctly in sentences, etc.), to correlate the observation of the words morphological structure with phonetic, phonological, syntactic and semantic observations.

Recommended reading: Biber, D., Conrad S., Leech G. 2002. *Longman Student Grammar of Spoken and Written English*, Pearson Education Limited ; Celce-Murcia, M., Larsen-Freeman D. 1999. *The Grammar Book*, Heinle and Heinle, Downing A., Locke P. 2002. *English Grammar: A University Course*, Second edition, Routledge; Foley M., Hall, D., 2003. *Advanced Learners' Grammar*, Longman Pearson Educational Limited; Hewings, M. 2005. *Advanced Grammar in Use*, CUP; Schramm, Azar, B. 2002. *Understanding and Using English Grammar*, Longman; Yule, G., 1998. *Explaining English Grammar*, OUP.

Teaching methods: interactive lectures

Assessment methods: on-going oral evaluation and final written test

Language of instruction: English

Course title: English Literature (Neoclassicism)

Course code: EN0932 (A), EN0935 (B)

Type of course: compulsory

Level of course: BA

Year of study: 2nd

Semester: 3rd

Number of ECTS credits allocated: 5

Name of the lecturer: Odette Blumenfeld EN0932 (A) and Veronica Popescu EN0935 (B)

Course objective: The course aims to familiarize students with the major stages in the development of English literature in the 17th and 18th centuries, presenting the specific traits of the literary genres and species that appeared in that period and justifying their popularity, showing the relationship between literature and the socio-economic and political context of the time.

Course contents: *The Bourgeois Revolution* (1643-1660); John Milton; *Restoration* (1660-1688); Neoclassicism; the novel, the journal (J. Bunyan, S. Pepys); theatre: the comedy of manners (J. Dryden, Etherege, Wycherley, Congreve); the "*Glorious Revolution*" (1688), Enlightenment and Deism; *the Augustan Age* (1688-1740): J. Milton: *Paradise Lost*; W. Congreve: *The Way of the World*; Al. Pope: *The Rape of the Lock*; Daniel Defoe: *Robinson Crusoe* and *Moll Flanders*; J. Swift: *Gulliver's Travels*.

Recommended reading: Broadbent, John, *Paradise Lost: An Introduction*. (Cambridge University Press, 1972); Clifford, James, *Eighteenth Century English Literature. Modern Essays on Criticism*. (Oxford University Press, 1959); Karl, Frederick R., *A Reader's Guide to the Development of the English Novel in the 18th Century*. (Thames and Hudson, London, 1987); Love, Harold, ed., *Restoration Literature. Critical Approaches*. (Menhuen, 1972); Paulson, Ronald, *Satire and the Novel in 18th Century England*. (Yale University Press, 1967); Watt, J., *The Rise of the Novel. Studies on Defoe, Richardson and Fielding*. University of California Press, 1963)

Teaching methods: lectures, workshops

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Assessment methods: midterm; final (written) test

Language of instruction: English

The Theory and Practice of Language/the Text

Number of ECTS credits allocated: 5

Type of course: compulsory

Level of course: BA

Year of study: 2nd

Semester: 3rd

Course code: EN0933 (A), EN0936 (B)

Language

1 hr/ week

Course code: EN0933 (A)

Name of the lecturer: Anca Cehan

Course objective: This course helps the students develop their ability to comprehend and use the basic structures of English, allowing them to communicate correctly at an advanced level both in speaking and writing. The students will have opportunities to become aware of the difficulties they still encounter in communicating and will improve their grammar by analysing the forms, meanings and functions of both words and structures. By using specific metalanguage, the students will acquire better skills for identifying and explaining grammar phenomena.

Course contents: 1. Lexical words. 2. Grammatical words. 3. Phrase structures. 4. Nouns, pronouns and noun phrases. 5. Noun formation and types of pronouns. 6. Verb classes and verb functions. 7. Lexical, primary and copulative verbs.

Recommended reading:

Biber, D., Conrad S., Leech G. 2002. *Longman Student Grammar of Spoken and Written English*, Pearson Education Limited ; Downing A., Locke P. 2002. *English Grammar: A University Course*, Second edition, Routledge; Foley M., Hall, D. 2003. *Advanced Learners' Grammar*, Longman Pearson Educational Limited; Hewings, M. 2005. *Advanced Grammar in Use*, CUP; Schramm Azar, B., 2002. *Understanding and Using English Grammar*, Longman

Teaching methods: Interactive lectures based on inductive analysis of texts; group work.

Assessment methods: Ongoing assessment and final written exam.

Language of instruction: English

Language

1 hr/week

Course code : EN0936 (B)

Name of lecturer: Ileana Oana Macari

Objective of the course: - To practice and develop the four skills (reading, writing, listening and speaking), lower-advanced level.

- To introduce and practice the skills needed to successfully meet the academic requirements of the Department of the foreign languages and literatures
- To build on past experiences and present skills, knowledge, and understanding, and apply their learning to achieve both in-school and out-of-school outcomes;
- To become autonomous and collaborative learners
- To develop communication skills in English appropriate to different situations
- To organize the knowledge about the writing of an academic paper in English
- To augment grammar and vocabulary for the lower-advanced level
- To encourage and prepare students for the attainment of an international English certificate

Course contents: Written language and written communication. Written language vs. spoken language. Paragraphs. Guided writing. Summarizing a text. Reacting to a text. Essays (topic, narrowing the topic,

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purpose, point of view, determining main and subordinate ideas; outlining, layout). Correcting language and expression mistakes in writing exercises. Punctuation, spelling, capitals. Difficult structures. Grammar and vocabulary essentials.

Recommended reading: Baker, Sheridan, *The Practical Stylist*, Harper & Row, New York, 1981; Cory, Hugh, *Advanced Writing with English in Use*, OUP, 2005; Gude, Kathy & Michael Duckworth, *Proficiency Masterclass, Student's Book*, OUP, 2005; Hartley, James, *Academic Writing and Publishing, A Practical Handbook*, Routledge, 2008; Kruse, Otto, "The Origins of Writing in the Disciplines - Traditions of Seminar Writing and the Humboldtian Ideal of the Research University", *Written Communication*, Vol. 23, No. 3, 331-352 (2006); Skwire, David, Frances Chitwood Beam and Harvey S. Wiener, *Student's Book of College English*, Macmillan, New York, 1990

Teaching methods: A student-centred, student-as-independent-learner approach. Explicit (clear and concise) instructions and examples. Questioning and reinforcement of skills and knowledge. Use of learning technologies. Regular reviews to consolidate learning. Formative assessment and frequent feedback. Reflection on effectiveness of activities.

Assessment methods: Teacher-assessment, self-assessment, peer-assessment.

Language of instruction: English

Practical course (language and text analysis classes)

4 hrs/week

Name of the lecturer: TBD

The class is mainly practical, focusing on class activities such as grammar exercises at the upper-intermediate level, translations, conversation on general but also British and American culture and civilization topics, literary analyses on short stories, and writing tasks.

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Course title: English Language (Syntax)

Course code: EN0941 (A), EN0944 (B)

Type of course: compulsory

Level of course: BA

Year of study: 2nd

Semester: 4th

Number of credits: (ECST): 5

Name of the lecturer: Dana Doboş EN0941 (A), and Carmen Ciobanu EN0944 (B)

Course objective: Get students acquainted with the rules and principles underlying the structure and use of Simple Independent Sentences as well as the main processes that take place when combining them into composite sentences, by coordination or/and subordination. Develop students' practical abilities of applying the theory to the syntactical analysis of the Simple and Composite Sentences.

Course contents: Classification of Simple Independent Sentences (according to structure, grammatical form, communicative function, affirmation and negation, passivization). The parts of the sentence defined syntactically, morphologically and semantically. Agreement and government. The Compound Sentence, main processes - gapping, regrouping. The Complex Sentence: classification of subordinates according to form (finite, non-finite, verbless) and function (nominal, adjectival and adverbial), main specific transformations (extraposition, raising, tough-movement, copula switch, relativization). Sequence of tenses and word order in composite sentences.

Recommended reading: Aarts, Bas, 2001, *English Syntax and Argumentation*, Palgrave; Bantaş, Andrei, 1996. *Descriptive English Syntax*, Iaşi: Institutul European; Huddleston, R., Pullum, G., 2005, *A Student's Introduction to English Grammar*, Cambridge UP; Lăcătuşu, Tamara, 2005 a, *Essentials of English Syntax. The Simple Independent Sentence*; 2005 b. *Essentials of English Syntax. The Composite*

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Sentence, Iași: Casa Editorială Demiurg; Quirk, R., et al., 1976. *A Grammar of Contemporary English*, Longman, [http://www.ucl.ac.uk/english/usage/Internet Grammar of English](http://www.ucl.ac.uk/english/usage/Internet%20Grammar%20of%20English)

Teaching methods: lectures, workshops

Assessment methods: hands-on in-class activity in seminars, final written exam

Language of instruction: English

Course Title: Victorian Literature

Course code: EN0942 (A), EN0945 (B)

Type of course: compulsory

Level of course: BA

Year of study: 2nd

Semester: 4th

Number of ECST credits allocated: 5

Name of the lecturer: Codrin Liviu Cuțitaru

Course objective: Developing students' knowledge in 19th century British culture; acquainting students with Victorianism; the Victorian Cultural Context; 19th Century English Literature; critical theory in the context of Victorian Literature

Course description: Lectures: Victorianism and Modernism – A Comparison, A New Literature (19th century English history and culture), Ch. Dickens, W.M.Thackeray, The Brontës and G.Eliot, Th.Hardy, J.Conrad, H.James, A.L.Tennyson, R.Browning, M.Arnold and The Pre-Raphaelites, Hopkins, Hardy, Kipling, Wilde, Houseman, W.B.Yeats, Victorian Drama – G.B.Shaw, O.Wilde. Seminars: Great Expectations (Ch.Dickens), Jane Eyre (Ch.Bronte), Wuthering Heights (E.Bronte), Adam Bede (G.Eliot), Tess of the D'Urbervilles (Th.Hardy), Lord Jim (J.Conrad), The Ambassadors (H.James)

Recommended reading: Coote, Steven. The Penguin History of English Literature. Penguin Books: N.Y., 1992; Daiches, David. The Critical History of English Literature. Bantam: Edinburgh, 1972; Sanders, Andrew. The Oxford History of English Literature. Oxford: Oxford UP, 1994

Teaching methods: lectures, seminars

Assessment methods: written/Oral Exam

Language of instruction: English

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The Theory and Practice of Language/the Text

Number of ECTS credits allocated: 5

Course code: EN0943(A), EN0946 (B)

Type of course: compulsory

Level of course: BA

Year of study: 2nd

Semester: 4th

Romanticism

Name of the lecturer: Odette Blumenfeld

1hr/week

Course objective: The course aims to familiarize students with the major stages in the development of English literature in the first half of the 19th century, presenting the specific traits of the literary genres and species that appeared in that period and justifying their popularity, showing the relationship between literature and the socio-economic and political context of the time.

Course contents: Romanticism: W. Wordsworth; S. T. Coleridge: *The Ancient Mariner*, *Christabel*, *Kubla Khan*, *Biographia Literaria*; G. G. Byron: *Childe Harold's Pilgrimage*, *The Oriental Tales*, *Manfred* and *Cain*,

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Don Juan; P. B. Shelley: *Queen Mab*, *The Revolt of Islam*, *Prometheus Unbound*; J. Keats: *Endymion*, *Odes*.

Recommended reading: Abrams, M. H., ed., *English Romantic Poets. Modern Essays in Criticism*. (Oxford University Press, 1960); Bloom, Harold, ed., *Romanticism and Consciousness, Essays in Criticism*. (W.W. Norton and Company, 1970); Sutherland, D., *On Romanticism*. (New York, 1971); Punter David, *The Romantic Unconscious. A Study in Narcissism and Patriarchy*. (Harvester Wheatsheaf, 1989)

Teaching methods: lectures, workshops

Assessment methods: midterm; final (written) test

Language of instruction: English

Practical course (language and text analysis classes)

4 hrs/week

Name of the lecturer: Florin Irimia, Mihaela Moscalic

The class is mainly practical, focusing on class activities such as grammar exercises at the upper-intermediate level, translations, conversation on general but also British and American culture and civilization topics, literary analyses on short stories, and writing tasks.

3RD YEAR OF STUDY

Course title: English Language (Elements of English Semantics and Pragmatics)

Course code: EN1051(A), EN1054(B)

Type of course: compulsory

Level of course: BA

Year of study: 3rd

Semester: 5th

Number of ECTS credits allocated: 5

Name of the lecturer: Rodica Albu EN1051(A), Teodora Ghivirigă EN1054 (B)

Course objective: By the end of the semester the students will be able to: (1) operate with basic notions and ideas related to the semantic approach to language; (2) revisit familiar linguistic aspects, this time from the perspective of semantics, discourse analysis and pragmatics; (3) get into the habit of careful thinking about language in general and a language in particular and of connecting old and new information related to the subjects included among the topics of this course.

Course contents: The course tackles the problem of meaning in language at different levels, hence its division into (1) The study of word meaning; (2) The study of phrase and sentence meaning; (3) Discourse meaning, interpersonal meaning; (4) A semantic approach to grammatical categories. Semantics is thus presented in its relation to lexicology, syntax, text grammar and interactional linguistics. The final class is devoted to current trends in English semantics.

Recommended reading: Duțescu-Coliban, Taina, *Grammatical Categories of English*, Ediția a II-a revăzută, București, 1986; Coșeriu, Eugen, "Semantica cognitivă și semantica structurală", in *Prelegeri și conferințe*, Iași, 1994, pp.83-99; Cruse, D. Alan, *Meaning in Language*, Oxford: Oxford University Press, 2000; Hurford, James R., Brendan Heasley, *Semantics: a coursebook*, Second edition, CUP, 2007; Jackson, Howard, *A Semantic Approach to English Grammar*, Longman, London, 1990

Teaching methods: Academic lectures, brainstorming, students' presentations, pair and group work; interactive orientation of lectures and seminars

Assessment methods: Mixed type (continuous assessment, research project, final test)

Language of instruction: English

Course title: English Literature (Modernist British Literature)

Course code: EN1052 (A)

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Type of course: compulsory

Level of course: BA

Year of study: 3rd

Semester: 5th

Number of ECTS credits allocated: 5

Name of the lecturer: Ștefan Colibaba

Course objective: This course of lectures aims to make students aware of the major changes in the field of aesthetic ideas at the end of the 19th century/beginning of the 20th century, in particular the innovation and experimentation associated with the modernist novel. The lecturer will promote an interactive approach with a view to fostering critical skills that enable students to deal successfully with the modernist literary text.

Course contents: The lecturer will acquaint students with the main tenets of the modernist doctrine and elaborate on the tension between tradition and modernity (V.Woolf), the fascination of escape and the perennial myth (Joyce), the imperfect man and the 'science' of happiness (D.H.Lawrence), the novel of ideas, musicalisation of fiction, utopia (Huxley), liberal humanism (E.M.Forster).

Recommended reading: Armstrong, T., 2005, *Modernism: A Cultural History*, Cambridge: Polity Press; Brooker, P. and Andrew Thacker (eds), 2005, *Geographies of Modernism: Literatures, Cultures, Spaces*, London: Routledge; Burlui, I., 1977, *Lectures on 20th century British Literature*, Editura Universitatii "Alexandru Ioan Cuza" Iasi; Humphrey, R., 1962, *The Stream of Consciousness in the Modern Novel*, Uni of California Press; Stevenson, R., 1993, *The British Novel since the Thirties*, Iași: Institutul European

Teaching methods: lectures, interactive approaches

Assessment methods: (a) progress test (written); (b) final test (written)

Language of instruction: English

Course title: English Literature (British Modernist Novel)

Code code: EN1055 (B)

Type of course: compulsory

Level of course: BA

Year of study: 3rd

Semester: 5th

Number of ECTS credits allocated: 5

Name of the lecturer: Dana Bădulescu

Course objective: Course of lectures given in English aimed at familiarizing students with the main characteristics and new aesthetics of modernism, with examples from literature and the arts, focusing upon the importance of their iconoclastic and heterodox spirit. The interactive approach is used with a view to improving the students' skills of debating and arguing coherently in English about various aspects of British modernism in the novel.

Course contents: Informing students about the major and radical paradigm shift known as modernism, with a focus on the British cultural space. Some lectures will debate the crisis of modernism, Bohemia as a new cultural geography, exile as a cultural condition, the new urban consciousness, urbanist arts and aesthetics, the bohemian spirit of the Bloomsbury Group, the main promotor of modernism in the London of the '20s. Some other lectures will introduce the main characteristics and aesthetics of modernism, referencing key modernist British texts, in close connection with the other arts.

Recommended reading: Bădulescu, Dana, *Early 20th Century British Fiction. Modernism*, Part I, Casa Editorială Demiurg, Iași, 2005; Bădulescu, Dana, *Early 20th Century British Fiction. Modernism*, Part II, Casa Editorială Demiurg, Iași, 2006; Călinescu, Matei, *Five faces of Modernity. Modernism, Avant-garde, Decadence, Kitsch, Postmodernism*, Second Edition, Revised, Duke University Press, 1987; Dowling, David, *Bloomsbury Aesthetics and the Novels of Forster and Woolf*, St. Martin's Press, New York, 1985; Ford, Boris (ed.), *The New Pelican Guide to English Literature*, vol. 7, From James to Eliot, Penguin Books, 1990

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Teaching methods: lectures, interactive approaches

Assessment methods: (a) mid-term (written) test; (b) final (written) test

Language of instruction: English

The Theory and Practice of Language/the Text

Number of ECTS credits allocated: 5

Course code: EN1053(A), EN 1056(B)

Type of course: compulsory

Level of course: BA

Year of study: 3rd

Semester: 5th

Introduction to the Study of Varieties of Present-Day English

Name of the lecturer: Rodica Albu

1 hr/week

Course objective: (1) to introduce basic notions of linguistic geography; (2) to offer information regarding the spread of English throughout the world, variability within standard English, as well as some better known regional and social varieties; (3) to accustom the student to distinguishing the specificity of an accent, as well as the specific lexical and grammatical features of a lect. By the end of the class participants are supposed to be able to understand the way in which a language can be studied by applying the “homogeneity within heterogeneity” principle and consequently be able not only to recognise specific features of various diatopic, diastratic and diatypic varieties but also to do research and present papers on a particular variety as well.

Course contents: Theoretical introduction: language as a system – rules and constraints; language as a social phenomenon; the “homogeneity within heterogeneity” principle; variation and varieties. Basic types of variation – language change (variation in time), regional, social, stylistic and unconditioned variation. Varieties – classification and terminology. Dialect and accent; dialect continua, pidgins and creoles. The spread of English – diatopic varieties. Standard. vs. non-standard; language and ethnicity, social class, professional affiliation, age, sex. The two major endonormative (standard) varieties compared: American English and British English. Standard grammar vs. dialect grammar. African American English.. Functional-stylistic varieties. Back to Standard English Grammar... Examples of non-standard varieties illustrated in literature.

Recommended reading: Albu, Rodica, *Using English(es)*. 3rd Edition, Demiurg, 2005. Mair, Christian, *English in the World Today*, Ars Longa, 1995. Coşeriu, Eugen. *Lingvistică din perspectivă spațială și antropologică*. Chişinău: “Ştiinţa”, 1994. Marckwardt, Albert H, Randolph Quirk, *A common language. British and American English*. The British Broadcasting Corporation and The Voice of America, 1964. Milroy, James & Lesley Milroy (eds.) 1993. *Real English. The Grammar of English Dialects in the British Isles*. London and New York: Longman. Kortmann, Bernd & Edgar Schneider (eds.), *Varieties of English*, Walter de Gruyter, 2010. Trudgill, Peter & Jean Hannah. *International English. A Guide to the Varieties of Standard English*. Fourth Edition. London etc.: Edward Arnold, 2002

Teaching methods: lectures accompanied by PowerPoint presentations and audiovisual illustrations; occasional interactive sequences.

Assessment methods: Regular attendance and participation in class activities, final paper and portfolio.

Language of instruction: English

Practical course (language and text analysis classes)

4 hrs/week

Name of the lecturer:-

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The class is mainly practical, focusing on class activities such as grammar exercises at the advanced level, translations, conversation on general but also British and American culture and civilization topics, literary analyses on short stories, and writing tasks.

Course title: English Language (The History of English)

Course code: EN1061 (A), EN1064 (B)

Type of course: compulsory

Level of course: BA

Year of study: 3rd

Semester: 6th

Number of ECTS credits allocated: 5

Name of the lecturer: Norbert Poruciuc

Course objective: The lectures (held in English) are meant to familiarize students with the periods known as Old English, Middle English and Early Modern English, with a special focus on changes specific to passages from one period to another (in regard to pronunciation, writing, grammar and vocabulary).

Course contents: (a) Lectures will deal, chronologically, with Old English, Middle English and Early Modern English issues. In preparing for tests, students will make use of information transmitted through lectures and seminars, as well as of knowledge extracted from recommended bibliography.

(b) During seminars, students will have the opportunity to approach texts specific to the above-mentioned periods. The illustrative material will include fragments from the Old English version of Bede's *History*, the *Anglo-Saxon Chronicle*, the *Peterborough Chronicle*, Chaucer, etc.

Recommended reading: Baugh, A.C./ Th. Cable, 1978. *A History of the English Language*. Prentice Hall; Poruciuc, Adrian, 2004. *A Concise History of the English Language*. Iași: Casa Editorială *Demiurg*; Sweet, Henry, 1966. *First Middle English Primer*. Oxford: Clarendon; Whitelock, Dorothy (ed.), 1970. *Sweet's Anglo-Saxon Reader*. Oxford: Clarendon; Iarovici, Edith, 1970. *A History of the English Language*. București: Editura Didactică.

Teaching methods: interactive lectures, workshop-seminars

Assessment methods: homework; final (written) test

Language of instruction: English

Course title: Literature (American Literature)

Course code: EN1062 (A), EN1065 (B)

Type of course: compulsory

Level of course: BA

Year of study: 3rd

Semester: 6th

Number of ECTS credits allocated: 5

Name of the lecturer: Ștefan Colibaba

Course objective: The course is meant to offer students a broader perspective on the American literature in the context of the American culture and civilisation.

Course contents: The first part consists of a number of preliminary observation on issues of general interest (rhetoric, history, literary history, fiction, ideology, etc.) followed by a short presentation of the American history and geography, regionalism, immigration and ethnicity, marginality, religion, etc. The course then focuses on a „thematic guide” or „major themes” meant to highlight the „Americanness” of the American literature and culture, exemplified through ten authors considered representative for the American Literature: Hawthorne, Poe, Melville, Dickinson, Twain, James, Faulkner, Hemingway, O'Neill, Frost.

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Recommended reading: Avădanei, Ștefan, *North American Literary History*, Iasi : Institutul European, 2004; Avădanei, Ștefan, *66 de poezi americani* Iasi: Editura Universitatii "Alexandru Ioan Cuza", 1997; Baym, Nina & Others, eds., NY, *The Norton Anthology of American Literature*, NY: Norton Company, 1986; Baym, Nina, *Woman's Fiction: A Guide to Novels by and about Women in America (1820-1870)*, Ithaca, New York: Cornell University Press, 1993; Gordon, Avery and Christopher Hawfield, eds., *Mapping Multiculturalism*, Minneapolis: University of Minnesota Press, 1996

Teaching methods: lectures, workshops

Assessment methods: seminar essay; final (written) test

Language of instruction: English

Course title: Optional Language Course (Cognitive Science)

Course code: EN1063

Type of course: optional

Level of course: BA

Year of study: 3rd

Semester: 5th

Number of ECTS credits allocated: 5

Name of the lecturer: Dragoș Avădanei

Course objective The purpose of the course is to provide third-year students of English with basic concepts of Cognitive Science.

Course contents: Introduction to Cognitive Science and its relationship with the humanities

Recommended reading *COGNITIVE SCIENCE AND THE HUMANITIES*, Ed. „Universitas XXI”, Iași, 2010

Teaching methods: lectures

Assessment methods: written final exam

Language of instruction: English

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Course title: Optional Language Course: (Writing for the research paper)

Course code: EN1063

Type of course: optional

Level of course: BA

Year of study: 3rd

Semester: 5th

Number of ECTS credits allocated: 5

Name of the lecturer: Ileana Oana Macari

Objective of the course: - To practice the skills needed to successfully meet the academic requirements of the Department of the foreign languages and literatures

- To build on past experiences and present skills, knowledge, and understanding, and apply their learning to academic research

- To become autonomous and collaborative learners

- To develop writing skills in English appropriate to different situations

- To organize the knowledge about the writing of an academic paper in English

- To augment grammar and vocabulary for the lower-advanced level

- To encourage and prepare students for the attainment of an international English certificate

Course contents: Academic English as a subclass of written English (features, language structures, vocabulary). Critical thinking skills (synthesizing information, analyzing a problem, reacting to a text); such sub-skills of reading are employed by the students in their writings. Students also analyze and produce different types of writings (e.g. expository paragraph, descriptive paragraph, narrative paragraph, etc.). Organization, coherence, and cohesion (outlining the plan, writing the contents, structuring the chapters, choosing the titles). Quoting and paraphrasing. Plagiarism. Spelling and punctuation conventions. Editing; correcting language and expression mistakes.

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Recommended reading: Baker, Sheridan, *The Practical Stylist*, Harper & Row, New York, 1981; Cory, Hugh, *Advanced Writing with English in Use*, OUP, 2005; Fulwiler, Toby, *College Writing, A personal Approach to Academic Writing*, Boynton/Cook Publishers, Inc. HEINEMANN, Portsmouth, NH, 2002; Hartley, James, *Academic Writing and Publishing, A Practical Handbook*, Routledge, 2008; Hinkel, Eli, *Teaching ESL Academic Writing, Practical Techniques in Vocabulary and Grammar*, LEA, 2004; Skwire, David, Frances Chitwood Beam and Harvey S. Wiener, *Student's Book of College English*, Macmillan, New York, 1990

Teaching methods: A student-centred, student-as-independent-learner approach. Explicit (clear and concise) instructions and examples. Questioning and reinforcement of skills and knowledge. Use of learning technologies. Regular reviews to consolidate learning. Formative assessment and frequent feedback. Reflection on effectiveness of activities.

Assessment methods: Teacher-assessment, self-assessment, peer-assessment.

Language of instruction: English

Course title: Optional Literature Course (Introduction to Film Studies)

Course code: EN1063

Type of course: optional

Level of course: BA

Year of study: 3rd

Semester: 6th

Number of ECTS credits allocated: 5

Name of the lecturer: Veronica Popescu

Course objective: The course aims to familiarize students with the art of film (specifically American cinema from the early days to our time) as well as with the vocabulary of film analysis, which will then be used in the analysis of representative films. It is also designed to provide students with a different approach to American culture and civilization as reflected through art.

Course contents: Cinema as art; elements that favored the development of film industry in the U.S.; silent cinema: general traits, representatives, classics of the genre; important moments in Hollywood cinema (the Studio Era, the Hollywood star, great actors and directors, *auteur* theory); film language – an overview; analysis of the entire film; film genres (selective): the western, the musical, melodrama: specific traits, representative films.

Recommended reading: Boggs, Joseph A. – *The Art of Watching Films*. Sixth Edition. Mountain View, CA: Mayfield, Publishing Company. 1996; Bordwell, David and Kristin Thompson – *Film Art. An Introduction*. 5th ed. New York: The McGraw Hill Companies Inc, 1997. Grant, Barry Keith (ed.) – *The Film Genre Reader*. Austin: University of Texas Press. 1986; Grodal, Torben Kroch – *Moving Pictures: A New Theory of Film Genres, Feelings and Cognition*. Oxford: Oxford University Press. 1997; Maltley, Richard – *Hollywood Cinema*. Second Edition. Blackwell. 2003 (1995) Mast, Gerald, Kevin Bruce (eds.) – *A Short History of the Movies*. Sixth Edition. Needham Heights, MA: Allen & Bacon. 1996 (1971) Stam, Robert, Toby Miller (eds.) – *Film & Theory. An Anthology*. Blackwell. 2000

Teaching methods: lectures, workshops

Assessment methods: class presentations; final (written) test

Language of instruction: English

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AMERICAN STUDIES

1ST YEAR OF STUDY

Course title: Introduction to Linguistics

Course code: SA0811

Type of course: compulsory

Level of course: BA

Year of study: 1st

Semester: 1st

Number of ECTS credits allocated: 5

Name of the lecturer: Adrian Poruciuc

Course objective: The course, held in English (with explanations in Romanian, whenever necessary), is meant to familiarize first-year students with basic notions and terminology specific to the domain of linguistics. The lecturer intends to observe an interactive methodology, which allows students to ask questions and to turn to account their own knowledge during lectures.

Course contents: The course will include presentations of both diachronical (mainly Indo-European) and synchronical (mainly post-structuralist) linguistics. For tests, students shall make use of information provided during lectures, as well as of data extracted from the recommended bibliography.

Recommended reading: Martinet, André, 1970. *Elemente de lingvistică generală* (trad. P. Miclău). București: Editura Științifică ; Poruciuc, Adrian, 1992. "Problems and Patterns of the SE European Ethno- and Glottogenesis (ca. 6500 BC - AD 1500)". *The Mankind Quarterly* (Washington, D.C.), XXXIII, 1 (3-41); Poruciuc, Adrian, 2006. "Language Obsolescence, Loss and Revival in Europe". In *Developing a pan-European Network of Language Resource Centres for Less Widely Used Less Taught Languages* (pp. 23-29)., ed. A. Colibaba *et al.* Iași: Editura CDRMO; Simenschy, Theofil/ Gheorghe Ivănescu. 1981. *Gramatica comparată a limbilor indoeuropene*. București: Editura Didactică și Pedagogică; Yule, George, 1985. *The Study of Language*. Cambridge U.P.

Teaching methods: interactive lectures

Assessment methods: homework; final (written) test

Language of instruction: English

Course title: American Cultural Studies I

Course code: SA0812

Type of course: compulsory

Level of course: BA

Year of study: 1st

Semester: 1st

Number of ECTS credits allocated: 5

Name of the lecturer: Irina Chirica

Course objective: The course, held in English (with explanations in Romanian, whenever necessary), is meant to familiarize first-year students with basic notions and data from the domain of American history and culture. The lecturer intends to observe an interactive methodology, which allows students to ask questions and come up with their own comments during lectures.

Course contents: The course studies the elements leading to the founding of the United States (the Anglo-Saxon matrix), the "melting pot" character resulting from immigration, and other American cultural characteristics. Special attention will be given to formative moments of American history and the development of regional cultural areas, as well as to the development of American government, education, religion and civic culture. For tests, students shall make use of information acquired during lectures, as well as of data extracted from recommended bibliography.

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Recommended reading: Chirica, Irina, 1999. *America, The Portrait of a Civilisation*. Iași: Editura Timpul; Kean Alasdair & Neal Campbell, 1998, *American Cultural Studies, An Introduction to American Culture*. New York: Routledge; Kirn Elaine, 1989. *About the USA*. Washington: The Bureau of Cultural Affairs; Musman Richard, 1986. *Background to the USA*. New York: Macmillan; Warren Catherine, 2002. *American Cultural Studies*. Chicago: University of Illinois Press.

Teaching methods: lectures, workshops

Assessment methods: homework; final (written) test

Language of instruction: English

The Theory and Practice of Language/the Text

Number of ECTS credits allocated: 5

Course code: SA0815

Type of course: compulsory

Level of course: BA

Year of study: 1st

Semester: 1st

Course title:

Name of the lecturer: Irina Chirica

2 hrs/week

Course objective: The course aims to consolidate the students' knowledge of literary theory and to familiarize them with the specific terminology in English, as well as to apply this theoretical knowledge on American texts from various literary periods to highlight differences in conception and style.

Course contents: Literary genre – general characteristics and formal differences; elements of narratology: plot, character, narrators and the relation author-narrator-reader, diegesis; symbolism; irony and humour; figures of speech: epithet, simile, metaphor, synecdoche, metonymy, personification, hyperbole, litotes, periphrasis; poetry: open and closed form, rhyme, rhythm, alliteration, the relation between form and meaning in poetry; drama: the “presence” of the author in the text, characterization, dialogue, monologue, soliloquy, mise-en-scène, dramatic tension, comedy, tragedy, tragicomedy, catharsis.

Recommended reading: Abrams, M.H., *A Glossary of Literary Terms*, Seventh Edition, Fort Worth/Philadelphia/New York: Harcourt Brace College Publishers, 1999 (1941); Cuddon, J. A. (ed.), *A Dictionary of Literary Term sand Literary Theory*, Fourth Edition, Oxford/Malden, MA: Blackwell Publishers, 1998 (1976); Rivkin, Julie, M.Ryan (eds.), *Literary Theory: An Anthology*, Revised Edition, Blackwell Publishing: Malden, MA/Oxford, 2002 (1998); Ryan, Michael, *Literary Theory: A Practical Introduction*, Blackwell Publishing: Malden, MA/Oxford, 1999

Teaching methods: lectures, workshops

Assessment methods: midterm; final (written) test

Language of instruction: English

Practical course (language and text analysis classes)

8 hrs/week

Name of the lecturer:-

The class is mainly practical, focusing on class activities such as grammar exercises at the intermediate and upper-intermediate level, translations, conversation on general but also American culture and civilization topics, literary analyses on short stories, and writing tasks.

Course title: American Cultural Studies II

Course code: SA0821

Type of course: compulsory

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Level of course: BA

Year of study: 1st

Semester: 2nd

Number of ECTS credits allocated: 5

Name of the lecturer: Irina Chirica

Course objective: The course, held in English (with explanations in Romanian, whenever necessary), is meant to familiarize first-year students with basic data and interpretations in the field of American culture. The lecturer intends to observe an interactive methodology, which allows students to ask questions and come up with their own comments and pieces of knowledge during lectures.

Course contents: The course studies characteristic elements of American culture, such as the national character, the development of customs and mores, the development of an urban versus a rural culture, pop culture versus high brow, the development of sports, mass-media and entertainment (the Hollywood phenomenon). Special attention will be given to the geography of the United States. For tests, students shall make use of information acquired during lectures, as well as of data extracted from recommended bibliography.

Recommended reading: Chirica, Irina, 1999, *America, The Portrait of a Civilisation*. Iași: Editura Timpul; Fulbrook, Mary, 2002, *Historical Theory: Ways of Imagining the Past*. NY: Routledge; Kean Alasdair & Neal Campbell, 1998, *American Cultural Studies, An Introduction to American Culture*. New York: Routledge; Maddox, Lucy, ed., 1999. *Locating American Studies*. Baltimore, MD: Johns Hopkins; Warren Catherine, 2002. *American Cultural Studies*. Chicago: University of Illinois Press

Teaching methods: lectures, workshops

Assessment methods: homework; final (written) test

Language of instruction: English

Course title: English Language: English Phonetics and Phonology I

Course code: SA0822

Type of course: compulsory

Level of course: BA

Year of study: 1st

Semester: 2nd

Number of ECTS credits allocated: 5

Name of the lecturer: Laura Cuțitaru

Course objective: The course, held in English, is meant to make first - year students, majoring or minoring in English, identify and articulate correctly the sounds and the intonation of English. Get familiar with different styles of pronunciation and understand the peculiarities of English intonation being aware of the differences existing on this level between English and Romanian.

Course contents: The course will present the speech mechanism, the segmental and suprasegmental phonemes of English and the functions of intonation in English. Exercises combined with explanations will contribute to a better understanding of the theoretical information.

Recommended reading: Bolinger, D.1985. *Intonation and Its Parts*. Stanford; Cruttenden,A. 1968. *Intonation*. Cambridge; Crystal, D. 1969. *Prosodic Systems and Intonation in English*. Cambridge; Gogalniceanu, C. 2003. *Introduction to Linguistics. A Theoretical and Practical Approach to Sounds and Phonemes*. Iași; Kortmann, B. 2005. *English Linguistics: Essentials*. Berlin

Teaching methods: lectures, workshops: exercises, tests, recordings

Assessment methods: homework; final (written) test

Language of instruction: English

Course title: American Literature I

Course code: SA0823

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Type of course: compulsory

Level of course: BA

Year of study: 1st

Semester: 2nd

Name of the lecturer: Dragoş Zetu

Number of ECTS credits allocated: 5

Course objective: Developing general knowledge on American Culture and Civilisation; developing students' general knowledge on American Literature and on its development from the colonial period to the middle of the nineteenth century.

Course contents: The lectures trace the development of American literature and American thought from the first colonists (Captain John Smith), the Puritans (William Bradford, John Winthrop, Cotton Mather, Anne Bradstreet, Edward Taylor, Mary Rowlandson) to the American Revolution and the Founding Fathers. The beginning of a national American literature is exemplified by names such as Washington Irving and Fenimore Cooper but also William Gilmore Simms and John Pendleton Kennedy. The specificity of the gothic in American literature is traced from Charles Brockden Brown to Edgar Allan Poe. The American Romanticism is exemplified by writers such as E.A. Poe, N. Hawthorne and H. Melville as well as by the Transcendental movement.

Recommended reading: Bendixen, Alfred and James Nagel, *A Companion to the American Short Story*, Wiley- Blackwell, 2010; Gray, Richard, *A History of American Literature*, Blackwell Publishing, 2004; Myers, Karen, *Colonialism and the Revolutionary Period*, Facts on File, 2006; Myerson, Joel, ed., *Transcendentalism: A Reader*, Oxford University Press, 2000; Phillips, Jerry, *Romanticism and Transcendentalism*, Facts on File, 2006; Samuels, Shirley ed., *A Companion to American Fiction: 1870-1965*, Blackwell Publishing, 2004; Wayne, Tiffany, *Encyclopedia of Transcendentalism*, Facts on File, 2006;

Teaching methods: lectures, seminars

Assessment methods: written/oral exam

Language of instruction: English

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Course title: American History

Course code: SA0824

Type of course: compulsory

Level of course: BA

Year of study: 1st

Semester: 2nd

Number of ECTS credits allocated: 5

Name of the lecturer: Irina Chirica

Course objective: The course, held in English (with explanations in Romanian, whenever necessary), is meant to familiarize first-year students with basic information in the field of American history. The major moments and personalities of American history are explored. The lecturer intends to observe an interactive methodology, which allows students to ask questions and come up with their own comments and pieces of knowledge during lectures.

Course contents: The course studies the important moments, periods and personalities of American History starting with the beginning and the Puritan matrix. A special stress is given to major personalities who marked American politics and culture (e.g. Benjamin Franklin) and even the international field, and the context in which they activated. For tests, students shall make use of information acquired during lectures, as well as of data extracted from recommended bibliography.

Recommended reading: Norton Mary Beth, Katzman David, 1996, *A People and a Nation: A History of the United States*. Boston: Houghton Mifflin Company; *An Outline of American History*, Washington: U.S.I.A. Press, 1994; Luedke S. Luther, 1994. *Making America: The Society and Culture of the United States*. Washington: U.S.I.A. Press; Commager Henry Steele, 1950. *The American Mind*. New Haven: Yale University Press; Sowell Thomas, 1981. *Ethnic America: A History*. New York: Basic Books

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Teaching methods: lectures, workshops

Assessment methods: homework; final (written) test

Language of instruction: English

The Theory and Practice of Language/the Text Package

Number of ECTS credits allocated: 5

Course code: EN0823 (A), EN0826 (B)

Type of course: compulsory

Level of course: BA

Year of study: 1st

Semester: 2nd

Lexicology

Name of the lecturer: Laura Carmen Cuțitaru

1 hr/week

Course objective: The course aims at familiarizing the students with the problems and methodology specific to the study of lexicology.

Course contents: The course will deal with basic concepts (the word, the morpheme), the periodization of English, lexical relations, word formation and special vocabularies.

Recommended bibliography: Jackson, H., Amvela, E., *Words, Meaning and Vocabulary*. London, 2000; Bauer, Laurie. *English Word-Formation*. Cambridge, 1983; Hulban, H. *Syntheses in English Lexicology and Semantics*. Iași, 2001; Poruciuc, Adrian. *A Concise History of the English Language*. Iași, 2004; Yule, George. *The Study of Language*. Cambridge, 1985

Teaching methods: lectures

Assessment: homework, final test (written)

Language of instruction: English

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Practical course (language and text analysis classes)

4 hrs/week

Name of the lecturer:-

The class is mainly practical, focusing on class activities such as grammar exercises at the intermediate and upper-intermediate level, translations, conversation on general but also American culture and civilization topics, literary analyses on short stories, and writing tasks.

Course title: Special Course I (Film and Literature: Filmic Adaptations of American Classics)

Course code: SA0826

Type of course: compulsory

Level of course: BA

Year of study: 1st

Semester: 2nd

Number of ECTS credits allocated: 5

Name of the lecturer: Veronica Popescu

Course objective: The course has as main objectives creating the students' awareness of their own reactions to written and visual texts, introducing the concept of filmic adaptation and identifying the various processes that occur in the process of adaptation of a short story, a novel, or a play, as well as improving the students' analytical and interpretative skills in contrastive analyses of films and texts.

Course contents: Literature and film: similarities and differences; the connections between the two arts in time; filmic adaptation – definition, specific means of conveying meaning in film, difficulties of the

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process of adaptation. Contrastive analyses of: Henry James – “Daisy Miller” (1878); *Daisy Miller* (1974), dir. Peter Bogdanovich; Tennessee Williams – *The Glass Menagerie* (1944); *The Glass Menagerie* (1987), dir. Paul Newman; Nathaniel Hawthorne – *The Scarlet Letter* (1850); *The Scarlet Letter* (1995), dir. Roland Joffé; Scott. F. Fitzgerald – *The Great Gatsby* (1925); *The Great Gatsby* (1974), dir. Jack Clayton; John Steinbeck - *Of Mice and Men* (1937); *Of Mice and Men* (1992), dir. Gary Sinise; Edith Wharton – *The Age of Innocence* (1920); *The Age of Innocence* (1993), dir. Martin Scorsese.

Recommended reading: Andrew, Dudley, *Concepts in Film Theory*. Oxford/New York: Oxford UP, 1984; Braudy, Leo and Marshall Cohen (eds.), *Film Theory and Criticism. Introductory Readings*. 5th ed. New York/Oxford: Oxford UP, 1999; Chatman, Seymour, *Story and Discourse. Narrative Structure in Fiction and Film*. Ithaca/London: Cornell UP, 1978; McFarlane, Brian, *From Novel to Film: An Introduction to the Theory of Adaptation*. Oxford: Clarendon Press. 1996

Teaching methods: lectures, workshops

Assessment methods: midterm; final (written) test

Language of instruction: English

2ND YEAR OF STUDY

Course title: American Cultural Studies III

Course code: SA0931

Type of course: compulsory

Level of course: BA

Year of study: 2nd

Semester: 3rd

Number of ECTS credits allocated: 5

Name of the lecturer: Dragoş Avădanei

Course objective The purpose of the course is to provide second-year students of American Studies with basic concepts of American civilization and literature.

Course contents: The course provides a comprehensive introduction to a wide range of aspects of the American culture, including its country and people, history, politics and government, education, the economy, the media, arts and religion, architecture, sports and leisure.

Representative literary works written in the United States are studied in their historical, social and political context.

Recommended reading Neil Campbell and Alasdair Kean *American Cultural Studies. An introduction to American culture*, Routledge, 2000

Teaching methods: lectures

Assessment methods: written final exam

Language of instruction: English

Course title: American English II (Morphology)

Course code: SA0932

Type of course: compulsory

Level of course: BA

Year of study: 2nd

Semester: 3rd

Number of ECTS credits allocated: 5

Course objective: The course will help students prove their ability to understand and use the basic structures of the English language. This will first enable effective written and oral communication at advanced level. Secondly, students will become aware of the difficulties that the learners of English are confronted with. Moreover, it will enhance their knowledge of English through exploration and analysis: understanding grammar in general, and morphology in particular, as means of establishing the relation

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form – meaning and meaning – communication, and learning the specific terminology which allows them to explain all these relations.

Course contents: The course will familiarize the students with specific concepts and enable them to recognize the main word classes; the structural elements of words, the grammatical categories (gender, case, determination, tense, aspect, mood, comparison, etc.). The students will be able to analyze clauses, to produce correct sentences by observing morphological rules (using the correct tenses and aspects, placing adjectives and adverbs correctly in sentences, etc.), to correlate the observation of the words morphological structure with phonetic, phonological, syntactic and semantic observations.

Recommended reading: Biber, D., Conrad S., Leech G. 2002. *Longman Student Grammar of Spoken and Written English*, Pearson Education Limited ; Celce-Murcia, M., Larsen-Freeman D. 1999. *The Grammar Book*, Heinle and Heinle, Downing A., Locke P. 2002. *English Grammar: A University Course*, Second edition, Routledge; Foley M., Hall, D., 2003. *Advanced Learners' Grammar*, Longman Pearson Educational Limited; Hewings, M. 2005. *Advanced Grammar in Use*, CUP; Schramm Azar, B. 2002. *Understanding and Using English Grammar*, Longman; Yule, G., 1998. *Explaining English Grammar*, OUP.

Teaching methods: interactive lectures

Assessment methods: on-going oral evaluation and final written test

Language of instruction: English

Course title: American Literature II

Course code: SA0933

Type of course: compulsory

Level of course: BA

Year of study: 2nd

Semester: 3rd

Number of ECTS credits allocated: 5

Name of the lecturer: Odette Blumenfeld

Course objective: The aim of the course is to familiarize the students with the plays of some representative American playwrights, by highlighting the American specificity at the level of themes, European influences, techniques and dramatic / theatrical conventions. The students will be able to analyze relevant texts from various critical perspectives and connect these texts to specific social, political and cultural contexts.

Course contents: The course will focus on the plays of Eugene O'Neill (the philosophical influence of Nietzsche and Schopenhauer, expressionism, Freudian and Jungian theories), of Arthur Miller (the blending of the psychological with the social, of the personal life with the public life, the importance of autobiographical elements and his views on tragedy), of Tennessee Williams (the image of the American South, the perspective on time, myth as foundation of the dramatic structure), of Edward Albee (the influence of the theatre of the absurd, the levels of ambiguity in the late plays, tragic, non-tragic and anti-tragic solutions) and of Thornton Wilder (Brecht's influence, techniques circumscribed to an excessive theatricalism).

Recommended reading: Bigsby, C.W.E., 1984. *A Critical Introduction to Twentieth Century American Drama* (2 volumes). Cambridge: Cambridge University Press ; Floyd, Virginia, 1985. *The Plays of Eugene O'Neill: A New Assessment*. New York: Ungar; Hayman, Ronald, 1993. *Tennessee Williams: Everyone Else Is An Audience*, New Haven: Yale University Press; King, Bruce (ed.), 1991. *Contemporary American Theatre*, Basingstoke: Macmillan; Roudané, Matthew (ed.), 1989. *American Dramatists*, Detroit: Gale

Teaching methods: lectures, debates, case studies (literary analyses)

Assessment methods: (a) mid-term test (written) and seminar participation (40%) and (b) final test (60%)

Language of instruction: English

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Course title: Political Institutions I

Course code: SA0934

Type of course: compulsory

Level of course: BA

Year of study: 2nd

Semester: 3rd

Number of ECTS credits allocated: 5

Name of the lecturer: Radu Andriescu

Course objective: 1. Familiarize the students with the fundamental axiological and cultural issues of the American political system, of the political institutions and the typology of the opinions, behavior and political culture in the United States. 2. Highlight the various paradigms of interpretation of the power of the state, as well as of the other institutions. 3. To analyze the main political problems of contemporary society.

Course contents: The Origins Of American Political Principles, The Revolution and constitution, Federalism and American Political development, Political Socialization and Public Opinion, Mass Media and the Political Agenda, Political Parties, Voting, Campains and Elections, Congress, The President, Civil Liberties - Civil rights

Recommended reading: Cal Jillson, *American Government: Political Change and Institutional Development*, Fourth Edition, Routledge, New York, London, 2008; R. A. W. Rhodes, Sarah A. Binder, Bert A. Rockman (editors), *The Oxford Handbook of Political Institutions*, Oxford University Press, 2008; L. Sandy Maisel, *American Political Parties and Elections: A Very Short Introduction*, Oxford University Press, 2007; Karen Orren, Stephen Skowronek, *The Search for American Political Development*, Cambridge University Press, 2004;

Teaching methods: lectures, workshops

Assessment methods: homework; final (written) test

Language of instruction: English

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Course title: Practical course II (language and text analysis classes)

Course code: SA0935

Type of course: compulsory

Level of course: BA

Year of study: 2nd

Semester: 3rd

Number of ECTS credits allocated: 5

Name of the lecturer: Logan Woods, Teodora Ghivirigă

The class is mainly practical, focusing on class activities such as grammar exercises at the upper-intermediate level, translations, conversation on general but also American culture and civilization topics, literary analyses on short stories, and writing tasks.

Teaching methods: class discussion, work on studied texts, team work; interactive approaches will be favored

Assessment methods: final examination, activity in class

Language of instruction: English

Course title: Special Course II (American Realism and Naturalism)

Course code: SA0936

Type of course: compulsory

Level of course: BA

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Year of study: 2nd

Semester: 3rd

Number of ECTS credits allocated: 5

Name of the lecturer: Iulia Milică

Course objective: The course aims at defining American Realism and Naturalism in connection to the European literary movements and against the background of the social, economic and political transformations that occurred in the United States of America after the Civil War. The authors presented are meant to create a comprehensive view of the development of American literature in the second half of the nineteenth century and the beginning of the twentieth century, marking the passage from Romanticism to Realism and, subsequently, from Romanticism to Naturalism.

Course contents: The lectures are structured in three sections: Realism, Regionalism and Naturalism. The first section deals with the rise of Realism in America prompted by social, economic and political changes, as well as by the contact with European literatures created by the American writers who travelled abroad or who translated and reviewed representative texts from European literature (William Dean Howells, Mark Twain, Henry James). The second section traces the rise of regional voices that highlights the cultural and ethnic diversity of America (George Washington Cable, Kate Chopin, Charles Waddell Chesnutt, Bret Harte, Hamlin Garland, Sarah Orne Jewett, Mary Wilkins Freeman, etc). Finally, the section dedicated to Naturalism highlight the growing disillusionment in the American society with the promises of industrialisation and describes the differences between European / French Naturalism and American Naturalism (Frank Norris, Stephen Crane, Jack London, Theodore Dreiser).

Recommended reading:

Barrish, Phillip, *American Literary Realism: Critical Theory and Intellectual Prestige*, Cambridge University Press, 2004; Cassuto, Leonard, Clare Virginia Eby and Benjamin Reiss, *The Cambridge History of the American Novel*, vol II, Cambridge University Press, 2011; Doren, Carl van, *The American Novel, 1789-1939*, The Macmillan Company, New York, 1940; Gray, Richard, *A History of American Literature*, Blackwell Publishing, 2004; Lamb, Robert Paul and G. R. Thompson, *A Companion to American Fiction. 1865-1914*, Blackwell Publishing, 2005; Lathbury, Roger, *Realism and Regionalism (1860-1910)*, Facts on File, 2006; Pizer, Donald, *Realism and Naturalism in Nineteenth Century America*, Southern Illinois University Press, 1984; Pizer, Donald, *The Cambridge Companion to American Realism and Naturalism*, Cambridge University Press, 2006; Ritchie, Jack, *Understanding Naturalism*, Acumen, 2008; Thompson, G.R., *Reading the American Novel: 1965-1914*, Wiley-Blackwell, 2012; Walcutt, Charles Child, *American Literary Naturalism: A Divided Stream*, Greenwood Press, 1956.

Teaching methods: lectures, workshops

Assessment methods: mid-term essay; final (written) test

Language of instruction: English

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Course title: American Cultural Studies IV: Introduction to post-World War 2 American Pop Culture

Course code: SA0941

Type of course: compulsory

Level of course: BA

Year of study: 2nd

Semester: 4th

Name of the lecturer: Dragoș Zetu

Number of ECTS credits allocated: 5

Course objective: This course explores the historical development of American popular culture as both a series of expressive forms and a set of business enterprises. We will focus our attention on the production and reception of popular culture, studying how marketers and audiences have ascribed meanings to various leisure activities and popular amusements. One of our central aims is to understand how the traditions and techniques the 20th and 21st centuries entertainment forms evolved over time and

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influenced the modern age of mass media in which we currently live. Subjects for study include politics, sporting events, music, television, and film.

Course contents:

1. Introduction
2. The 50s (the lecture focuses on politics, sporting events, music, television, and film)
3. The 60s (the lecture focuses on politics, sporting events, music, television, and film, and the seminar focuses on cinema: Dr. No, Goldfinger)
4. The 70s (the lecture focuses on politics, sporting events, music, television, and film, and the seminar focuses on cinema: Star Wars, The Godfather)
5. The 80s (the lecture focuses on politics, sporting events, music, television, and film, and the seminar focuses on cinema: Indiana Jones, Rambo, Terminator II)
6. The 90s (the lecture focuses on politics, sporting events, music, television, and film, and the seminar focuses on cinema: Pulp Fiction, Schindler's List, The Silence of the Lambs)
7. The 2000s (the lecture focuses on politics, sporting events, music, television, and film, and the seminar focuses on cinema: Lord of the Rings, Harry Potter)

Recommended reading: *America A to Z: People, Places, Customs and Culture*. Pleasantville, NY: Reader's Digest Association, 1997. Ashby, Leroy, *With Amusement for All: A History of American Popular Culture Since 1830*, Lexington: University Press of Kentucky, 2006. Beetz, Kirk H., ed. *Beacham's Encyclopedia of Popular Fiction*. Osprey, FL: Beacham, 1996. Branch, Taylor. *Parting the Waters: America in the King Years, 1954–1963*. New York: Simon and Schuster, 1988. Browne, Ray B., ed. *Profiles of Popular Culture: A Reader*. Madison: The University of Wisconsin Press, 2005. Clark, Clifford Edward Jr. *The American Family Home, 1800–1960*. Chapel Hill: University of North Carolina Press, 1986. Dickstein, Morris. *Gates of Eden: American Culture in the Sixties*. Cambridge, MA: Harvard University Press, 1997. Diggins, John Patrick. *The Proud Decades*. New York: W. W. Norton, 1988. Epstein, Dan. *20th C Pop Culture*. Philadelphia: Chelsea House, 2000. Faludi, Susan. *The Terror Dream: Fear and Fantasy in Post-9/11 America*. New York: Metropolitan Books, 2007. Fishwick, Marshall William. *Probing Popular Culture: On and Off the Internet*. New York: Haworth Press, 2004. Friedman, Thomas L. *The World is Flat: A Brief History of the Twenty-First Century*. New York: Farrar, Straus and Giroux, 2005. Gilbert, Adrian. *The Eighties (Look at Life In)*. Austin, TX: RaintreeSteck-Vaughn, 2000. Grant, R. G. *The Seventies (Look at Life In)*. Austin, TX: RaintreeSteck-Vaughn, 2000. Grant, R. G. *The Sixties (Look at Life In)*. Austin, TX: RaintreeSteck-Vaughn, 2000. Lebrecht, Norman. *The Companion to 20th-Century Music*. New York: Simon & Schuster, 1992. Miller, James. *Flowers in the Dustbin: The Rise of Rock and Roll, 1947–1977*. New York: Simon and Schuster, 1999. Patterson, James T. *Grand Expectations: The United States, 1945–1974*. New York: Oxford University Press, 1996. Pendergast, Tom, and Sara Pendergast, eds. *St. James Encyclopedia of Popular Culture*. Detroit: St. James Press, 1999. Rosen, Roger, and Patra McSharrySevastiades, eds. *Coca-Cola Culture: Icons of Pop*. New York: Rosen, 1993. Sklar, Robert. *Movie-Made America: A Cultural History of American Movies*. New York: Vintage, 1975. Tibbetts, John C., and James M. Welsh. *The Encyclopedia of Novels into Film*. New York: Facts on File, 1998. Zinn, Howard. *A People's History of the United States, 1492–Present*. New York: HarperPerennial, 1995.

Assessment methods: Oral presentation, written exam

Language of instruction: English

Course title: English Language III (Syntax)

Course code: SA0942

Type of course: compulsory

Level of course: undergraduate

Year of study: 2nd

Semester: 4th

Number of ECTS credits allocated: 5

Name of the lecturer: Carmen Ciobanu

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Course objective: Get students acquainted with the rules and principles underlying the structure and use of Simple Independent Sentences as well as the main processes that take place when combining them into composite sentences, by coordination or/and subordination. Develop students' practical abilities of applying the theory to the syntactical analysis of the Simple and Composite Sentences.

Course contents: Classification of Simple Independent Sentences (according to structure, grammatical form, communicative function, affirmation and negation, passivization). The parts of the sentence defined syntactically, morphologically and semantically. Agreement and government. The Compound Sentence, main processes - gapping, regrouping. The Complex Sentence: classification of subordinates according to form (finite, non-finite, verbless) and function (nominal, adjectival and adverbial), main specific transformations (extraposition, raising, tough-movement, copula switch, relativization). Sequence of tenses and word order in composite sentences.

Recommended reading: Aarts, Bas, 2001. *English Syntax and Argumentation*, Palgrave; Bantaş, Andrei, 1996. *Descriptive English Syntax*, Iaşi: Institutul European; Huddleston, R., Pullum, G., 2005, *A Student's Introduction to English Grammar*, Cambridge UP; Lăcătuşu, Tamara, 2005 a, *Essentials of English Syntax. The Simple Independent Sentence*; 2005 b. *Essentials of English Syntax. The Composite Sentence*, Iaşi: Casa Editorială Demiurg; Quirk, R., et al., 1976. *A Grammar of Contemporary English*, Longman; [http://www.ucl.ac.uk/english/usage/Internet Grammar of English](http://www.ucl.ac.uk/english/usage/Internet%20Grammar%20of%20English)

Teaching methods: lectures, workshops

Assessment methods: hands-on in-class activity in seminars, final written exam

Language of instruction: English

Course title: American Literature III

Course code: SA0943

Type of course: compulsory

Level of course: BA

Year of study: 2nd

Semester: 4th

Number of ECTS credits allocated: 5

Name of the lecturer: Radu Andriescu

Course objective: The students will have knowledge of some major male and female American writers, important texts, and will appreciate and understand various works, genres, and movements in 20th century American literature. They will practice in critical reading and writing skills. They will also practice in clear expression of ideas and support of those ideas through well-developed essays. Student will learn to do collaborative work when doing their seminar tasks.

Course contents: Different trends in recent American fiction will be discussed, from Minimalism to "Maximalism," from traditional fiction to postmodern techniques, from "Master Code" to "Idiolect." Writers to be studied: Saul Bellow, Bernard Malamud, E.L. Doctorow, Raymond Carver, Richard Ford, Richard Bausch, Lee Smith, Tim O'Brien, T. Coraghessan Boyle, Lauren Groff, Mukherjee Bharati, Yiyun Li.

Recommended reading: Barth, John, "A Few Words About Minimalism"; Freud, Sigmund, "The Theme of the Three Caskets"; Hassan, Ihab, "Toward a Concept of Postmodernism"; Korb, Rena, Critical Essay on "Leaving the Yellow House" in Short Stories for Students, The Gale Group, 2001; Perkins, Wendy, Critical Essay on "Leaving the Yellow House," in Short Stories for Students, The Gale Group, 2001

Teaching methods: lectures, workshops

Assessment methods: (a) midterm examination (written); (b) final examination (written)

Language of instruction: English

Course title: Society and Communication I

Course code: SA0944

Type of course: compulsory

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Level of course: BA

Year of study: 2nd

Semester: 4th

Number of ECTS credits allocated: 5

Name of the lecturer: Radu Andriescu

Course objective: Students learn how contemporary mass media operate – as industries, makers of meaning, and shapers of society. More specifically, learn both key facts and large ideas. They explore some of the key questions facing us in a media age and develop their skills in critical thinking (via what Campbell calls “the critical process”). They become acquainted with some of the most important issues and methods in the social sciences.

Course contents: What are Mass Media? From Speech to the Internet. The Effects of Media. The Value of a Social Science Approach. The Foundational Medium: Books and Print Culture. The Internet: Convergence of all Other Media. Privacy, Piracy, and Interpreting Technological Change. Trash and Quality. Radio as the Foundational Medium. Television & Cable. Text, Industry, and Audience: Movies. Globalization and its Consequences. The Electronic Media and Contemporary Civilisation.

Recommended reading: Richard Campbell, Christopher Martin, and Bettina Fabos, *Media and Culture: An Introduction to Mass Communication*, 4th edition (New York: St. Martin's, 2003); Alte materiale vor fi disponibil în format electronic

Teaching methods: lectures, workshops

Assessment methods: (a) midterm examination (written); (b) final examination (written)

Language of instruction: English

Course title: Practical course III (language and text analysis classes)

Course code: SA0935

Type of course: compulsory

Level of course: BA

Year of study: 2nd

Semester: 4th

Number of ECTS credits allocated: 5

Name of the lecturer: -

The class is mainly practical, focusing on class activities such as grammar exercises at the upper-intermediate level, translations, conversation on general but also British and American culture and civilization topics, literary analyses on short stories, and writing tasks.

Teaching methods: class discussion, work on studied texts, team work; interactive approaches will be favored

Assessment methods: final examination, activity in class

Language of instruction: English

Course title: Special Course 3: Victorian Literature

Course code: EN0942 (A), EN0945 (B)

Type of course: compulsory

Level of course: BA

Year of study: 2nd

Semester: 4th

Number of ECST credits allocated: 5/5

Name of the lecturer: Codrin Liviu Cuțitaru

Course objective: Developing students' knowledge in 19th century British culture; acquainting students with Victorianism; the Victorian Cultural Context; 19th Century English Literature; critical theory in the context of Victorian Literature

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Course description: Lectures: Victorianism and Modernism – A Comparison, A New Literature (19th century English history and culture), Ch. Dickens, W.M.Thackeray, The Brontës and G.Eliot, Th.Hardy, J.Conrad, H.James, A.L.Tennyson, R.Browning, M.Arnold and The Pre-Raphaelites, Hopkins, Hardy, Kipling, Wilde, Houseman, W.B.Yeats, Victorian Drama – G.B.Shaw, O.Wilde. Seminars: Great Expectations (Ch.Dickens), Jane Eyre (Ch.Bronte), Wuthering Heights (E.Bronte), Adam Bede (G.Eliot), Tess of the D'Urbervilles (Th.Hardy), Lord Jim (J.Conrad), The Ambassadors (H.James)

Recommended reading: Coote, Steven. The Penguin History of English Literature. Penguin Books: N.Y., 1992; Daiches, David. The Critical History of English Literature. Bantam: Edinburgh, 1972; Sanders, Andrew. The Oxford History of English Literature. Oxford: Oxford UP, 1994

Teaching methods: lectures, seminars

Assessment methods: written/Oral Exam

Language of instruction: English

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Course title: American Cultural Studies V (Introduction to Film Studies)

Course code: SA1051

Type of course: compulsory

Level of course: BA

Year of study: 3rd

Semester: 5th

Number of ECTS credits allocated: 5

Name of the lecturer: Veronica Popescu

Course objective: The course aims to familiarize students with the art of film (specifically American cinema from the early days to our time) as well as with the vocabulary of film analysis, which will then be used in the analysis of representative films. It is also designed to provide students with a different approach to American culture and civilization as reflected through art.

Course contents: Cinema as art; elements that favored the development of film industry in the U.S.; silent cinema: general traits, representatives, classics of the genre; important moments in Hollywood cinema (the Studio Era, the Hollywood star, great actors and directors, *auteur* theory); film language – an overview; analysis of the entire film; film genres (selective): the western, the musical, melodrama: specific traits, representative films.

Recommended reading: Boggs, Joseph A. – *The Art of Watching Films*. Sixth Edition. Mountain View, CA: Mayfield, Publishing Company. 1996; Bordwell, David and Kristin Thompson - *Film Art. An Introduction*. 5th ed. New York: The McGraw Hill Companies Inc, 1997. Grant, Barry Keith (ed.) – *The Film Genre Reader*. Austin: University of Texas Press. 1986; Grodal, Torben Kroch – *Moving Pictures: A New Theory of Film Genres, Feelings and Cognition*. Oxford: Oxford University Press. 1997; Maltley, Richard – *Hollywood Cinema*. Second Edition. Blackwell. 2003 (1995) Mast, Gerald, Kevin Bruce (eds.) – *A Short History of the Movies*. Sixth Edition. Needham Heights, MA: Allen & Bacon. 1996 (1971) Stam, Robert, Toby Miller (eds.) – *Film & Theory. An Anthology*. Blackwell. 2000

Teaching methods: lectures, workshops

Assessment methods: class presentations; final (written) test

Language of instruction: English

Course title: American English IV (Elements of English Semantics and Pragmatics)

Course code: SA1052

Type of course: compulsory

Level of course: BA

Year of study: 3rd

Semester: 5th

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Number of ECTS credits allocated: 5

Name of the lecturer: Rodica Albu

Course objective: By the end of the semester the students will be able to: (1) operate with basic notions and ideas related to the semantic approach to language; (2) revisit familiar linguistic aspects, this time from the perspective of semantics, discourse analysis and pragmatics; (3) get into the habit of careful thinking about language in general and a language in particular and of connecting old and new information related to the subjects included among the topics of this course.

Course contents: The course tackles the problem of meaning in language at different levels, hence its division into (2) The study of word meaning; (2) The study of phrase and sentence meaning; (3) Discourse meaning, interpersonal meaning; (4) A semantic approach to grammatical categories. Semantics is thus presented in its relation to lexicology, syntax, text grammar and interactional linguistics. The final class is devoted to current trends in English semantics.

Recommended reading: Duțescu-Coliban, Taina, *Grammatical Categories of English*, Ediția a II-a revăzută, București, 1986; Coșeriu, Eugen, "Semantica cognitivă și semantica structurală", in *Prelegeri și conferințe*, Iași, 1994, pp.83-99; Cruse, D. Alan, *Meaning in Language*, Oxford: Oxford University Press, 2000; Hurford, James R., Brendan Heasley, *Semantics: a coursebook*, Second edition, CUP, 2007; Jackson, Howard, *A Semantic Approach to English Grammar*, Longman, London, 1990

Teaching methods: academic lectures, brainstorming, students' presentations, pair and group work; interactive orientation of lectures and seminars

Assessment methods: mixed type (continuous assessment, research project, final test)

Language of instruction: English

Course title: American Literature IV: American Modernism

Course code: SA1053

Type of course: compulsory

Level: BA

Year of study: 3rd

Semester: 5th

Number of ECTS credits allocated: 5

Name of the lecturer: Dana Bădulescu

Course objective: Course of lectures given in English aimed at familiarizing students with the main characteristics and new aesthetics of modernism, with examples from literature and the arts, focusing upon the importance of their iconoclastic and heterodox spirit. The interactive approach is used with a view to improving the students' skills of debating and arguing coherently in English about various aspects of American modernism.

Course contents: Informing students about the major and radical paradigm shift known as modernism, with a focus on the British cultural space. Some lectures will debate the crisis of modernism, Bohemia as a new cultural geography, exile as a cultural condition, the new urban consciousness, urbanist arts and aesthetics, the *jazz* spirit of the America of the '20s. Some other lectures will introduce the main characteristics and aesthetics of modernism, referencing key modernist American texts, in close connection with the other arts.

Recommended reading: Balshaw, Maria, *Looking for Harlem. Urban Aesthetics in African American Literature*, Pluto Press, London – Sterling, Virginia, 2000; Călinescu, Matei, *Five faces of Modernity. Modernism, Avant-garde, Decadence, Kitsch, Postmodernism*, Second Edition, Revised, Duke University Press, 1987; Cowley, Malcolm, *Exile's Return*, Penguin Classics, 1994; *The Heath Anthology of American Literature*, Volume 2, Second Edition, D. C. Heath and Company, Lexington, Massachusetts, Toronto, 1994; Modern American Poetry, an Online Journal and Multimedia Companion to *Anthology of Modern American Poetry* (Oxford University Press, 2000), Edited by Cary Nelson, disponibil la <http://www.english.uiuc.edu/maps/>

Teaching methods: lectures, interactive approaches

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Assessment: (a) mid-term (written) test; (b) final (written) test

Teaching language: English

Course title: American Political Institutions II

Course code: SA1054

Type of course: compulsory

Level of course: BA

Year of study: 3rd

Semester: 5th

Number of ECTS credits allocated: 5

Name of the lecturer: Oana Petrovici

Course objective: What is an American political institution? Is it as simple as the obvious structure of the state, or is it so amorphous that it can encompass almost everything that is loosely defined as an "institution"? This course will seek to use a case-study method to examine different aspects of American life that can qualify as political institutions.

Course contents: Introduction to American Public Education. American Higher Education's "Political" Purpose. The Electoral System. The Press as a Political Institution. Banks as Political Institutions. The Congressional System. Interest Groups, Unions, and the Tradition of Dissent. The Judicial System

Recommended reading: Benjamin Franklin, fragments from "Proposals Relating to the Education of Youth in Pensilvania" (1749) and "On the Need for an Academy" (1749); Athan Theoharis, "The Politics of Scholarship: Liberals, Anti-Communism, and McCarthyism"; Alexis de Tocqueville, *Democracy in America* (fragments); Henry David Thoreau, "Resistance to Civil Government" (1849); Oliver Wendell Holmes, Jr. "Natural Law", *Harvard Law Review* 40, 41 (1918). Reprinted in Alfred Lief, ed., *The Dissenting Opinions of Mr. Justice Holmes* (1929). James Q. Wilson and John J. Dilulio Jr., *The Essentials: American Government: Institutions, Policies* (Wadsworth, 2011).

Teaching methods: lectures, workshops

Assessment methods: weekly response papers; active participation in weekly discussion; final paper prospectus; short presentation; final paper

Language of instruction: English

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Course title: Practical course IV (language and text analysis classes)

Course code: SA1055

Type of course: compulsory

Level of course: BA

Year of study: 3rd

Semester: 5th

Number of ECTS credits allocated: 5

Name of the lecturer: -

The class is mainly practical, focusing on class activities such as grammar exercises at the advanced level, translations, conversation on general but also American culture and civilization topics, literary analyses on short stories, and writing tasks.

Teaching methods: class discussion, work on studied texts, team work; interactive approaches will be favored

Assessment methods: final examination, activity in class

Language of instruction: English

Course title: Special Course IV (Modernism)

Course code: SA1056

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Type of course: compulsory

Level of course: BA

Year of study: 3rd

Semester: 5th

Number of ECTS credits allocated: 5

Name of the lecturer: Ștefan Colibaba

Course objective: To practice and develop the four skills (reading, writing, listening and speaking), lower-advanced level; To introduce and practice the skills needed to successfully meet the academic requirements of the Department of the foreign languages and literatures; To build on past experiences and present skills, knowledge, and understanding, and apply their learning to achieve both in-school and out-of-school outcomes; To become autonomous and collaborative learners; To develop communication skills in English appropriate to different situations; To organize the knowledge about the writing of an academic paper in English; To augment grammar and vocabulary for the lower-advanced level; To encourage and prepare students for the attainment of an international English certificate.

Course contents: Written language and written communication. Written language vs. spoken language. Paragraphs. Guided writing. Summarizing a text. Reacting to a text. Essays (topic, narrowing the topic, purpose, point of view, determining main and subordinate ideas; outlining, layout). Correcting language and expression mistakes in writing exercises. Punctuation, spelling, capitals. Difficult structures. Grammar and vocabulary essentials.

Recommended reading: Baker, Sheridan, *The Practical Stylist*, Harper & Row, New York, 1981; Cory, Hugh, *Advanced Writing with English in Use*, OUP, 2005; Gude, Kathy & Michael Duckworth, *Proficiency Masterclass, Student's Book*, OUP, 2005; Hartley, James, *Academic Writing and Publishing, A Practical Handbook*, Routledge, 2008; Kruse, Otto, "The Origins of Writing in the Disciplines - Traditions of Seminar Writing and the Humboldtian Ideal of the Research University", *Written Communication*, Vol. 23, No. 3, 331-352 (2006); Skwire, David, Frances Chitwood Beam and Harvey S. Wiener, *Student's Book of College English*, Macmillan, New York, 1990

Teaching methods: A student-centred, student-as-independent-learner approach. Explicit (clear and concise) instructions and examples. Questioning and reinforcement of skills and knowledge. Use of learning technologies. Regular reviews to consolidate learning. Formative assessment and frequent feedback. Reflection on effectiveness of activities.

Assessment methods: teacher-assessment, self-assessment, peer-assessment

Language of instruction: English

Course title: American Cultural Studies VI: American Immigration Literature: American Dreams, American Nightmares

Course code: SA1061

Type of course: compulsory

Level of course: BA

Year of study: 3rd

Semester: 6th

Number of ECTS credits allocated: 5

Name of the lecturer: Mihaela Moscaliuc (visiting Fulbright Scholar, spring semester 2015)

Course objective: To gain familiarity with Anglophone American Literature by or about immigrants from non-Western Europe, Asia, the Middle East, Africa, and/or the Caribbean; to practice close textual analysis while investigating texts' contexts of production; to examine and compare processes of dislocation, emigration, immigration, and cultural translation, as they pertain to various immigrant groups represented in the course material; to examine, in the studies texts, the emergence of various identities and subjectivities associated with the immigration experience; to engage efficiently and productively with the critical and theoretical scholarship related to the field.

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Course contents: This course will provide a comparative approach to Anglophone literature by or about immigrant minorities from non-Western Europe, Asia, the Middle East, Africa, and/or the Caribbean. We will situate these narratives in historical perspective and consider their context of production. We will examine, for example, how U.S. immigration policies, popular perceptions of particular immigrant and ethnic groups, and other contextual forces have informed immigrants' negotiations of "descent and consent" (Werner Sollors) in the Promised Land. We will discuss the various subject positions from which immigrants recount their stories of emigration, transplantation, and cultural translation, as well as their strategies of assimilation or resistance to assimilation into the dominant culture. We will trace the emergence of various immigrant identities and subjectivities (hyphenated, hybrid, transnational, and cosmopolitan, among others) and pay close attention to the relation between literary form, style, and content. Particular attention will be paid to the ways in which exophonic writers (i.e., who write in English as a non-native/ second/alternative tongue) inflect or alter the dominant/English language and destabilize, productively, our reading practices.

Recommended reading: Kincaid, Jamaica. *Lucy* (novel); Mukherjee, Bharati. *Jasmine* (novel); Jen, Gish. *Mona in the Promised Land* (novel); *Short stories:* "Hunger" by Anzia Yezierska; "The House Behind a Weeping Cherry" by Ha Jin; "Fiesta, 1980" and "The Pura Principle" by Junot Diaz; "The Conductor" and "Szmura's Room," by Aleksander Hemon; "Mrs. Sen's" and "When Mr. Pirzada Came to Dine" by Jhumpa Lahiri; *Americanah* by Chimamanda Ngozi Adichie; *Poems* (provided by instructor) by Gregory Djanikian, Richard Blanco, Derek Walcott, Kwame Dawes, Eduardo Corral, Rhina Espaillat, Khaled Mattawa, Shole Wolpe, Agha Shahid, R. Zamora Linmark, Meena Alexander, Li-Young Lee.

Teaching methods: Lecture, discussion, and presentations.

Assessment methods: Class participation and presentation: 10%; Quizzes: 15 %; Mid-term exam: 25%; Paper: 25 %; Final Exam: 25 %

Language of instruction: English

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Course title: American English V (The History of English)

Course code: SA1062

Type of course: compulsory

Level of course: BA

Year of study: 3rd

Semester: 6th

Number of ECTS credits allocated: 5

Name of the lecturer: Norbert Poruciuc

Course objective: The lectures (held in English) are meant to familiarize students with the periods known as Old English, Middle English and Early Modern English, with a special focus on changes specific to passages from one period to another (in regard to pronunciation, writing, grammar and vocabulary).

Course contents: (a) Lectures will deal, chronologically, with Old English, Middle English and Early Modern English issues. In preparing for tests, students will make use of information transmitted through lectures and seminars, as well as of knowledge extracted from recommended bibliography.

(b) During seminars, students will have the opportunity to approach texts specific to the above-mentioned periods. The illustrative material will include fragments from the Old English version of Bede's *History*, the *Anglo-Saxon Chronicle*, the *Peterborough Chronicle*, Chaucer, etc.

Recommended reading: Baugh, A.C./ Th. Cable, 1978. *A History of the English Language*. Prentice Hall; Poruciuc, Adrian, 2004. *A Concise History of the English Language*. Iași: Casa Editorială Demiurg; Sweet, Henry, 1966. *First Middle English Primer*. Oxford: Clarendon; Whitelock, Dorothy (ed.), 1970. *Sweet's Anglo-Saxon Reader*. Oxford: Clarendon; Iarovici, Edith, 1970. *A History of the English Language*. București: Editura Didactică

Teaching methods: interactive lectures, workshop-seminars

Assessment methods: homework; final (written) test

Language of instruction: English

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Course title: American literature V (New Emerging Fields: Transculturalism, Transnationalism and Inter-American Studies)

Course code: SA1463

Type of course: compulsory

Level of course: BA

Year of study: 3rd

Semester: 6th

Number of ECTS credits allocated: 5

Name of the lecturer: Dana Bădulescu

Course objective: The students will be able to account for the concepts and theories related to transculturalism, transnationalism, linguistic and cultural hybridity, globalization, as well as a new emerging field: Inter-American Studies; use these concepts and theories in order to assess and discuss major aspects shaping contemporary society and culture as reflected in literature.

Course contents: The course will be based on a series of thematic areas such as: the notions and phenomena of transculturalism, transnationalism and globalization; contemporary migration and diaspora; the language problem in Inter-American Studies; revising notions and concepts from an inter-American perspective; revising canons from an inter-American perspective; Inter-American novel, film, poetry and music; the "Inter-American Novel" as a new literary genre; representatives of the Inter-American Novel. The texts approached in the course-related seminar will be: *Cuban Counterpoint* by Fernando Ortiz; "A Voice Within a Voice: Federman Translating/Translating Federman" by Raymond Federman; *Borderlands / La Frontera* by Gloria Anzaldúa; *The Ground beneath Her Feet* by Salman Rushdie as a novel of "disorientation"; *No Telephone to Heaven* by Michelle Cliff and the Jamaican-American-British hybrid identity.

Recommended reading: Appadurai, Arjun. (1996), *Modernity at Large: Cultural Dimensions of Globalization*, University of Minnesota Press; Bhaba, Homi. (1994), *The Location of Culture*, London, New York: Routledge; Cuccioletta, Donald. "Multiculturalism or Transculturalism: Towards a Cosmopolitan Citizenship" in *London Journal of Canadian Studies*, 2001/2002, Vol. 17; Fitz, Earl E. (1991), *Rediscovering the Americas: Inter-American Literature in a Comparative Context*. Iowa City: University of Iowa Press; Ortiz, Fernando. (1995) *Cuban Counterpoint. Tobacco and Sugar*, Durham and London: Duke University Press.

Teaching methods: lectures, seminar presentations, workshops

Assessment methods: seminar presentations; final (written) test

Language of instruction: English

Course title: Society and Communication II

Course code: SA1064

Type of course: compulsory

Level of course: BA

Year of study: 3rd

Semester: 6th

Number of ECTS credits allocated: 5

Name of the lecturer: Florin Irimia

Course objective: To understand the specificity of American philosophy; to familiarize the students with the main trends and representatives of American philosophy and their main theoretical contributions; to highlight the specificity of the pragmatic approach of philosophical issues.

Course contents: The modern origins of pragmatism; Charles Peirce and pragmatism; James and the pragmatic theory on truth; Dewey on education; communitarianism and the new individualism; the pragmatism of analytic philosophy (W.V.O. Quine, D. Davidson și H. Putnam); antiessentialism and antirepresentationalism in neopragmatism; Hilary Putnam and the internal realism; Richard Rorty; Pragmatism and the social and political functions of philosophy.

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Recommended reading: William James, *Pragmatismul*, Editura Timpul, Iași, 2000; Andrei Marga (ed.), *Filosofie americană*, vol. I, *Filosofia americană clasică*, Editura AII, București, 2000, pp. 84-124, 153-234, 265-300, 331-356; Andrei Marga, *Reconstrucția pragmatică a filosofiei*, Editura Polirom, Iași, 1998; Richard Rorty, *Obiectivitate, relativism și adevăr*, Eseuri filosofice 1, Editura Univers, București, 2000, pp. 46-214; John E. Smith, *The Spirit of American Philosophy*, Oxford University Press, 1963

Teaching methods: lectures, workshops

Assessment methods: homework; final (written) test

Language of instruction: English

Course title: Practical course V (language and text analysis classes)

Course code: SA1065

Type of course: compulsory

Level of course: BA

Year of study: 3rd

Semester: 6th

Number of ECTS credits allocated: 5

Name of the lecturer: -

The class is mainly practical, focusing on class activities such as grammar exercises at the advanced level, translations, conversation on general but also American culture and civilization topics, literary analyses on short stories, and writing tasks.

Teaching methods: class discussion, work on studied texts, team work; interactive approaches will be favored

Assessment methods: final examination, activity in class

Language of instruction: English

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Course title: Special Course V (American Literature)

Course code: SA1066

Type of course: compulsory

Level of course: BA

Year of study: 3rd

Semester: 6th

Number of ECTS credits allocated: 5

Name of the lecturer: Ștefan Colibaba

Course objective: The course is meant to offer students a broader perspective on the American literature in the context of the American culture and civilisation.

Course contents: The first part consists of a number of preliminary observation on issues of general interest (rhetoric, history, literary history, fiction, ideology, etc.) followed by a short presentation of the American history and geography, regionalism, immigration and ethnicity, marginality, religion, etc. The course then focuses on a „thematic guide” or „major themes” meant to highlight the „Americanness” of the American literature and culture, exemplified through ten authors considered representative for the American Literature: Hawthorne, Poe, Melville, Dickinson, Twain, James, Faulkner, Hemingway, O'Neill, Frost.

Recommended reading: Avădanei, Ștefan, *North American Literary History*, Iasi : Institutul European, 2004; Avădanei, Ștefan, *66 de poezi americani* Iasi: Editura Universitatii „Alexandru Ioan Cuza”, 1997; Baym, Nina & Others, eds., NY, *The Norton Anthology of American Literature*, NY: Norton Company, 1986; Baym, Nina, *Woman's Fiction: A Guide to Novels by and about Women in America (1820-1870)*, Ithaca, New York: Cornell University Press, 1993; Gordon, Avery and Christopher Hawfield, eds., *Mapping Multiculturalism*, Minneapolis: University of Minnesota Press, 1996

Teaching methods: lectures, workshops

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Assessment methods: seminar essay; final (written) test

Language of instruction: English

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TRANSLATION AND INTERPRETING

1ST YEAR OF STUDY

Course title: Introduction to Linguistics

Course code: LM0811

Type of course: compulsory

Level of course: BA

Year of study: 1st

Semester: 1st

Number of ECTS credits allocated: 5

Name of the lecturer: Adrian Poruciuc

Course objective: the course, held in English (with explanations in Romanian, whenever necessary), is meant to familiarize first-year students with basic notions and terminology specific to the domain of linguistics. The lecturer intends to observe an interactive methodology, which allows students to ask questions and to turn to account their own knowledge during lectures.

Course contents: the course will include presentations of both diachronic (mainly Indo-European) and synchronic (mainly post-structuralist) linguistics. For tests, students shall make use of information provided during lectures, as well as of data extracted from the recommended bibliography.

Recommended reading: Martinet, André, 1970. *Elemente de lingvistică generală* (trad. Paul Miclău). București: Editura Științifică; Poruciuc, Adrian, 1992. "Problems and Patterns of the SE European Ethno- and Glottogenesis (ca. 6500 BC - AD 1500)". *The Mankind Quarterly* (Washington, D.C.), XXXIII, 1 (3-41); Poruciuc, Adrian, 2006. "Language Obsolescence, Loss and Revival in Europe". În vol. *Developing a pan-European Network of Language Resource Centres for Less Widely Used Less Taught Languages* (pp. 23-29)., ed. A. Colibaba *et al.* Iași: Editura CDRMO; Simenschy, Theofil/ Gheorghe Ivănescu. 1981. *Gramatica comparată a limbilor indoeuropene*. București: Editura Didactică și Pedagogică; Yule, George, 1985. *The Study of Language*. Cambridge U.P.

Teaching methods: interactive lectures

Assessment methods: homework; final (written) test

Language of instruction: English

Course title: Introduction to Linguistics

Course code: LM0811

Type of course: compulsory

Level of course: BA

Year of study: 1st

Semester: 1st

Number of ECTS credits allocated: 5

Name of the lecturer: Magda Jeanrenaud

Course objective: this course describes, defines and analyzes the basic concepts of linguistics; it aims to familiarize students with the fundamental notions they will make use of during their Language Studies.

Course contents: What is the use of language? What does linguistics mean? Ferdinand de Saussure and the linguistic sign; Roman Jakobson and the functions of the verbal message; André Martinet and the double articulation of language; Beyond the linguistic sign; Emile Benveniste and the discourse; the domains of linguistics.

Recommended reading:

Ferdinand de Saussure, *Cours de linguistique générale*, Payot, Paris, 1995 (1916) ; Roman Jakobson, *Essais de linguistique générale*, Ed. de Minuit, Paris, 1963, 1973 ; Emile Benveniste, *Problèmes de linguistique générale*, Gallimard, Paris, 1966, 1974 ; Patrick Guelpa, *Introduction à l'analyse linguistique*,

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Armand Colin, Paris, 1997 ; Paul Fabre, *Initiation à la linguistique*, Nathan, Paris, 1990 ; Dominique Maingueneau, *Introduction à la linguistique française*, Hachette.

Teaching methods: interactive lectures

Assessment methods: final written examination

Language of instruction: French

Course title: Information Technology and Communication

Course code: LM0812

Type of course: compulsory

Level of course: BA

Year of study: 1st

Semester: 1st

Number of ECTS credits allocated: 5

Name of the lecturer: Mircea Crâșmăreanu

Course objective: the course is meant to familiarize first-year students with basic notions of terminology and abilities that are specific to the use of computers. The main objective is to learn Microsoft Office which offers a wide variety of options to design documents. The lecturer intends to observe an interactive methodology, which allows students to ask questions and come up with their own comments and pieces of knowledge during lectures.

Course contents: Communication, information, computer, information technologies; Hardware and external memories (CD, Memory stick); Windows, example: Windows XP; Internet and search engines: Google, Yahoo Search, MSN; E-mail, general rules of communication through e-mail; Total Commander; Notepad and general writing rules; Microsoft Word; Microsoft PowerPoint .

Recommended reading: reference materials of Microsoft Office; course provider's web page; textbooks on Windows and (or) Computers

Teaching methods: lectures, workshops.

Assessment methods: presentation of three projects

Language of instruction: Romanian

Course title: Specialized Languages

Course code: LM813_E, LM814_F, LM814_G

Type of course: compulsory

Level of course: BA

Year of study: 1st

Semester: 1st

Number of ECTS credits allocated: 5

Name of the lecturer: Daniela Dobos

Course objective: the course, held in English, is meant to familiarize the students with the notion of linguistic registers, so that they will be able to analyze from both the theoretical and applied viewpoints, texts belonging to various types of registers/ specialized languages. Students will also learn to appreciate the values of science and to read scientific texts.

Course contents: Nature and functions of language; Variation in language – dialectic si diatypic; The concept of specialized language/ language subsystem in the work of the most important authors (M.A.K. Halliday, D. Crystal, J.Sager); Origins and evolution of the language of science in Britain; what is science; Criteria for the identification of language subsystems; Origins of specialized languages, with emphasis on the language of science; Concepts; Morphological, syntactic, semantic and pragmatic characteristics of specialized languages; Grammatical metaphor and nominalization; Types of specialized texts; Special and artificial languages.

Recommended reading:

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Dobos, D. 2000. *English Special Languages and Nominality*, Ed. Demiurg, Iasi ; Ghadessy, M. (ed). 1993. *Register Analysis. Theory and Practice*, Frances Pinter, London ; Halliday, M.A.K. & J.R. Martin. 1993. *Writing Science: Literacy and Discursive Power*, U of Pittsburgh Press, Pittsburgh; Roventa-Frumusani, D. 1995. *Semiotica discursului stiintific*, Ed. Stiintifica, Bucuresti; Sager, J.C. 1994. *Language Engineering and Translation*, Amsterdam/Philadelphia, John Benjamins.

Teaching methods: lectures, interactive techniques

Assessment methods: written exam

Language of instruction: English

Course title: Specialized Languages

Course code: LM813_F, LM814_E, LM814_G

Type of course: compulsory

Level of course: BA

Year of study: 1st

Semester: 1st

Number of ECTS credits allocated: 5

Name of the lecturer: Monica Frunză

Course objective: the course suggests a global reflection on specialized languages as well as a thorough study of certain specialized fields: gastronomic, economic, legal, medical, etc.

Course contents: Linguistics, language, terminology, specialized languages; language registers; terminological units; specialized language syntax, semantics of specialized languages; specialized languages and translation.

Recommended reading:

Lethuillier, J. – « L'enseignement des langues de spécialité comme préparation à la traduction spécialisée », in *Meta*, Vol. 48, nr 3, Septembre 2003, p. 379-392; Galisson, R. - *Le phénomène de banalisation lexicale (contribution méthodologique, l'approche des langues de spécialité)* in « Lexicologie et enseignement des langues », Paris, Hachette, 1979, pp. 71-128; Lerat, Pierre - *Les langues spécialisées*, Paris, P.U.F., coll. « Linguistique nouvelle », 1995; Miclău, Paul *et alii* (sous la dir. de) : *Les langues de spécialité*, Université de Bucarest, 1982; dictionaries, glossaries of specialized terms, databases available on the Internet.

Teaching methods: lectures, PowerPoint presentations, specialized translations

Assessment methods: (a) mid-term examination (written); (b) final examination (written)

Language of instruction: French

Course title: Specialized Languages

Course code: LM0813_G, LM814_E, LM814_F

Type of course: compulsory

Level of course: BA

Year of study: 1st

Semester: 1st

Number of ECTS credits allocated: 5

Name of the lecturer: Mariana Cristina Bărbulescu

Course objective: the course approaches themes related to the nature, problems and specific objectives of translation based on decoding specialized languages, as well as concrete aspects of various fields.

Course contents: Translation in a historical perspective – The role and value of translation; translation, a form of communication – Computer assisted translation, perspectives and limits – Translation of scientific and technical texts – Correspondence and equivalence. Polysemy – Grammar and the translator

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– Strategies used according to the text type and destination; decoding strategies – Specialized languages: informatics; electronics, mechanics.

Recommended reading:

Kapp, Volker. *Übersetzer und Dolmetscher*, Franke Verlag, München, 1984; Koller, Werner: *Einführung in die Übersetzungswissenschaft*, Wiesbaden, 1987; Reiss, Katharina. *Texttyp und Übersetzungsmethode*, 1983;

Dicționar german-român, Univers enciclopedic, 2007

Teaching methods: lectures, conversation, explanation, exemplification, interactive approaches

Assessment methods: (a) mid-term evaluation (written); (b) final evaluation (written)

Language of instruction: German / Romanian

Course title: Communicative Competence in Foreign Languages

Course code: LM0815_E, LM0815_F, LM0815_G ; LM0816_E, LM0816_F, LM0816_G

Type of course: compulsory

Level of course: BA

Year of study: 1st

Semester: 1st

Number of ECTS credits allocated: 5+5

Course objective: The six practicals (three in foreign language A-5 credits, and three in foreign language B-5 credits) that are part of this course have as a major objective the development of the students' communicative competence in the foreign languages they study as well as in their native language, laying particular emphasis on the communicative translation of source texts; at the same time, other important competences for the professional translators' activities are held in view. Thus, the course also aims to improve the students' linguistic, textual, intercultural as well as technological competences.

Course contents: The practicals include grammar exercises, grammatical translations using as language pairs the two foreign languages under study and the Romanian language; they also teach students how to compose various text-types.

Teaching methods: interactive methods, team work

Assessment methods: ongoing evaluation, mid-term test, written paper at the end of the semester

Language of instruction: one of the two foreign languages under study (English, French or German) and Romanian.

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Course title: Intercultural Communication

Course code: LM0823_E, LM0824_F, LM0824_G

Type of course: compulsory

Level of course: BA

Year of study: 1st

Semester: 2nd

Number of ECTS credits allocated: 5

Name of the lecturer: Rodica Dimitriu

Course objective: to improve the translation trainees' intercultural competence; to encourage their adoption of appropriate attitudes and ensuing strategies with regard to culture-related translation issues.

Course contents: the course defines and analyses concepts such as "culture", "civilisation", "ethnocentrism", "eurocentrism", "identity", "otherness", "representation", "essentialism" vs. "non-essentialism" in an era of globalization. A number of aspects of British life and civilisation (the educational system, the political system, the system of elections, the legal system, the media, etc.), compared to Romanian ones, are illustrative examples on how to approach, from a new angle of investigation, culture-related translation problems.

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Recommended reading: Bromhead, Peter (1989) *Life in Modern Britain*, Harlow: Longman; Katan, David (2009), "Translation as Intercultural Communication" in J. Munday (ed.), *The Routledge Companion to Translation Studies*, London&New York: Routledge. 74-92; Musman, Richard and D'Arcy Adrian Vallance (1989), *Britain Today*, London and Bucharest: Longman; O'Driscoll, James (2000) *Britain*, Oxford: Oxford University Press; Sheerin, Susan, Jonathan Seath, Gillian White (1988), *Spotlight on Britain*, Oxford: Oxford University Press.

Teaching methods: lectures, interactive methods

Assessment methods: a) coursework; b) portfolio with in-class work and home assignments; c) final examination paper

Language of instruction: English

Course title: Intercultural Communication

Course code: LM0823_F, LM0824_E, LM0824_G

Type of course: compulsory

Level of course: BA

Year of study: 1st

Semester: 2nd

Number of ECTS credits allocated: 5

Name of the lecturer: Simona Modreanu

Course objective: To introduce students to a complex, global and modern approach to intercultural communication.

Course contents: Culture: definitions. General knowledge /vs/ specialized knowledge. Customs, traditions, mentalities, etc. Compared models and schemes: Goodenough's cultural scheme; M. Mauss's "gift and exchange theory"; Levi-Strauss's cold and hot societies, etc.

Recommended reading: Charbonnier, Georges, *Entretiens avec Claude Lévi-Strauss*, 1959 ; Dibia Pascal, WULF Christoph, *Ethnosociologie des échanges interculturels*, Paris : Anthropos Economica, 1998 ; Goodenough, W.H., *Culture, Language and Society*, Reading, Ma. (Addison-Wesley), 1971 ; Jeanneney Jean-Noël dir. *Une idée fausse est un fait vrai : les stéréotypes nationaux en Europe*, Paris : Odile Jacob, 2000 ; M. Mauss, *Sociologie et anthropologie*, Paris, 1950.

Teaching methods: lectures, interactive methods

Assessment methods: final written test; students' presentations

Language of instruction: French

Course title: Intercultural Communication

Course code: LM0823_G, LM0824_E, LM0824_F

Type of course: compulsory

Level of course: BA

Year of study: 1st

Semester: 2nd

Number of ECTS credits allocated: 5

Name of the lecturer: Ana-Maria Pălimariu

Course objective: this course is meant to familiarize students with terms such as "communication" and "interculture", to train them for the new challenges offered by phenomena such as globalization and migration and to introduce them to the new research paradigm called "interculture".

Course contents: starting from the concepts of "communication" and "interculture", the lecturer will briefly present notions such as: nation, nationality, nationalism, ethnocentrism, Euro centrism, (post)colonialism, xenophobia, anti-Semitism and deterritorialisation. Also, the following concepts will be explained: minority, frontiers, space, cultural roots, identity, right to difference, openness towards the Other, interest in alterity and Foreignness, perceived as favorable factors for enriching knowledge.

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Recommended reading: Böhme, Hartmut (ed.): Topografien der Literatur. Deutsche Literatur im transnationalen Kontext. DFG-Symposium 2004, Stuttgart/Weimar 2005; Lüsebrink Hans-Jürgen: Interkulturelle Kommunikation. Interaktion, Fremdwahrnehmung, Kulturtransfer, Stuttgart/Weimar 2005;. Thomas, Alexander (ed.): Kulturstandards in der interkulturellen Begegnung, Saarbrücken 1991; Wierlacher, Alois/ Albrecht, Corina: Kulturwissenschaftliche Xenologie. In: Nünning, Ansgar/ Nünning, Vera: Grundbegriffe der Kulturtheorie und Kulturwissenschaften, Stuttgart/Weimar 2008, p: 280-306; Günter Wohlfart, Das offene Weltmeer des Denkens und der germanozentrische Brunnenfrosch. Wider den philosophischen Lokalpatriotismus. In: Polylog. Forum für interkulturelle Philosophie 1 (2000). Online: <http://them.polylog.org/1/cwg-de.htm>.

Teaching methods: lectures and interactive approaches. At the beginning of the semester, the students will be provided with the work schedule for the respective semester and also a course material.

Assessment methods: ongoing evaluation, two written papers

Language of instruction: German / Romanian

Course title: Computer-Assisted Translation

Course code: LM0826_E

Type of course: compulsory

Level of course: BA

Year of study: 1st

Semester: 2nd

Number of ECTS credits allocated: 5

Name of the lecturer: Norbert Poruciu

Course objective: the main purpose of the course is to familiarize the students with the basic concepts of Computer Assisted Translation as opposed to human translation and automatic translation. The main components of the TRADOS package are presented, a soft that is used by the EU GDT, and the students are trained to use them.

Course contents: The course aims to develop the following skills: to create a Translation Memory with the creator's own settings; to format a Word Document which can be translated using Translator;s Workbench; to segment and align a bilingual pair of texts; to export the result in a MT; to translate using Translator;s Workbench; to work with Multiterm; to create a Terminological Database; to handle knowledge related to Proquest Management in translation (the steps, available resources etc.)

Recommended reading: TRADOS coursebooks; TRADOS MultiTerm iX: *Installing MultiTerm Workstation* [pdf]; TRADOS MultiTerm Extract: *User Guide* [pdf]; TRADOS 6.5: *WinAlign User Guide* [pdf]; TRADOS 6.5: *Translators Workbench User Guide* [pdf]; TRADOS 6.5: *File Formats Reference Guide* [pdf] eCoLoTrain: Developing Innovative eContent Localisation Training Opportunities for Trainers and Teachers in Professional Translation: <http://ecolotrain.uni-saarland.de/index.php?id=702&L=1> IATE (Inter-Active Terminology for Europe): Termbase of the EU: <http://iate.europa.eu/iatediff/SearchByQueryLoad.do;jsessionid=9ea7991930d853292625f0844fcea603944e0f812435.e38KbN4Mc34Nay0TahqLahiKahn0?method=load>

Teaching methods: interactive methods

Assessment methods: final (laboratory) test

Language of instruction: English

Course title: Computer-Assisted Translation

Course code: LM0826_F

Type of course: compulsory

Level of course: BA

Year of study: 1st

Semester: 2nd

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Number of ECTS credits allocated: 5

Name of the lecturer: Carmen-Ecaterina Ciobâcă

Course objective: Designed to introduce students to the critical importance of computer-assisted translation (CAT), this course will mainly focus on the use of translation memory (TM) and terminology management tools throughout all phases of a translation project.

We will cover the concepts required to master any translation technology. We will primarily focus on CAT software products such as SDL Trados™ and Wordfast™ in the translation of simple documentation belonging to the fitness domain. We will emphasize the value of translation memory applications and how they reduce repetitive tasks associated with translation.

The course "Computer-Assisted Translation" includes a theoretical part, as well as practical activities and evaluation work related to existing translation technology. Translation tools range from standard tools, up to translation memories, translation software, terminology bases and dictionaries. We will also emphasize the fact that computer-assisted translation is considered an important aspect in EU written communication and in everyday communication.

Students will acquire knowledge about real possibilities, limitations and needs for computer-assisted translation, and its integration in the translation process. Except the theoretical part, students will learn how to use translation-aided electronic tools (translation software, electronic dictionaries, terminology bases, translation memories). Students will become aware of the importance of translation technologies through evaluation process and critical thinking.

Course contents:

1. Introduction to computer-assisted translation (CAT) and automatic machine translation (MT). Aims, needs and state.
2. European projects on translation technologies; existing digital resources for specific languages.
3. Translation resources on web: electronic dictionaries, terminology bases.
4. Using Trados™ and Wordfast™ in the translation of simple documentation. Analysis of automatic translation problems.
5. Presentation of various free automatic translation tools on web and evaluation of results.
6. Use of translation technology in the European Union: administration tools, terminology tools, translation software.
7. Evaluation criteria of translation software.
8. Translation memories as computer-assisted translation tools. Presentation of translation memory tools.
9. The process of localization.
10. Future development of integrated translation technology.

Recommended reading:

1. Introduction to Machine Translation: An Online Tutorial, 2008.
2. Arnold, D.; Balkan, L.; Lee Humphreys, R.; Meijer, S.; Sadler, L. Machine Translation: An Introductory Guide.
3. Schmidt Rio-Valle, Regina. Machine Translation today – An evaluation, 1999.
<http://www.eamt.org/>

Teaching methods: lectures; practical work; student presentations; evaluation of existing software

Assessment methods: Regular attendance; practical activities; project; written/oral exam

Language of instruction: French

Course title: Computer-Assisted Translation

Course code: LM0826_G

Type of course: compulsory

Level of course: BA

Year of study: 1st

Semester: 2nd

Number of ECTS credits allocated: 5

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Name of the lecturer: Cornelia Cujbă

Course objective: the course aims to get students acquainted with the basic theoretical and practical notions concerning the programs used in assisted translation and interpretation; with the practical use of translation programs; it also aims to develop technical abilities for accessing Web sources.

Course contents: the course discusses the following types of programs: Manually assisted translation programs: Translator Manager, Star Transit, Trados; Automatic translation programs: Globalink

Recommended reading: Jeanrenaud, M.: *Universaliile traducerii*. Studii de traductologie, Iași, 2006; Schmitz Klaus-Dirk, *Sprachtechnologie für eine dynamische Wirtschaft im Medienzeitalter*, Köln, 2000; Jalobeanu, M., *Internet: informare și instruire*, Cluj, 2005; Banciu, D.; Drăgulănescu, N.; Moșu, A., *Întreprinderea competitivă și informația*, București, 1999

Teaching methods: lectures, practical approaches

Assessment methods: (a) mid-term examination (written); (b) final examination (written)

Language of instruction: German / Romanian

Course title: Communicative Competence in Foreign Languages

Course code: LM821_E, LM821_F, LM821_G ; LM822_E, LM822_F, LM822_G

Type of course: compulsory

Level of course: BA

Year of study: 1st

Semester: 2nd

Number of ECTS credits allocated: 5+5

Course objective: the six practicals (three in foreign language A-5 credits, and three in foreign language B-5 credits) that are part of this course have as a major objective the development of the students' communicative competence in the foreign languages they study as well as in their native language, laying particular emphasis on the communicative translation of source texts; at the same time, other important competences for the professional translators' activities are held in view. Thus, the course also aims to improve the students' linguistic, textual, intercultural as well as technological competences.

Course contents: The practicals include grammar exercises, grammatical translations using as language pairs the two foreign languages under study and the Romanian language as well as specialized translations from various fields adjusted to the students' level.

Teaching methods: interactive methods, team work

Assessment methods: ongoing evaluation, mid-term test, written paper at the end of the semester

Language of instruction: one of the two foreign languages under study (English, French or German) and Romanian

Course title: Practical Skills and Competences

Course code: LM0825_E, LM0825_F, LM0825_G

Type of course: optional

Level of course: BA

Year of study: 1st

Semester: 2nd

Number of ECTS credits allocated: 5

Course objective: to develop the trainees' translation service provision competence in translation bureaus, firms and publishing houses, to sensitise them to the translators' social role and their job profile, to market requirements, to the variety of (text and translation)related activities that are carried out in these institutions, to translators' professional ethics, etc.

Course contents: activities of translation and text-processing in translation bureaus, firms and publishing houses.

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Assessment methods: ongoing evaluation, portfolio containing the tasks to complete and the translations provided (Minimum nr. of translated pages: 20). Translations will be assessed by an academic coordinator and a member of the partner institution.

2ND YEAR OF STUDY

Course title: English Language: Morphology

Course code: LM0931_E, LM0932_F, LM0932_G

Type of course: compulsory

Level of course: BA

Year of study: 2nd

Semester: 3rd

Number of ECTS credits allocated: 5

Name of the lecturer: Anca Cehan

Course objective: The course will help students prove their ability to understand and use the basic structures of the English language. This will first enable effective written and oral communication at advanced level. Secondly, students will become aware of the difficulties that the learners of English are confronted with. Moreover, it will enhance their knowledge of English through exploration and analysis: understanding grammar in general, and morphology in particular, as means of establishing the relation form – meaning and meaning – communication, and learning the specific terminology which allows them to explain all these relations.

Course contents: The course will familiarize the students with specific concepts and enable them to recognize the main word classes; the structural elements of words, the grammatical categories (gender, case, determination, tense, aspect, mood, comparison, etc.). The students will be able to analyze clauses, to produce correct sentences by observing morphological rules (using the correct tenses and aspects, placing adjectives and adverbs correctly in sentences, etc.), to correlate the observation of the words morphological structure with phonetic, phonological, syntactic and semantic observations.

Recommended reading: Biber, D., Conrad S., Leech G. 2002. *Longman Student Grammar of Spoken and Written English*, Pearson Education Limited ; Celce-Murcia, M., Larsen-Freeman D. 1999. *The Grammar Book*, Heinle and Heinle, Downing A., Locke P. 2002. *English Grammar: A University Course*, Second edition, Routledge; Foley M., Hall, D., 2003. *Advanced Learners' Grammar*, Longman Pearson Educational Limited; Hewings, M. 2005. *Advanced Grammar in Use*, CUP; Schramm Azar, B. 2002. *Understanding and Using English Grammar*, Longman; Yule, G., 1998. *Explaining English Grammar*, OUP.

Teaching methods: interactive lectures

Assessment methods: on-going oral evaluation and final written test

Language of instruction: English

Course title: French Language: Morphosyntax

Course code: LM0931_F, LM0932_E, LM0932_G

Type of course: compulsory

Level of course: BA

Year of study: 2nd

Semester: 3rd

Number of ECTS credits allocated: 5

Name of the lecturer: Mihaela Lupu

Course objective: to present and explain the morphosyntactic system of contemporary French (the noun phrase) and to reinforce the students' linguistic skills.

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Course contents: The noun (classification, gender of the noun, number of simple and compound nouns); the article (definite / indefinite / “partitive”; forms, use and values of the article; omission of the article). The adjective (qualifying adjectives: gender, number; degrees of intensity and comparison; agreement; place of adjectives; possessive / demonstrative / relative / interrogative / indefinite adjectives); cardinal and ordinal numbers. The pronoun (personal / possessive / demonstrative / relative / interrogative / indefinite / “adverbial” pronouns).

Recommended reading:

- AGRIGOROAIEI, V. (1994) – *La sphère du nom - morphosyntaxe du français contemporain*, Iași, Editura Fundației « Chemarea ».
- DUBOIS, Jean, JOUANNON, G., LAGANE, R. (1961) – *Grammaire française*, Paris, Larousse.
- GREVISSE, Maurice (2009) – *Le petit Grevisse. Grammaire française*, Bruxelles, De Boeck Dicolot.
- GREVISSE, Maurice (1993) – *Le Bon Usage. Grammaire française*, Louvain-La-Neuve, Duculot, 12^{ème} éd refondue par André Goosse.
- POPESCU, Iulian, LUPU, Mihaela (2011) – *Grammaire normative du français. Le groupe nominal*, Iași, Ed. Univ. « Al. I. Cuza », ed. a II-a.
- RIEGEL, M., PELLAT, J.-L., & RIOUL, R. (1996) – *Grammaire méthodique du français*, Paris, PUF, 2^{ème} éd. corrigée, 1^{ère} éd. 1994, coll. « Linguistique nouvelle ».

Teaching methods: PPT lectures, interactive approaches

Assessment methods: final examination (written)

Language of instruction: French

Course title: German Language: Morph syntax

Course code: LM0931_G, LM0932_E, LM0932_F; LM0941_G, LM0942_E, LM0942_F

Type of course: compulsory

Level of course: BA

Year of study: 2nd

Semester: 3rd, 4th

Number of ECTS credits allocated: 5+5

Name of the lecturer: Lucia Adina Nistor / Casia Zaharia

Course objective: To inform students on the new trends in (German) linguistics; to support students in acquiring, improving and completing their knowledge of German.

Course contents: the course aims to provide a general morph syntactic overview of the notions of “nominal group” and “verbal group”, as well as to describe the functioning mechanism of the word classes belonging to the nominal / verbal groups in German.

During the seminar, the students will practice alternative exercises for the A1-B1 and B2-C1 levels, applying the morphological rules for each word class.

Recommended reading: Octavian Nicolae: *Gramatica contrastiva a limbii germane. Morfologia și Sintaxa*. Vol. 2, Iași, 2001; Gerhard Helbig, Joachim Buscha: *Deutsche Grammatik. Ein Handbuch für den Ausländerunterricht*. Leipzig 1981; Inge Biener, Fritz Birke, Joachim Buscha s.a.: *Übungen zu Schwerpunkten der deutschen Grammatik*, Leipzig 1978; Helmut Glück (editor): *Metzler Lexikon Sprache*, Stuttgart-Weimar 2000; Ulrich Engel, M. Isbașescu, Stănescu S., Nicolae, O.: *Kontrastive Grammatik deutsch-rumänisch*. vol. 1-2, Heidelberg 1993; Duden, *Grammatik der deutschen Gegenwartssprache*. Mannheim 1984.

Teaching methods: lecture, exemplification, practical work

Assessment methods: ongoing evaluation (written); final examination (written)

Language of instruction: German / Romanian

Course title: Translation Studies

Course code: LM0933_E, LM0934_F, LM0934_G ; LM0943_E, LM0944_F, LM0944_G

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Type of course: compulsory

Level of course: BA

Year of study: 2nd

Semester: 3rd, 4th

Number of ECTS credits allocated: 5+5

Name of the lecturer: Rodica Dimitriu

Course objective: To develop the trainees' various competences by increasing their awareness of the complex processes involved in translation as well as of the factors they need to take into consideration when providing their translated texts; to help students establish meaningful links between translation theory and practice.

Course contents: Introduction: the specificity of Translation Studies; Brief historical survey; Linguistic approaches to translation: general considerations, translation units and translation models; Translation procedures; Pragmatic orientations in Translation Studies: general considerations, presupposition and implicature; Textual approaches to translation; Functionalist approaches: general considerations, skopos theory, ST analysis, translation quality assessment; Language varieties in translation: idiolects, dialects, registers; Translation as a cognitive activity; Equivalence in translation; Translation in the information technology era.

Recommended reading: Baker, Mona (ed.) (1998), *Routledge Encyclopedia of Translation Studies*, London / New York: Routledge; Dimitriu, Rodica (2002), *Theories and Practice of Translation*, Iași: Institutul European; Fawcett, Peter (1997), *Translation and Language. Linguistic Theories Explained*, Manchester: St. Jerome; Munday, Jeremy (2001), *Introducing Translation Studies*, London and New York: Routledge Nord, Christiane (1997), *Translating as a Purposeful Activity*, Manchester: St. Jerome

Teaching methods: lectures, interactive methods

Assessment methods: a) coursework; b) portfolio with in-class work and home assignments; c) final examination paper

Language of instruction: English

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Course title: Translation Studies

Course code: LM0933_F, LM0934_E, LM0934_G

Type of course: compulsory

Level of course: BA

Year of study: 2nd

Semester: 3rd

Number of ECTS credits allocated: 5

Name of the lecturer: Magda Jeanrenaud

Course objective: the aim of this course is to familiarize the students with the basic concepts and notions in Translation Studies.

Course contents: Translation and the theory of language. The object of translation. What is translation? Translation is possible and necessary. The limits of the linguistic model of translation. Translation unit. Translation techniques: direct/ oblique translation. Macrosigns and sense hypothesis; interpreting. Interpretative model; the three levels of translation; translation unit. Comprehension; cognitive complements; cognitive context. Expression; justificatory analysis; content identity – formal equivalence. Translation through equivalence; affective equivalence; explicitation and synecdoche. Translation through correspondence; enumerations, technical terms, lexical gaps; quantitative correspondence. "Strangeness" of the foreign language: cultural transfer proceedings. Fidelity and liberty.

Recommended reading: J.-P. Vinay, J. Darbelnet, *Stylistique comparée du français et de l'anglais*, Didier, Paris, 1966; Georges Mounin, *Problèmes théoriques de la traduction*, Gallimard, Paris, 1963; Ines Oseki-Dépré, *Théories et pratiques de la traduction littéraire*, Armand Colin, Paris, 1999; Françoise Grellet, *Apprendre à traduire. Outils et méthodes*, PUF de Nancy, 1991; Jean-René Ladmiral, *Théorèmes*

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pour la traduction, Payot, Paris, 1979 ; Marianne Lederer, *La traduction aujourd'hui*, Hachette, Paris, 1994 ; * *Traduire la culture*, Presses de la Sorbonne nouvelle, 1998

Teaching methods: interactive lectures

Assessment methods: final examination (written)

Language of instruction: French

Course title: Translation Studies

Course code: LM0933_G, LM0934_E, LM0934_F ; LM0943_G, LM0944_E, LM0944_F

Type of course: compulsory

Level of course: BA

Year of study: 2nd

Semester: 3rd, 4th

Number of ECTS credits allocated: 5+5

Name of the lecturer: Mariana Cristina Bărbulescu

Course objective: the course tackles issues pertaining to the nature, problems and objectives specific to this domain regarded both as a “science” and an “art” as well as concrete aspects concerning translation evaluation.

Course contents: The “Science” and the “Art” of translation –definitions; history; methods for overcoming linguistic barriers. Historical perspectives – Simultaneous translation, consecutive translation, text-oriented translation; Computer-assisted translation; Linguistic problems – Translation theory – Theories and models. Literary translation theories. Translation of scientific texts. Translation theory from a linguistic perspective; The relative character of translation; reflections on the methods used in translation. Translation “stages”; representation models of translation as a process

Recommended reading: Albrecht, Jörn. *Literarische Übersetzung. Geschichte. Theorie. Kulturelle Wirkung*, Darmstadt, 1998; Steiner, George. *După Babel. Aspecte ale limbi și traducerii*, București 1983; Snell-Hornby, Mary. *Übersetzungswissenschaft. Eine Neuorientierung*, Tübingen, 1986.

Teaching methods: lecture, conversation, explanation, exemplification, interactive approaches

Assessment methods: (a) mid-term examination (written); (b) final examination (written). Regular and active participation in class activities will contribute to the final grade

Language of instruction: German / Romanian

Course title: Communicative Competence in Foreign Languages

Course code: LM935_E, LM935_F, LM935_G ; LM936_E, LM936_F, LM936_G

Type of course: compulsory

Level of course: BA

Year of study: 2nd

Semester: 3rd

Number of ECTS credits allocated: 5+5

Course objective: The six practicals (three in foreign language A-5 credits, and three in foreign language B-5 credits) that are part of this course have as a major objective the development of the students' communicative competence in the foreign languages they study as well as in their native language, laying particular emphasis on the communicative translation of source texts; at the same time, other important competences for the professional translators' activities are held in view. Thus, the course also aims to improve the students' linguistic, textual, intercultural, thematic as well as technological competences. Two of the practicals will be devoted to developing the students' skills in consecutive interpreting.

Course contents: The practicals include translations of newspaper articles, specialized translations of business texts as well as activities of consecutive interpreting between the two foreign languages under study and the Romanian language.

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Teaching methods: interactive methods, team work

Assessment methods: ongoing evaluation, mid-term test, written paper at the end of the semester

Language of instruction: one of the two foreign languages under study (English, French or German) and Romanian

Course title: English Language: Syntax

Course code: LM0941_E, LM0942_F, LM0942_G

Type of course: compulsory

Level of course: BA

Year of study: 2nd

Semester: 4th

Number of ECST credits allocated: 5

Name of the lecturer: Tamara Lăcătușu

Course objective: To get students acquainted with the rules and principles underlying the structure and use of Simple Independent Sentences as well as the main processes that take place when combining them into composite sentences, by coordination or/and subordination. Develop students' practical abilities of applying the theory to the syntactical analysis of the Simple and Composite Sentences.

Course contents: Classification of Simple Independent Sentences (according to structure, grammatical form, communicative function, affirmation and negation, passivization). The parts of the sentence defined syntactically, morphologically and semantically. Agreement and government. The Compound Sentence, main processes - gapping, regrouping. The Complex Sentence: classification of subordinates according to form (finite, non-finite, verbless) and function (nominal, adjectival and adverbial), main specific transformations (extraposition, raising, tough-movement, copula switch, relativization). Sequence of tenses and word order in composite sentences.

Recommended reading: Aarts, Bas, 2001. *English Syntax and Argumentation*, Palgrave; Bantaș, Andrei, 1996. *Descriptive English Syntax*, Iași: Institutul European; Huddleston, R., Pullum, G., 2005, *A Student's Introduction to English Grammar*, Cambridge UP; Lăcătușu, Tamara, 2005 a, *Essentials of English Syntax. The Simple Independent Sentence*; 2005 b. *Essentials of English Syntax. The Composite Sentence*, Iași: Casa Editorială Demiurg; Quirk, R., et al., 1976. *A Grammar of Contemporary English*, Longman; [http://www.ucl.ac.uk/english/usage/Internet Grammar of English](http://www.ucl.ac.uk/english/usage/Internet%20Grammar%20of%20English)

Teaching methods: lectures, workshops

Assessment methods: Hands-on in-class activity, final written exam

Language of instruction: English

Course title: French Language: Morphosyntax

Course code: LM0941_F, LM0942_E, LM0942_G

Type of course: compulsory

Level of course: BA

Year of study: 2nd

Semester: 4th

Number of ECTS credits allocated: 5

Name of the lecturer: Mihaela Lupu

Course objective: to present and explain the morphosyntactic system of contemporary French (the verb phrase) and to reinforce the students' linguistic skills.

Course contents: The verb; classification (transitive / intransitive / auxiliary / pronominal / impersonal verbs); conjugation (difficulties; irregular and defective verbs); the grammatical categories of the verb (mood, tense, number, person, voice, aspect); personal and impersonal moods; forms, use and values of the verbal moods and tenses; verb and subject agreement. Sequence of tenses. Conditional *si* clauses.

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The adverb (classification; adverb formation; degrees of intensity and comparison; place and use of adverbs).

Recommended reading:

- AGRIGOROAIEI, V. (1994) – *Eléments pour une morphosyntaxe du verbe français*, Ed. Fundatiei « Axis ».
- DUBOIS, Jean, JOUANNON, G., LAGANE, R. (1961) – *Grammaire française*, Paris, Larousse.
- GREVISSE, Maurice (2009) – *Le petit Grevisse. Grammaire française*, Bruxelles, De Boeck Duculot.
- GREVISSE, Maurice (1993) – *Le Bon Usage. Grammaire française*, Louvain-La-Neuve, Duculot, 12^{ème} éd refondue par André Goosse.
- POPESCU, Iulian, LUPU, Mihaela (2013) – *Grammaire normative du français. Le groupe verbal*, Iasi, Ed. Univ. « Al. I. Cuza ».
- RIEGEL, M., PELLAT, J.-L., & RIOUL, R. (1996) – *Grammaire méthodique du français*, Paris, PUF, 2^{ème} éd. corrigée, 1^{ère} éd. 1994, coll. « Linguistique nouvelle ».

Teaching methods: PPT lectures, interactive approaches

Assessment methods: final examination (written)

Language of instruction: French

Course title: Translation Studies

Course code: LM0943_F, LM0944_E, LM0944_G

Type of course: compulsory

Level of course: BA

Year of study: 2nd

Semester: 4th

Number of ECTS credits allocated: 5

Name of the lecturer: Magda Jeanrenaud

Course objective: The students will develop an understanding of the complexity of translational act which implies systematic study of the theory, description and application of translational methods.

Course contents: Beyond linguistics to translation studies. Translation methods.

Recommended reading: J.-P. Vinay, J. Darbelnet, *Stylistique comparée du français et de l'anglais*, Didier et Montréal, Beauchemin, Paris, 1958; Georges Mounin, *Les problèmes théoriques de la traduction*, Gallimard, Paris, 1963; Antoine Berman, *La traduction et la lettre ou l'auberge du lointain*, Seuil, Paris, 1999.

Teaching methods: lectures

Assessment methods: final written test

Language of instruction: French

Course title: Communicative Competence in Foreign Languages

Course code: LM945_E, LM945_F, LM945_G ; LM946_E, LM946_F, LM946_G

Type of course: compulsory

Level of course: BA

Year of study: 2nd

Semester: 4th

Number of ECTS credits allocated: 5+5

Course objective: the six practicals (three in foreign language A-5 credits, and three in foreign language B-5 credits) that are part of this course have as a major objective the development of the students' communicative competence in the foreign languages they study as well as in their native

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language, laying particular emphasis on the communicative translation of source texts; at the same time, other important competences for the professional translators' activities are held in view. Thus, the course also aims to improve the students' linguistic, textual, intercultural, thematic as well as technological competences. Two of the practicals will be devoted to developing the students' skills in consecutive interpreting.

Course contents: the practicals include specialized translations of business texts and medical texts as well as activities of consecutive interpreting between the two foreign languages under study and the Romanian language.

Teaching methods: interactive methods, team work

Assessment methods: ongoing evaluation, mid-term test, written paper at the end of the semester

Language of instruction: one of the two foreign languages under study (English, French or German) and Romanian

3RD YEAR OF STUDY

Course title: Translation Studies

Course code: LM1051_E, LM1052_F, LM1052_G

Type of course: compulsory

Level of course: BA

Year of study: 3rd

Semester: 5th

Number of ECTS credits allocated: 5

Name of the lecturer: Rodica Dimitriu

Course objective: to develop the trainees' textual and intercultural competences by increasing their awareness of translation problems relating to the structure, syntax and lexis of various text-types and genres.

Course contents: Textual typologies according to genre and text-type; Communication through specialized texts; The translation of scientific and technical texts; The translation of economic texts; The translation of legal texts; The translation of advertisements; The translation of literary texts: poetry, prose, drama; Translation and localization.

Recommended reading: Dimitriu, Rodica (2002) *Theories and Practice of Translation*, Iași: Institutul European; Hatim, Basil (2009) "Translating Text in Context" in Jeremy Munday (ed.), *The Routledge Companion to Translation Studies*, 36-53; Laviosa, Sara and Valerie Cleverton (2003) *Learning by Translating*, Bari: Edizioni dal Sud; Neubert, Albrecht (1996) "Textlinguistics of Translation: the Textual Approach" in Rose, Marilyn Gaddis (ed.), *Translation Horizons- Beyond the Boundaries of Translation Spectrum*, Translation Perspectives IX, State University of New York at Binghamton: Center for Research in Translation; Trosborg, Anna (ed.) (1997) *Text Typology and Translation*, Amsterdam / Philadelphia: John Benjamins

Teaching methods: lectures, interactive methods

Assessment methods: a) coursework; b) portfolio with in-class work and home assignments; c) final examination paper

Language of instruction: English

Course title: Translation Studies

Course code: LM1051_F, LM1052_E, LM1052_G

Type of course: compulsory

Level of course: BA

Year of study: 3rd

Semester: 5th

Number of ECTS credits allocated: 5

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Name of the lecturer: Magda Jeanrenaud

Course objective: The course aims at familiarising the students with the concepts, and the basic notions which are used in contemporary translation studies.

Course contents: The founding myths of translation studies (translatable – untranslatable; art – science; letter – spirit; author – translator, etc.). Translation approaches and models (comparative linguistics, sociolinguistics). Translation techniques: equivalence, fidelity, adaptation, explicitation, compensation.

Recommended reading: Michel Ballard, *Qu'est-ce que la traductologie*, Artois Presses Université, Artois, 2006 ; Annie Brisset, *Socio-critique de la traduction*, Montréal, 1990 ; Jean-Louis Calvet, *La guerre des langues et les politiques linguistiques*, Hachette, Paris, 1999 ; Françoise Grellet, *Apprendre à traduire. Outils et méthodes*, PUF de Nancy, Nancy, 1991 ; Georges Mounin, *Problèmes théoriques de la traduction*, Gallimard, Paris, 1963

Teaching methods: interactive lectures

Assessment methods: final examination (written)

Language of instruction: French

Course title: Translation Studies

Course code: LM1051_G, LM1052_E, LM1052_F

Type of course: compulsory

Level of course: BA

Year of study: 3rd

Semester: 5th

Number of ECTS credits allocated: 5

Name of the lecturer: Mariana Cristina Bărbulescu

Course objective: the course tackles issues pertaining to the nature, problems and objectives specific to this field regarded both as a “science” and an “art”, as well as concrete aspects concerning translation evaluation.

Course contents: Translatable vs. Untranslatable; philosophical perspectives; linguistic theories. Critique of the untranslatability thesis and motivation of the relative character of translatability – The issue of translatability from a stylistic perspective. Equivalence from the perspective of contrastive linguistics – Correspondence and equivalence. Connotative and denotative dimensions – Translation evaluation. Comparative criteria of evaluation; translation criticism.

Recommended reading: Eco, Umberto. *A spune cam aceiași lucru*, Iași, 2008; Jeanrenaud, Magda. *Universaliile traducerii. Studii de traductologie*, Iași, 2006; Reiss, Katharina. *Möglichkeiten und Grenzen der Übersetzungskritik*, München, 1971

Teaching methods: lecture, conversation, explanation, exemplification, interactive approaches

Assessment methods: (a) mid-term examination (written); (b) final examination (written)

Language of instruction: German / Romanian

Course title: Terminology

Course code: LM054_E, LM055_F, LM055_G

Type of course: compulsory

Level of course: BA

Year of study: 3rd

Semester: 5th

Number of ECTS credits allocated: 5

Name of the lecturer: Teodora Ghivirigă

Course objective: The main purpose of the course is to familiarize the students with the basic concepts of terminology and the main terminological activities, instruments and documents. Theoretical

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information, whose presentation will also resort to students' pre-existing knowledge of general linguistics and of the English language (morphology, lexicology, semantics) will be associated with practical activities aimed at internalizing this knowledge.

Course contents: The relation between terminology and related sciences/domains (logic, IT, translation, knowledge engineering etc.); the relation terminology between lexicography and terminography; distinctions among the various types of terms; evaluation and selection of documentary sources; creation of a terminological file; identification of term candidates in a specialized text; identification of trends in linguistic policies.

Recommended reading: Helmi Sonnefeld & Kurt L. Loening (eds.) 1993. *Terminology. Applications in Interdisciplinary Communication*. Amsterdam/Philadelphia: John Benjamins Publishing; Wright, Sue Ellen & Gerhard Budin, *Handbook of Terminology Management*, 2 vols., Amsterdam / Philadelphia: John Benjamins Publishing, Vol 1: 1997, vol. 2: 2001; Rey, Alain, *La terminologie – noms et notion*, PUF, 1979 ; Cabre, Maria Teresa, 1999, *Terminology. Theory, Methods and Applications*, John Benjamins Publishing, Amsterdam / Philadelphia; Eugeniu Pavel, Costin Rucăreanu, 2001 - *Introducere în terminologie. Noțiuni fundamentale*, Editura Academiei Române, Editura Agir, București; The Pavel Terminology Tutorial, <http://www.termiuplus.gc.ca>
eCoLoTrain, <http://ecolotrain.uni-saarland.de>

Teaching methods: lectures, workshops

Assessment methods: 25% mini-project, 25% lab activities, 50% final (written) test

Language of instruction: English, with examples from French and Romanian

Course title: Terminology

Course code: LM054_F, LM055_E, LM055_G

Type of course: compulsory

Level of course: BA

Year of study: 3rd

Semester: 5th

Number of ECTS credits allocated: 5

Name of the lecturer: Monica Frunză

Course objective: This course aims, on the one hand, to familiarize students with the main concepts in the field of terminology and, on the other, to teach them how to compile terminological glossaries.

Course contents: Field, objectives and functions of terminology, as compared with lexicology, lexicography and specialized languages; terminography and terminotics; terminological normalization and harmonization; terminology and specialized translations; terminology and linguistic politics; terminology distribution; treatment of notions.

Recommended reading: Busuioc, Ileana, Cucu, Mădălina : *Introducere în terminologie*, București, Credis, 2001; Cabré, Maria Teresa : « Terminologie et linguistique: la théorie des portes » in *Les Cahiers du Rifa*, n° 21, 2000 ; Felber, Helmut : *Manuel de terminologie*, Paris, UNESCO, 1987 ; Sager, Juan C. : *A Practical Course in Terminology Processing*, Amsterdam- Philadelphia, John Benjamin's Publishing Company, 1990 ; Wüster, Eugène : « Exposé illustré et terminologique de la nomination du monde » in *Travaux de terminologie*, n° 2, Université Laval, Québec, 1982; *Le Pavel*, Didacticiel de terminologie : http://www.termiuplus.gc.ca/site/didacticiel_tutorial_f.html; dictionaries, glossaries of specialized terms, databases available on the Internet

Teaching methods: lectures, PowerPoint presentations, specialized translations

Assessment methods: (a) mid-term exam (written); (b) final exam (written)

Language of instruction: French

Course title: Terminology

Course code: LM054_G, LM055_E, LM055_F ; LM064_G, LM065_E, LM065_F

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Type of course: compulsory

Level of course: BA

Year of study: 3rd

Semester: 5th, 6th

Number of ECTS credits allocated: 5+5

Name of the lecturer: Cornelia Cujbă

Course objective: The course, held in German, aims at familiarizing students with the methods of terminological work. The students will acquire the knowledge and competences necessary for creating terminological sheets and for elaborating terminological databases.

Course contents: Definitions, evolution of terminological research and practice, notion and denomination, systems of notions, equivalence, terminological activity, categories of terminological data, electronic management of terminology.

Recommended reading: R. Arntz/H. Picht/F. Mayer: *Einführung in die Terminologearbeit*. Hildesheim, 2002; E. Coseriu, *Prelegeri și conferințe (1992-1993)*. Iași, 1994 ; H. Felber/G. Budin: *Terminologie in Theorie und Praxis*. Tübingen. 1989; Hohnhold: *Übersetzungsorientierte Terminologearbeit*. Stuttgart, 1990 ; U. Kautz, *Handbuch Didaktik des Übersetzens und Dolmetschens*. München, 2000; E. Wüster: *Einführung in die allgemeine Terminologielehre und terminologische Lexikographie*. Wien, 1991

Teaching methods: lectures, practical approaches

Assessment methods: (a) mid-term examination (written); (b) creation of a terminological database (written)

Language of instruction: German / Romanian

Course title: European Institutions

Course code: LM1056

Type of course: compulsory

Level of course: BA

Year of study: 3rd

Semester: 5th

Number of ECTS credits allocated: 5

Name of the lecturer: Ioan Lihaciu

Course objective: The course is meant to familiarize students with the organization and functioning of the European administrative and political bodies.

Course contents: The European Parliament (political groups), the Council of the European Union (presidency); Representation of the European Commission in Romania; the Court of Justice; the European Court of Auditors; Financial Bodies, Consultative Bodies, Inter-institutional Bodies; Decentralized bodies of the European Union (Agencies of the European Community; Common Foreign and Security Policy; Police and judicial co-operation).

Recommended reading: Iordan Bărbulescu, *Uniunea Europeană: aprofundare și extindere*, București, 2001; Cezar Bârzea, *Politicile și instituțiile Uniunii Europene*, București, 2001; Nicoleta Diaconu, *Sistemul instituțional al Uniunii Europene*, București, 2001; Gilles Ferreol, *Dicționarul Uniunii Europene*, Iași, 2001

Teaching methods: lecture, conversation, explanation, exemplification, interactive approaches

Assessment methods: (a) mid-term examination (written); (b) final examination (written)

Language of instruction: Romanian

Course title: Communicative Competence in Foreign Languages

Course code: LM1052_E, LM1052_F, LM1052_G ; LM1053_E, LM1053_F, LM1053_G

Type of course: compulsory

Level of course: BA

Year of study: 3rd

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Semester: 5th

Number of ECTS credits allocated: 5+5

Course objective: the six practicals (three in foreign language A-5 credits, and three in foreign language B-5 credits) that are part of this course have as a major objective the development of the students' communicative competence in the foreign languages they study as well as in their native language, laying particular emphasis on the communicative translation of source texts; at the same time, other important competences for the professional translators' activities are held in view. Thus, the course also aims to improve the students' linguistic, textual, intercultural, thematic, technological competences as well as their information mining competence. Two of the practicals will be devoted to developing the students' skills in simultaneous interpreting.

Course contents: the practicals include specialized translations of scientific and technical texts as well as activities of subtitling and simultaneous interpreting between the two foreign languages under study and the Romanian language.

Teaching methods: interactive methods, team work

Assessment methods: ongoing evaluation, mid-term test, written paper at the end of the semester

Language of instruction: one of the two foreign languages under study (English, French or German) and Romanian

Course title: Terminology

Course code: LM064_E, LM065_F, LM065_G

Type of course: compulsory

Level of course: BA

Year of study: 3rd

Semester: 6th

Number of ECTS credits allocated: 5

Name of the lecturer: Teodora Ghivirigă

Course objective: To familiarize the students with some theoretical concepts of terminology and the semantic relations established between them; to highlight practical aspects of the terminological activity; to enhance students' knowledge of some of the theoretical concepts that were acquired in the previous module.

Course contents: Terminology-related concepts (semantic relations and ontology, conceptual analysis); Terminology Management and Localization-related concepts; Presentation of specific instruments (concordancer, term extraction soft, the use of terminology databases) offered by soft packages such as TRADOS, Passolo, Corpógrafo, AntConc.

Recommended reading: Wright, Sue-Ellen & Budin, Gerhard. 1997. *Handbook of Terminology Management*. Vols 1 and 2 Amsterdam: John Benjamins; ESSELINK, Bert. 2000. A Practical guide to Software Localisation. 2nd edition. Amsterdam: John Benjamins EUROMAP - Language Technologies. 2003. by Rose Lockwood and Andrew Joscelyne at <http://www.hltcentral.org/page-1089.0.shtml>; Linguatca resources and tools - e.g. , Trados, Localization - Passolo and others, Corpógrafo, eCoLoTrain: Developing Innovative eContent Localisation Training Opportunities for Trainers and Teachers in Professional Translation: <http://ecolotrain.uni-saarland.de> IATE (Inter-Active Terminology for Europe): Termbase of the EU: <http://iate.europa.eu/iatediff/SearchByQueryLoad.do?method=loadAntConc> (http://www.antlab.sci.waseda.ac.jp/antconc_index.html) Corpógrafo at <http://www.linguatca.pt/corpografo>

Teaching methods: lectures, workshops

Assessment methods: 25% mini-project, 25% lab activities, 50% final (written) test

Language of instruction: English

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Course title: Terminology

Course code: LM1064_F, LM1065_E, LM1065_G

Type of course: compulsory

Level of course: BA

Year of study: 3rd

Semester: 6th

Number of ECTS credits allocated: 5

Name of the lecturer: Monica Frunză

Course objective: the course aims at the students' acquisition of some skills, such as to identify and use specialised terms as well as to create specialised databases.

Course contents: Types of definitions, structure of terms, creation of terms: principles and methods; fields, macrostructure and microstructure.

Recommended reading: Busuioc, Ileana, Cucu, Mădălina : *Introducere în terminologie*, București, Credis, 2001; Cabré, Maria Teresa : « Terminologie et linguistique: la théorie des portes » in *Les Cahiers du Rifa*, n° 21, 2000 ; Felber, Helmut : *Manuel de terminologie*, Paris, UNESCO, 1987 ; Frunza, Monica : *Introduction à la terminologie*, Iasi, Cermi, 2007; *Le Pavel*, Didacticiel de terminologie : http://www.termiuplus.gc.ca/site/didacticiel_tutorial_f.html

Teaching methods: lectures, PowerPoint presentations

Assessment methods: (team) creation of a database in a specialised field

Language of instruction: French

Course title: Communicative Competence in Foreign Languages

Course code: LM1062_E, LM1062_F, LM1062_G ; LM1063_E, LM1063_F, LM1063_G

Type of course: compulsory

Level of course: BA

Year of study: 3rd

Semester: 6th

Number of ECTS credits allocated: 5+5

Course objective: The six practicals (three in foreign language A-5 credits, and three in foreign language B-5 credits) that are part of this course have as a major objective the development of the students' communicative competence in the foreign languages they study as well as in their native language, laying particular emphasis on the communicative translation of source texts; at the same time, other important competences for the professional translators' activities are held in view. Thus, the course also aims to improve the students' linguistic, textual, intercultural, thematic, technological competences as well as their information mining competence. Two of the practicals will be devoted to developing the students' skills in simultaneous interpreting.

Course contents: The practicals include specialized translations of scientific and technical texts as well as activities of subtitling and simultaneous interpreting between the two foreign languages under study and the Romanian language.

Teaching methods: interactive methods, team work

Assessment methods: ongoing evaluation, mid-term test, written paper at the end of the semester

Language of instruction: one of the two foreign languages under study (English, French or German) and Romanian

Course title: Practical Skills and Competences

Course code: LM1066

Type of course: optional

Level of course: BA

Year of study: 3rd

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Semester: 6th

Number of ECTS credits allocated: 5

Course objective: To develop the trainees' translation service provision competence in translation bureaus, firms and publishing houses, to sensitise them to the translators' social role and their job profile, to market requirements, to the variety of (text and translation)related activities that are carried out in these institutions, to translators' professional ethics, etc.

Course contents: Activities of translation, translation revision, and text-processing in translation bureaus, firms and publishing houses.

Assessment methods: ongoing evaluation, portfolio containing the tasks to complete, the translations provided (minimum nr. of translated pages: 25) as well as other activities of text-processing. Translations will be assessed by an academic coordinator and a member of the partner institution.

MASTER'S COURSES

AMERICAN STUDIES

1ST YEAR OF STUDY

Course title: American Studies: "Old" and "New" Paradigms: *American Typologies*

Course code: MSA0811

Type of course: compulsory

Level of course: MA

Year of study: 1st

Semester: 1st

Number of ECTS credits allocated: 6

Name of the lecturer: Oana Petrovici

Course objective: To develop the knowledge on *identity* terminology in the American culture and literature; to understand American liberalism as a mental and spiritual element included in ethnogenesis; to develop the knowledge on American art as interdisciplinary phenomenon.

Course contents: Fictional and historical America: John Smith and Th. Morton. The New Canaan. The religious experiment; The Puritan Experiment; the Gulf Colony, the Massachusetts colony; religious America; The Great Awakening: Edwards, American rationalism, the new mentality; The Great Crisis: the Revolution, the Independence, the Founding Fathers (Jefferson, Franklin); American Liberalism: the Constitution, industrialization, the legal system: Modern America: denying the European model, the great prophets, psychological expansion; Pre-modern American Culture: the pioneers of literature, prairie literature; Modern American Culture: the Romantics (Poe, Melville, Hawthorne), vertical constructions; Transcendentalism: Emerson, Thoreau, Whitman; 20th century culture: alienation, revolt; Postmodernism: Barthes, Hassan; the „Death of the author”: campus literature, the academic diary; The death of literature: Lentricchia.

Recommended reading: *Finding Freedom*. J.H.McElroy. Illinois UP, Chicago, 1991; *The Norton Anthology of American Civilisation*. Ed.J.Pope. Norton Comp.: NY, 1992; *The History of America*. Ed. E.Dryden.Arizona UP, Tucson, 1994; *The Making of America*. Ed.Ivonne Bryant. UP of America, NY, 1981; *The Americans*. David Boorstine. Yale UP, New Haven, 1976; *The Insular Dream*. Paul Smith. Harvard UP, Cambridge, 1991

Teaching methods: lecture, discussions

Assessment methods: written exam, essay

Language of instruction: English

Course title: Multicultural Perspectives: Minority Voices in the New Canon: Latino/a Culture

Course code: MSA0812

Type of course: compulsory

Level of course: MA

Year of study: 1st

Semester: 1st

Number of ECTS credits allocated: 6

Name of the lecturer: Veronica Popescu

Course objective: The course has as major objective familiarizing students with new perspectives and methodologies in teaching American Studies considering the appearance of new powerful and influential cultural voices that were formerly marginalized. Students will be exposed to a new perspective on concepts such as identity, ethnicity, nation, difference, marginality, *mestizaje*, adaptation and resistance, the focus being on literary texts from the new American canon.

Course contents: The colonization of South America and the consequences of the Spanish presence in the area until the end of the 19th century; the expansionism of the United States and the geopolitical

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changes in the territories that were once Spanish colonies; the appearance of Chicanos and their status in the U.S. (past and present); Latino communities in the United States and the specificity of their cultures; the appearance of a Latino/a literature and cinema; common traits and differences in perspective, preoccupations and style in Latino/a literature (Rudolfo Corky Gonzales, Gloria Anzaldúa, Sandra Cisneros, Ana Castillo, Rudolfo Anaya, Tomás Rivera, Piri Thomas, Cristina García și Julia Alvarez).

Recommended reading: Bixler-Márque et. al. *Chicana/o Studies*. 3rd ed. Dubuque, Iowa: Kendall/Hunt Publishing Company 2007 (1997); Flores, Juan and Renato Rosaldo (eds.). *A Companion to Latino/a Studies*. Malden MA/ Oxford: Blackwell, 2007; Novas, Hilmice, *Everything You Need to Know about Latino History*. New York: Penguin Group, 2007; Romero, Mary et. al. (ed.), *Challenging Fronteras. Structuring Latina and Latino Lives in the U.S.A. An Anthology of Readings*. New York/London: Routledge, 1997; Steinberg, Stephen. Ed. *Race and Ethnicity in the United States. Issues and Debates*. Malden Massachusetts: Blackwell, 2000; Torres, Rodolfo D. et al. *Race, Identity and Citizenship. A Reader*. Malden Massachusetts: Blackwell. 2003 (1999)

Teaching methods: lectures, workshops

Assessment methods: class presentations, final essay

Language of instruction: English

Course title: Critical Thinking – Literary Thinking

Course code: MSA0813

Type of course: compulsory

Level of course: MA

Year of study: 1st

Semester: 1st

Number of ECTS credits allocated: 6

Name of the lecturer: Radu Andriescu

Course objective: The purpose of the course is to introduce the students to different types of contemporary criticism, also showing how these various cultural theories actually work in practice.

Course contents: What is Literature, The Rise of English, Phenomenology, Hermeneutics, Reception Theory, Structuralism and Semiotics, Post-Structuralism, Psychoanalysis, Political Criticism, Literary Theories in Praxis

Recommended reading: Hans Bertens, *Literary Theory: The Basics*, Taylor & Francis Group, London and New York, 2008; Raman Selden, Peter Widdowson, Peter Brooker, *A Reader's Guide to Contemporary Literary Theory* (Fifth Edition), Pearson Education Limited, 2005; Terry Eagleton, *Literary Theory. An Introduction*, Blackwell, 2nd Ed, 1996; Shirley F. Staton (editor) *Literary Theories in Praxis*, The University of Pennsylvania Press, Philadelphia, 1987

Teaching methods: lectures, workshops

Assessment methods: essay; final (written) test

Language of instruction: English

Course title: American Linguistics: American English (American Dialects)

Course code: MSA0814

Type of course: compulsory

Level of course: MA

Year of study: 1st

Semester: 1st

Number of ECTS credits allocated: 6

Name of the lecturer: Adrian Poruciuc

Course objective: The course, held in English, is meant to familiarize students with diatopic and diastratic varieties of today's American English, with a special focus on spoken language.

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Course contents: (a) The lectures will contain presentations of aspects such as the origins of diverse varieties of American English, the dialectal map of the USA, specific features of the standard known as *General American* (GA), in comparison with varieties regarded as non-standard. (b) During seminars, students will analyze samples of American E, namely texts in eye-dialect, and oral AmE as recorded on tapes and CDs.

Recommended reading: Baugh, A.C./ Th. Cable, 1978. *A History of the English Language*. Prentice Hall; Marckwardt, A.H./ R. Quirk, 1965. *A Common Language, British and American English*, U.S.I.A.; Mencken, H., 1967. *The American Language*, NY: Knopf; Poruciuc, A., 2004. *A Concise History of the English Language*. Iași: Demiurg; Reed, C.E., 1967. *Dialects of American English*, Massachusetts U.P.

Teaching methods: interactive lectures, workshop-seminars

Assessment methods: essays; final test (recorded-sample analysis)

Language of instruction: English

Course title: Cultural Contact Zones

Course code: MSA0815

Type of course: compulsory

Level of course: MA

Year of study: 1st

Semester: 1st

Number of ECTS credits allocated: 6

Name of the lecturer: Florin Irimia

Course objective: The course starts from the assumption that America is, in the words of Frederick William Grove, “not a country but a continent”, though, more often than not, because of the cultural and economic imperialism of the United States, both to the north and south of the border, the synecdochical assimilation of the nation for the entire continent has become almost a truism. Aiming at a change in perception, the course attempts an excursion into the cultural history of North-America seen not from the unilateral perspective of the Center, namely the U.S., but from a postmodern and postcolonial angle belonging to the marginal, that is to the Canadians – the so-called „losers” in the aftermath of the long battle over cultural and ideological supremacy in North-America.

Course contents: The course contains fourteen major topics, one for each week of the semester. The focus will be on the development of critical abilities in students which will learn to enlarge their perspective on North America by including Canada into it.

Recommended reading: Atwood, Margaret. *Canadian-American Relations: Surviving the Eighties in Second Words: Selected Critical Prose 1962-1982*, Toronto: Anansi, 1982. pp. 371-93; Berton, Pierre. *Why We Act Like Canadians*. Penguin Books Australia Ltd. , 1994; Ferguson, Will. *Why I Hate Canadians*. Vancouver: Douglas and McIntyre Ltd., 1997; Frye, Northrop. *Sharing the Continent in Divisions on a Ground: Essays on Canadian Culture*. Toronto: House of Anansi Press, 1982; pp.57-70; Grant, George. *In Defence of North America*, in *Technology and Empire: Perspectives on North America*. Toronto: House of Anansi Press, 1969; pp. 15-40; Imbert, Patrick (ed.) *Consensual Disagreement: Canada and the Americas*. University of Ottawa Press, 2005; Lipset, S.M. *Revolution and Counterrevolution: The United States and Canada* in Thomas Ford (ed.) *The Revolutionary Theme in Contemporary America* (Lexington: University Press of Kentucky, 1965); Thomas, David (ed.) *Canada and the United States: Differences that Count*. Broadview Press, 2000

Teaching methods: interactive lectures

Assessment methods: continuous assessment during the semester; final (written) test

Language of instruction: English

Course title: American Studies: “The Old” and “The New” Paradigm

Course code: MSA0821

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Type of course: compulsory

Level of course: MA

Year of study: 1st

Semester: 2nd

Number of ECTS credits allocated: 6

Name of the lecturer: Odette Blumenfeld

Course objective: The aim of the course is to familiarize the students with the fundamental concepts operating in cultural studies, with the texts, methods and theoretical tools specific to the American Studies by approaching a diachronic perspective (the “old” paradigm) and a synchronic perspective (the “new” paradigm); the course will cultivate multiperspectivism and the development of critical and creative thinking through an interdisciplinary approach, facilitating the orientation of the students towards a variety of academic areas.

Course contents: The course will start by a short history of the topic, its relation to cultural studies and the main areas of research. The Old Paradigm refers to the American exceptionalism from four perspectives: religious, constitutional, nationalistic and socialist/Marxist, and the Myth and Symbol School. The New Paradigm is analyzed from the perspective of a series of theories (melting pot, salad bowl, mosaic, multiculturalism, interculturalism), concepts (hybridity, ethnicity and race) and critical and theoretical intersections (postcolonial theory, American cultural imperialism, feminism, post nationalism, (neo)Marxism, globalization and globalism, post structuralism and postmodernism).

Recommended reading: Campbell, Neil, Alasdair Kean. 1997. *American Cultural Studies: An Introduction to American Culture*, London and New York: Routledge; Hartley, John, Roberta E. Pearson. 2000. *American Cultural Studies: A Reader*, Oxford and New York: Oxford University Press; Lipset, Seymour Martin. 1997. *American Exceptionalism: A Double-Edged Sword*, New York and London: Norton & Company; Maddox, Lucy. 1999. *Locating American Studies: The Evolution of a Discipline*, Baltimore and London: The Johns Hopkins University Press; Rowe, John Carlos. 20002. *The New American Studies*, Minneapolis and London: University of Minnesota Press

Teaching methods: lectures, debates, case studies (literary analyses)

Assessment methods: (a) mid-term test (written) and seminar participation (40%); (b) final test (60%)

Language of instruction: English

Course title: Multicultural Perspectives: Ethnicity

Course code: MSA0822

Type of course: compulsory

Level of course: MA

Year of study: 1st

Semester: 2nd

Number of ECTS credits allocated: 6

Name of the lecturer: Irina Chirica

Course objective: The course, held in English, is meant to familiarize graduate students with information from the domain of American Cultural Studies, with a focus on multicultural history and ethnic literatures. We make use of postmodern theories referring to ethnicity and multiculturalism, and discuss American reality on the wider arena of globalism. The lecturer uses an interactive methodology, which allows students to ask questions and come up with their own comments and pieces of knowledge during lectures.

Course contents: The course dwells on the multicultural characteristics of American culture in the context of various immigration patterns (waves and peaks of immigration). In the first semester, we focus on the history and culture (literature, art, historical contributions) of the African American ethnicity, which is the most numerous and the most productive one in America. For tests, students shall make use of information acquired during lectures, as well as of data extracted from recommended bibliography.

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Recommended reading: Barth, F., 1969. *Ethnic groups and boundaries: The Social Organization of Culture Difference*. Boston: Little, Brown & Co; Bataille, Gretchen, Miguel Carranza and Laurie Lisa, 1996. *Ethnic Studies in the United States*. New York: Garland; Miller, Lynda, 1994. *Teaching Cultural Diversity*. Metuchen, NJ: Scarecrow Press; Takaki, Ronald, 1998. *A Larger Memory: a History of Our Diversity with Voices*. Boston: Little, Brown & Co; Sollars Werner, 1996. *Theories of Ethnicity: A classical reader*. New York University Press

Teaching methods: lectures, workshops

Assessment methods: home essays; final (written) test

Language of instruction: English

Course title: Critical Thinking – Literary Thinking: From Plato and Aristotle to the Present (a bird's eye view)

Course code: MSA0823

Type of course: compulsory

Level of course: MA

Year of study: 1st

Semester: 2nd

Number of ECTS credits allocated: 6

Name of the lecturer: Dana Bădulescu

Course objective: The students will be able to account for the relation between literature and literary criticism; to trace the evolution of literary thinking and critical thinking since ancient times to the present day, focusing on the North American space; to analyze and approach key texts in the canon of American (and Anglo-Saxon) literature using a variety of critical approaches.

Course contents: The course will be based on a series of thematic areas such as: Plato, Aristotle and classical literary criticism; Horatio's *Ars Poetica*; Christine de Pisan, a forerunner of feminism in the middle ages; neoclassical criticism in England: John Dryden, Alexander Pope, Aphra Behn, Samuel Johnson; Enlightenment in England: John Locke, Joseph Addison, David Hume; Romantic doctrines and aesthetics: Kant, Hegel Schiller; American Romanticism: Emerson's transcendentalism and E. A. Poe's reaction to it; Friedrich Nietzsche and modern sensibility; Symbolism and art for art's sake: Charles Baudelaire, Walter Pater, Oscar Wilde; theories of the sublime across ages: Longinus, Burke, Kant; Psychoanalytic criticism: Freud and Lacan; Structuralism: Saussure and Barthes; Deconstructivism: Derrida; Feminism: V. Woolf, Simone de Beauvoir, Elaine Showalter, Julia Kristeva, Hélène Cixous.

Recommended reading: Habib, M.A.R. *A History of Literary Criticism. From Plato to the Present*, Blackwell, 2005; Bertens, Hans. *Literary Theory - The Basics*, Routledge, London and New York, 2008

Teaching methods: lectures, seminar presentations, workshops

Assessment methods: seminar presentations; final (written) test

Language of instruction: English

Course title: American Linguistics

Course code: MSA0824

Type of course: compulsory

Level of course: MA

Year of study: 1st

Semester: 2nd

Name of the lecturer: Laura Carmen Cuțitaru

Number of ECTS credits allocated: 6

Course objective: The course aims at familiarizing the MA students with the basic concepts in American linguistics, with an emphasis on Chomskyan and post-Chomskyan linguistics.

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Course contents: After a bird's eye view meant to provide students with an understanding of the cultural and scientific context, the latest information about the evolution of linguistics towards psychology and cognitive sciences will be shared.

Recommended reading: Chomsky, Noam. *Knowledge of Language: Its Nature, Origin, and Use*. New York: 1986; Devitt, M. & Sterenly, K. *Limba și realitate*. Iași: Polirom, 2000; Fodor, Jerry. *The Language of Thought*. Harvard UP, 1975; Pinker, Steven. *The Language Instinct*. New York: 1994; Whorf, B.L. *Language, Thought and Reality*, MIT Press, 1956

Teaching methods: lectures

Assessment: homework, final test (written)

Language of instruction: English

Course title: Cultural Contact Zones: Anglophone Canada in a Cross-national Perspective. North American Frontiers, Continua and Extremes

Course code: MSA0825

Type of course: compulsory

Level of course: MA

Year of study: 1st

Semester: 2nd

Number of ECTS credits allocated: 6

Name of the lecturer: Rodica Albu

Course objective: To re-define the notion of "American" as "North-American", the Canadian space included; to encourage students' critical response to various forms of public and private discourse as cultural products and as forms of cultural mediation; to develop the wish – and ability – to understand the complex US-Canada relations, as well as Canada's relations to other political, geographic and cultural spaces.

Course contents: The course offers a basic introduction to Canadian Studies, with the focus on Canada's complex relations with US and how the two neighbouring countries relate to the world at large. Political borders vs. ethnic, cultural and linguistic continua, as well as specific public policies and personal attitudes will be tackled. Special space is allotted to discussions of the ways in which these relations are reflected in language choices and discourse strategies – in fiction and non-fiction, in official regulations, in the media and in daily life. Immigration issues will be approached from various angles: public policies, official reports on labour force dynamics, sociolinguistic consequences, racial, ethnic and cultural hybridization, shifting identities.

Recommended reading: Albu, Rodica (ed.) *Canada anglofonă. Limbă și identitate*, Iași: "Alexandru Ioan Cuza" University Publishing House, 2008; Cameron, Elspeth, *Multiculturalism and Immigration in Canada: An Introductory Reader*, Toronto: Canadian Scholars' Press Inc., 2004; James, Carl E. & Shadd, Adrienne, *Talking about Identity: Encounters in Race, Ethnicity, and Language*, Toronto, ON: Between The Lines, 2001; Kamboureli, Smaro, *Making a Difference. Canadian Multicultural Literatures in English*, Oxford University Press, 2007; Taras, David and Beverly Rasporich (eds.) *A Passion for Identity. Canadian Studies for the 21st Century*, Nelson, 2001

Teaching methods: lectures, workshops, on-line team teaching (with Professor Walter Epp, Lakehead University, Thunder Bay, Western Ontario), guided individual research using the resources of the Centre for Canadian Studies in Iasi and the Canadian Studies data bank of Lakehead University

Assessment methods: mixed type (continuous assessment, research project, final test)

Language of instruction: English

2ND YEAR OF STUDY

Course title: Critical Thinking – Literary Thinking: From Poe to the Present

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Course code: MSA0931

Type of course: compulsory

Level of course: MA

Year of study: 2nd

Semester: 3rd

Number of ECTS credits allocated: 6

Name of the lecturer: Dana Bădulescu

Course objective: The students will be able to account for the relation between literature and criticism; describe the evolution of critical thinking in the North American space; use the terminology of literary theory and criticism; analyze and use the approaches of literary criticism and theory when reading key texts in North American literature.

Course contents: The course will be based on a series of thematic areas such as: the concepts of critical thinking and literary thinking; E. A. Poe's system of critical and literary thinking (the poet-critic); Henry James's theory and criticism (the novelist-critic); T. S. Eliot and New Criticism; Northrop Frye and archetypal criticism; Jean Baudrillard, the theory of simulacra and hyperreality applied to postmodern North American culture; Umberto Eco and the hyperrealism of America in *Travels in Hyperreality*, Emily Dickinson and contemporary feminist criticism; Post-criticism and the blurring of the boundary between literary and critical thinking.

Recommended reading: Peter Rawlings. *American Theorists of the Novel: Henry James, Lionel Trilling, Wayne C. Booth*, Routledge, London and New York, 2007; <http://www.english.illinois.edu/maps/>; Howe, Susan. *The Birth-Mark: Unsettling the Wilderness in American Literary History*, Wesleyan University Press, 1993.

Teaching methods: lectures, seminar presentations, workshops

Assessment methods: seminar presentations; final (written) test

Language of instruction: English

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Course title: Philosophical and Political Thinking: American Transcendentalism

Course code: MSA0932

Type of course: compulsory

Level of course: MA

Year of study: 2nd

Semester: 3rd

Number of ECTS credits allocated: 6

Name of the lecturer: Dragos Zetu

Course objective: 1. To acquire the culture, literary and philosophical concepts connected to the American Transcendentalism; 2. to understand the connection between American Transcendentalism and the specificity of American history; 3. to develop the knowledge on Romanticism-Transcendentalism in America.

Course contents: Introduction to the traditional American Culture (Puritanism, the Revolution, the Civil War); Transcendentalism – general presentation (the specificity of American Romanticism); the foundations of Transcendentalism (Emerson: *Nature*); Intellectual Transcendentalism (Emerson's essays); Activist Transcendentalism (Thoreau's essays and *Walden*); The relationship between Emerson and Thoreau (and American *paideia*); Poetic Transcendentalism (Walt Whitman); Interactions with other trends – Pragmatism (a general view); Conclusions: foundations for an American philosophic system.

Recommended reading: *Finding Freedom*. J.H.McElroy. Illinois UP, Chicago, 1991; *The Norton Anthology of American Civilisation*. Ed.J.Pope. Norton Comp., NY, 1992; *The History of America*. Ed. E.Dryden.Arizona UP, Tucson, 1994; *The Making of America*. Ed.Ivonne Bryant. UP of America, NY, 1981; *Essays*. Ralph Waldo Emerson. HBJ, NY, 1985; *Walden*. Henry David Thoreau. Free Press, Washington, 1990; *Leaves of Grass*. Walt Whitman. Penguin Books, NY, 1982

Teaching methods: lecture, discussions

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Assessment methods: written exam, essay

Language of instruction: English

Course title: Arts – The “New” Theatre: Characteristics, Forms, Impact

Course code: MSA0933

Type of course: compulsory

Level of course: MA

Year of study: 2nd

Semester: 3rd

Number of ECTS credits allocated: 6

Name of the lecturer: Odette Blumenfeld

Course objective: The course aims at acquisition of new notions operating in the studies dedicated with performance arts, insisting on the mutations occurring in the traditional esthetics of drama through the appearance of a new area – *performance* studies. The students should be able to establish dialectical relationships of continuity and clash between the American theatre of the last decades and the American avant-garde of the 60s.

Course contents: “New” Theater: definition, characteristics, derived traits; the semantic evolution of the words performance, its meanings in various areas. Performance arts: the *Happening*; the *Agitprop*; the *Acto*; the *Afro-American protesting theatre*, exemplified by types such as the poetic collage, the ritual theater, the revolutionary play; “street” theater, “ritualized” theater, image theater, ambiental theater. Impact: the echoes of this avant-garde on a series of playwrights evolving from the margin to the center: *Sam Shepard*; representatives of Afro-American theater: *Adrienne Kennedy*, *Suzan-Lori Parks*; female voices in Hispano-American theater: *Maria Irene Fornes* and *Cherrie Moraga*; Queer Theater: *Tony Kushner*, *David Henry Hwang*, *Holly Hughes*.

Recommended reading: Bial, Henry, 2003. *The Performance Studies Reader*, London: Routledge; Case, Sue-Ellen (ed.), 1990. *Performing Feminisms: Feminist Critical Theory and Theater*, Baltimore: Johns Hopkins University Press; Cohn, Ruby, 1991. *New American Dramatists: 1960-1990*, London: Macmillan; Robinson, Marc, 1994. *The Other American Drama*, Cambridge: Cambridge University Press; Schechner, Richard, 1998. *Performance Theory*, London: Routledge Classics

Assessment methods: (a) mid-term test (written) and seminar participation (40%); (b) final test (60%)

Language of instruction: English

Course title: Regionalism: *The American South*

Course code: MSA0934

Type of course: compulsory

Level of course: MA

Year of study: 2nd

Semester: 3rd

Number of ECTS credits allocated: 6

Name of the lecturer: Iulia Milică

Course objective: The course aims at defining the idea of regional identity insisting on both common and distinctive elements between the South and the dominant American mind. The students will be familiarized with authors and texts of the 20th century by analyzing both “central” authors as well as representations of marginality in the South both socially, racially and gender-wise.

Course contents: The main issues to be dealt with in the course have been chosen according to the various representations of the South in literature: the South of the Agrarians: the aristocratic myth and the Southern tragic fall; racial representations in literature and the South represented by African-

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American authors; Southern women and the „Quentin Complex”; representations of the poor white; deformity and grotesque in 20th century Southern literature.

Recommended reading: Cash, W. J., *The Mind of the South*, Vintage Books. A Division of Random House Inc., New York, 1991; Degler, Carl N., *Place over Time. The Continuity of Southern Distinctiveness*, Louisiana University Press, Baton Rouge and London, 1977; Kreyling, Michael, *Inventing Southern Literature*, University Press of Mississippi, 1998; Wilson, Charles Reagan, “Southern Religion(s),” in *A Companion to the Literature and Culture of the American South*, Richard Gray and Owen Robinson (eds.), Blackwell Publishing, 2004; Wilson, Charles Reagan & William Ferris (eds.), *The Encyclopedia of Southern Culture*, University of North Carolina Press, 1989

Teaching methods: lectures, workshops

Assessment methods: mid-term essay; final (written) test

Language of instruction: English

Course title: Mass Media

Course code: MSA0935

Type of course: compulsory

Level of course: MA

Year of study: 2nd

Semester: 3rd

Number of ECTS credits allocated: 6

Name of the lecturer: Florin Irimia

Course objective: Familiarize the students with the American press institutions; form the skills specific for the analysis of the media phenomenon.

Course contents: Press institution in America; the news in written and electronic media; market proximity and segmentation; features of the TV discourse; TV networks; PBS or public media in the American tradition; deontological codes; audiences and publicity.

Recommended reading: Jean-Claude Bertrand, 2001, *O introducere în presa scrisă și vorbită*, Iasi, Editura Polirom ; Leo Bogart , 1995, *The Media System and the Public Interest*, New York, Oxford, Oxford University Press; Howard J. Blumenthal, Oliver Goodenough, 2005, *This Bussiness of Television*, New York, Billboard Books, Watson-Guptil; Asa Briggs, Peter Burke, 2005, *Mass-media. O istorie socială*, Iași, Editura Polirom; Mihai Coman, coord.1997, 2001, *Manual de jurnalism, Tehnici fundamentale de redactare*, vol.I,II, Iași, Editura Polirom

Teaching methods: writing different texts, personal research, discussions, exercise solving

Assessment methods: participation in the course, writing a number of texts per semester, solving a writing task in class with time limit and no helping materials

Language of instruction: English

Course title: Critical Thinking – Literary Thinking

Course code: MSA0941

Type of course: compulsory

Level of course: MA

Year of study: 2nd

Semester: 4th

Number of ECTS credits allocated: 6

Name of the lecturer: Radu Andriescu

Course objective: The aim of the course is to present the students with a comprehensive and critical introduction to the development and institutionalization of literary and cultural studies throughout the twentieth century and at the beginning of the twenty-first in North American universities.

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Course contents: Charles Sanders Peirce and Semiotics, The New Criticism, The Chicago School, Northrop Frye, The Encounter with Structuralism and the Invention of Poststructuralism, Reception Theory and Reader-Response, The Yale Critics, Deconstruction in America, Fredric Jameson and Marxist Literary and Cultural Criticism, American Feminisms, Psychoanalysis and Literary Criticism, New Historicism, Postcolonial Studies, Postmodernism

Recommended reading: Vincent B. Leitch, *American Literary Criticism since the 1930s*, (2nd edition), Routledge, London and New York, 2009; Julian Wolfreys (editor), *Modern North American Criticism and Theory: A Critical Guide*, Edinburgh University Press, 2006; Fred Rush (editor), *The Cambridge Companion to Critical Theory*, Cambridge University Press, 2004; David Lodge, Nigel Wood (editors), *Modern Criticism and Theory: A Reader* (2nd edition), Pearson Education Limited, Harlow, UK, 1988, 2000

Teaching methods: lectures, workshops

Assessment methods: essay; final (written) test

Language of instruction: English

Course title: Philosophical and Political Thinking: American Philosophy

Course code: MSA0942

Type of course: compulsory

Level of course: MA

Year of study: 2nd

Semester: 4th

Number of ECTS credits allocated: 6

Name of the lecturer: Radu Andriescu

Course objective: To understand the specificity of American philosophy; to familiarize the students with the main trends and representatives of American philosophy and their main theoretical contributions; to highlight the specificity of the pragmatic approach of philosophical issues.

Course contents: The modern origins of pragmatism; Charles Peirce and pragmatism; James and the pragmatic theory on truth; Dewey on education; communitarism and the new individualism; the pragmatism of analytic philosophy (W.V.O. Quine, D. Davidson și H. Putnam); antiessentialism and antirepresentationalism in neopragmatism; Hilary Putnam and the internal realism; Richard Rorty; Pragmatism and the social and political functions of philosophy.

Recommended reading: Robert Schwartz, *Rethinking Pragmatism: From William James to Contemporary Philosophy*, Wiley-Blackwell, 2012; William M. Etter, *American Literary-Political Engagements: From Poe to James*, Cambridge Scholars Publishing, 2012; Richard P. Mullin, *The Soul of Classical American Philosophy: The Ethical and Spiritual Insights of William James, Josiah Royce, and Charles Sanders Peirce*, State University of New York Press, 2007; Richard Rorty, *Philosophy as Cultural Politics. Philosophical Papers, Vol. 4*, Cambridge University Press, 2007; Ruth Anna Putnam (editor), *The Cambridge Companion to William James*, Cambridge University Press, 2006; Douglas R. Anderson, *Philosophy Americana: Making philosophy at home in American culture*, Fordham University Press, 2006; Leslie Perrin Wilson, *Thoreau, Emerson and Transcendentalism*, IDG Books Worldwide, Inc., Foster City, CA, 2000

Teaching methods: lectures, workshops

Assessment methods: homework; final (written) test

Language of instruction: English

Course title: Philosophical and Political Thinking: *Political Problems of the Contemporary World*

Course code: MSA0942

Type of course: compulsory

Level of course: MA

Year of study: 2nd

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Semester: 4th

Number of ECTS credits allocated: 6

Name of the lecturer: Dragoş Zetu

Course objective: 1. To familiarize the students with the fundamental axiological and cultural issues of the political system, of the political institutions and the typology of the opinion, behavior and political culture in modern age. 2. To highlight the various paradigms of interpretation of the power of the state, as well as of the other institutions. 3. To analyze the main political problems of contemporary society.

Course contents: Globalization; international political economy; international and global security in the post-Cold War age; transnational actors and international organizations in global politics; the revolution in communication caused by the internet; world trade; European and regional integration; the environment in the contemporary world; nuclear proliferation and potential tensions in international relationships.

Recommended reading: John Baylis and Steve Smith, *The Globalization of World Politics. An Introduction to International Relations*, Second Edition, Oxford University Press, 2002; Barry Buzan, Ole Weaver, Jaap de Wilde, *Security. A New Framework for Analysis*, Lynne Rienner Publishers, Boulder London, 1998; Robert Jackson, Georg Sørensen, *Introduction to International Relations*, Oxford University Press, 1999; Paul R. Viotti, Mark V. Kauppi, *International Relations and World Politics. Security, Economy, Identity*, Prentice Hall, New Jersey, 2001; John Tomlinson, *Globalizare si cultura*, Editura Amarcord, Timisoara, 2002

Teaching methods: lectures, workshops

Assessment methods: homework; final (written) test

Language of instruction: English

Course title: Arts: Genres in American Cinema

Course code: MSA0943

Type of course: compulsory

Level of course: MA

Year of study: 2nd

Semester: 4th

Number of ECTS credits allocated: 6

Name of the lecturer: Veronica Popescu

Course objective: The course aims to improve students' knowledge of American culture and civilisation, with emphasis on Hollywood cinema, showing the important role it has played in American culture, and, indirectly, in global culture. The course enables students to identify and understand the aesthetic and ideological mechanics of the major film genres invented or simply developed and adapted to ensure financial success by the American movie industry, in a diachronic and synchronic approach to their evolution, transformation and ideological agendas in the 20th century and since 2000.

Course contents: The birth of cinema as art: the first decades of American cinema; melodrama; the Studio Era (1930-48): the appearance of specific traits and of formulae in Hollywood successful productions; screwball comedy and the musical: two different perspectives on the realities of the Great Depression; the western as an expression of national American character and as Hollywood invention; the horror movie; the crime/gangster movie: the Hays Production Code and the question of censorship in Hollywood; the evolution of the genre since the 1960s; *film noir* and European influences: the dramatic change in mood and aesthetics in the 1940s; the death of the studio and the birth of the director: the 1960s and 1970s and the reinvention of genre film; the war and the anti-war movie – major traits, hero types; thematic clichés; science fiction and fantasy: the role of technology (3D, CGI) and special effects in Hollywood cinema; American cinema today.

Recommended reading: Grant, Barry Keith - *Film Genre: From Iconography to Ideology*. Wallflower Press. 2007. Grodal, Torben Kroch – *Moving Pictures: A New Theory of Film Genres, Feelings and Cognition*. Oxford: Oxford University Press. 1997. Hill, John, Pamela Church Gibson (eds.) – *American Cinema and Hollywood. Critical Approaches*. Oxford: Oxford University Press. 2000. Kolker, Robert – *A*

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Cinema of Loneliness. Third Edition. Oxford/New York: Oxford University Press. 2000 (1980). Moine, Raphaëlle – *Cinema Genre*. Malden, MA/ Oxford: Blackwell Publishing. 2008. Neale, Steve – *Genre and Hollywood*. London: Routledge. 2000.

Teaching methods: lectures, class discussions

Assessment methods: class presentations; final (written) test

Language of instruction: English

Course title: Regionalism: The West of the Imagination

Course code: MSA0944

Type of course: compulsory

Level of course: MA

Year of study: 2nd

Semester: 4th

Number of ECTS credits allocated: 6

Name of the lecturer: Irina Chirica

Course objective: The course, held in English, is meant to familiarize the M.A. students with the significance of the West and the frontier in the construction of American cultural identity. The course explores American history, literature and the visual arts in order to understand the ways in which the West is understood and represented, and its significance in American culture.

Course contents: The course informs the students about the significance of the West and the importance of concepts such as “the frontier” or “manifest destiny” in American culture, through a regionalist and cultural history approach. Special stress is given to the reflection of the West in the visual arts (painting, photography and the cinema – the emergence of the western genre and its significance for American national identity). For tests, students shall make use of information acquired during lectures, as well as of data extracted from recommended bibliography.

Recommended reading: Goetzmann William, 1989. *The West of the Imagination*. New York: Norton&Comp; Kitses Jim, 2004. *Horizons West*. London: Cromwell Press; Smith Henry Nash, 1980. *Virgin Land – The American West as Symbol and Myth*. Cambridge MA: Harvard University Press; Slotkin, Richard, 1992. *Gunfighter Nation: The Myth of the Frontier in Twentieth-Century America*. New York: HarperCollins, 1992; White, Richard, 1991. *A New History of the American West*. Norman: Oklahoma UP

Teaching methods: lectures, workshops

Assessment methods: home essays; final (written) test

Language of instruction: English

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APPLIED LINGUISTICS – TEACHING EFL

Courses offered only this academic year (2014-2015)

1ST YEAR OF STUDY

Course title: Assessing, Creating and Adapting Materials in ELT

Course code: MDE0931

Type of course: compulsory

Level of course: MA

Year of study: 1st and 2nd

Semester: 1st

Number of ECTS credits allocated: 6

Name of the lecturer: Ștefan Colibaba

Course objective: This course of lectures aims to acquaint students with the main assessment criteria for ELT course books and also help them devise their own criteria. Special attention is given to designing support materials and/or adapting existing materials for the ELT class in keeping with learner needs and levels.

Course contents: The lecturer will acquaint students with current techniques in assessing English course books, and introduce basic concepts and principles. Up-to-date methods for adapting and elaborating materials, visualisation techniques and conceptual models are presented with a view to developing the professional autonomy of the teacher of English.

Recommended reading: Celce-Murcia, M., 1991, *Teaching English as a Second or Foreign Language*, Los Angeles: Heinle and Heinle Publishers; Cunningsworth, Alan, 1995, *Choosing your Coursebook*, Oxford: Heinemann; McDonough, J. and Shaw, C., 1993, *Materials and Methods in ELT: A Teacher's Guide*, Oxford: Blackwells; Tomlinson, B., 1998, *Materials Development in Language Teaching*, Cambridge: CUP; Ur, Penny, 1996, *A Course in Language Teaching*, Cambridge CUP

Teaching methods: lectures, interactive approaches

Assessment methods: (a) progress test (written); (b) final test (written)

Language of instruction: English

Course title: Teaching English with Technology

Course code: MDE0932

Type of course: compulsory

Level of course: MA

Year of study: 1st and 2nd

Semester: 1st

Number of ECTS credits allocated: 6

Name of the lecturer: Ileana Oana Macari

Objective of the course: Non-native speakers of English need to communicate meaningfully, collaborate in real life situations, have access to information, receive guidance in developing their educational or work objectives, and be assigned stimulating, relevant tasks. Computer resources (both on and off the Internet) can help classroom teachers meet students' needs in all these areas. The course is designed to make students: understand the role of computer technology in a classroom with non-native English speakers; demonstrate the basic skills needed to utilize computer technology, including Internet resources, in the classroom; acquire the skills needed to evaluate the most appropriate technological innovations, including software, computers, and Internet resources, for the classroom.

Course contents: The effectiveness of a content-based curriculum as a vehicle for ESL/EFL instruction. The integrated skills curriculum (listening, speaking, reading, and writing). Computer assisted instruction (using either Internet or non-Internet resources). The potential of the Internet as a resource in second

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language instruction. The role of the Internet in changing literacy and education. Current software evaluation. Computer activity development. Computer use skill development. Current terms in educational computer technology.

Recommended reading: Warschauer, Shetzer & Meloni, *Internet for English Teaching*, TESOL Publications, 2000; Online journals: [The Internet TESL Journal](http://www.aitech.ac.jp/~iteslj/) at <http://www.aitech.ac.jp/~iteslj/> , [Language Learning and Technology](http://polyglot.cal.msu.edu/ilt/) at <http://polyglot.cal.msu.edu/ilt/> , [CALL-EJ](http://www.lerc.ritsumei.ac.jp/callej) at <http://www.lerc.ritsumei.ac.jp/callej>, and the [TESL-EJ](http://www.kyoto-su.ac.jp/information/tesl-ej) at <http://www.kyoto-su.ac.jp/information/tesl-ej>

Teaching methods: lectures, workshops.

Assessment methods: reviews, computer activities, final exam

Course title: Research Methods for English Language Teachers

Course code: MDE0933

Type of course: compulsory

Level of course: MA

Year of study: 1st and 2nd

Semester: 1st

Number of ECTS credits allocated: 6

Name of the lecturer: Rodica Albu

Course objective: By the end of the semester the students will have enhanced their awareness of the research principles, methods and instruments used in humanities in general and in the teaching of English in particular so that they will be able to design and complete their own research projects.

Course contents: What is *research* – the senses of the term. Academic research and classroom research. Tools for research. Descriptive, relational and causal studies. Epistemology and methodology; deductive vs inductive; beliefs about own research; quantitative vs. qualitative. Variables (Attributes, values, types of variables). The features of good research – evaluation criteria. Questionnaires and interviews. Guides for writing research papers (APA, MLA, Chicago Style, Oxford, Cambridge) - general requirements and specific rules.

Recommended reading: Allwright, Dick, Kathleen M. Bailez, *Focus on the English Classroom: An introduction to Classroom Research for Language Teachers*, CUP, Cambridge, 1991; Berg, Bruce L., *Qualitative Research Methods for the Social Sciences*, Allin and Bacon, Boston etc., 2001; Brumfit, C. si Mitchell, R. (eds.) *Research in the Language Classroom*, London: Modern English Publications in association with the British Council, 1989; Griffin, Gabriele, *Research Methods for English Studies*, Edinburgh University Press; McDonough, Jo and McDonough, S., *Research Methods for English Language Teachers*, Arnold, 1997

Teaching methods: academic lectures, brainstorming, students' presentations; interactive orientation of lectures and seminars

Assessment methods: continuous assessment, research project

Language of instruction: English

Course title: New Developments in ELT Methodology

Course code: MDE0934

Type of course: compulsory

Level of course: MA

Year of study: 1st and 2nd

Semester: 1st

Number of ECTS credits allocated: 6

Name of the lecturer: Anca Cehan

Course objective: The course, delivered in English, aims at exploring the role of the English classes in the educational process, clarifying the principles of teaching and planning, as well as familiarizing the

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student with a wide range of teaching strategies. It will make use of an interactive approach, in order to enhance the students' capacity to evaluate critically, plan and perform teaching activities.

Course contents: The course continues the enterprise started the previous semester, that of evaluating critically the new foreign languages teaching/learning practices, including those resulted from the national curriculum reform. The main aim of the course is to update the teaching/learning theories and practice with new approaches, methods, and techniques. The course will adapt the classroom strategies to the learner's needs and will examine the teachers' roles in primary, secondary, and tertiary education. The course covers topics which have not been developed at undergraduate level and in the *ELT Methodology (I)* course.

Recommended reading: Cook, Vivian, *Second Language Learning and Language Teaching*, London, 2001; Nunan, David, (1991), *Communicative Tasks and the Language Curriculum*, TESOL Quarterly 25: 279 – 295, *Language Teaching Methodology: A Textbook for Teachers*, New York: Prentice Hall; Pachler, Norbert and Field K., *Learning to Teach Modern Foreign Languages in the Secondary School*, Routledge, London, 1997; Petty, Geoffrey, *Teaching Today*, Nelson, 2001; Richards, J. C., and Nunan D., *Second Language Teacher Education*, CUP, 1993

Teaching methods: interactive lectures

Assessment methods: on-going (oral) evaluation; mid-term (written) test; final (written) test

Language of instruction: English

Course title: A Psycholinguistic Perspective on Second Language Acquisition

Course code: MDE0941

Type of course: compulsory

Level of course: MA

Year of study: 1st and 2nd

Semester: 2nd

Number of ECTS credits allocated: 6

Name of the lecturer: Teodora Ghivirigă

Course objective: The students will familiarize with basic concepts in psycholinguistics, necessary for the proper understanding of this kind of approach to the English language acquisition.

Course contents: The material will be structured into 14 weekly lectures: Psycholinguistic research. Aims and methods. The biological foundation of language acquisition; the stages of first and second language acquisition; first vs second/foreign language acquisition: cognitive and biological constraints; bilingualism; speech recognition, the phonetics and phonology of language; speech: errors, hesitations, self-correction; speech impairments, aphasia; the mental lexicon – recognizing, understanding words, visual recognition; decoding derivational forms; language categories; meaning: models of semantic analysis; memory in language acquisition: short term and long term; language and thought: linguistic relativity, language and culture, linguistic and ethnic identity, influences, contamination; conclusions

Recommended reading: Field, John, *Psycholinguistics. The Key Concepts*, Routledge, 2004; Field John. *Psycholinguistics: A Resource Book for Students*, Routledge, 2003; Kess Joseph F. *Psycholinguistics: Psychology, Linguistics, and the Study of Natural Language*, John Benjamins, 1992; Warren, Paul. *Introducing Psycholinguistics*, Cambridge University Press, 2013; Wierzbicka, Anna. *Understanding Cultures Through Their Key Words*, Oxford university Press, 1997; E. Sapir. *Language – an introduction to the Study of Speech*, 1921; Keller, Hellen. *The Story of My Life*, audiobook at https://archive.org/details/story_my_life_1002_librivox

Teaching methods: interactive lectures

Assessment methods: homework; final (written) test

Language of instruction: English

Course title: Classroom Pragmatics and Discourse Analysis

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Course code: MDE0942

Type of course: compulsory

Level of course: MA

Year of study: 1st and 2nd

Semester: 2nd

Number of ECTS credits allocated: 6

Name of the lecturer: Anca Cehan

Course objective: The course, delivered in English, is meant to explain the functions of the foreign language used in classroom. This is an essential issue for the EFL teacher, especially critical in materials design and when involving the learners in language practice or in activities designed to improve their fluency in the foreign language.

Course contents: The course aims at creating certain competences that enable students to use an appropriate classroom discourse. The course facilitates the creation of specific competences leading to the capacity to recognize and use linguistic structures; to analyze communicative structures in different contexts; to recognize the importance of intonation and gestures in communication, of discourse norms and their realization in different cultures; to acquire the meta- and micro-functions specific to pedagogic discourse.

Recommended reading: Cehan, Anca *Perspectives on Romanian EFL Classroom Discourse*. MatrixRom, București 2002; Green, Georgia *Pragmatics and Natural Language Understanding*. Lawrence Erlbaum Associates, Publishers 1996; McCarthy, Michael *Discourse Analysis for Language Teachers*, CUP, 1997; Thomas, Jeny *Meaning in Interaction: an Introduction to Pragmatics*. Longman 1995; Yule George, *Pragmatics*, OUP, 1996

Teaching methods: interactive lectures

Assessment methods: on-going (oral) evaluation; mid-term (written) test; final (written) test

Language of instruction: English

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Course title: Learning English in the EU

Course code: MDE0943

Type of course: compulsory

Level of course: MA

Year of study: 1st and 2nd

Semester: 2nd

Number of ECTS credits allocated: 6

Name of the lecturer: Oana Maria Petrovici

Course objective: Get students acquainted with the strategies promoted by the European institutions and the Council of Europe in the teaching, learning and assessment of foreign languages. Within the context of globalization, get students acquainted with varied, complementary ESOL programs in a multilingual and multicultural setting. Adopt/adapt experiences applicable to the Romanian context

Course contents: Status of English in Europe and in the world and pedagogic implications. The Common European Framework of Reference, The Portfolio of the Adult, Systems of Certification and of assuring quality. The American experience: ESL Standards and specific descriptors. Myths and realities related to language learning. Program models in USA and Canada. Case studies (Hungary, England, Wales)

Recommended reading: ***ASNEL Papers 7, 2003. *The Politics of English as a World Language, New Horizons in Postcolonial Cultural Studies*, Ed. Christian Mair, Amsterdam, New York: Rodopi; ****ESL Standards for Pre-K-12 Students*, 1997. Alexandria, VA, Teachers of English to Speakers of Other Languages, Inc.; ***The Open University, *Learning English: Development and Diversity*, 2002. London, New York: Routledge; www.equals.org, www.alte.org, www.ecml.at/html/quality *Common European Framework of Reference for Language Learning, Teaching, Assessment*, 2001; Council of Europe, CUP *European Language Portfolio*

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Teaching methods: lectures, workshops

Assessment methods: in-class participation and discussion, hands-on activity, presentation of papers, round table discussions, personal portfolio

Language of instruction: English

Course title: Teaching Strategies

Course code: MDE0944

Type of course: compulsory

Level of course: MA

Year of study: 1st and 2nd

Semester: 2nd

Number of ECTS credits allocated: 6

Name of the lecturer: Ștefan Colibaba

Course objective: This course of lectures aims to help students develop a personal approach to teaching based on analysing, comparing and integrating past and present experience in the field. As a result of this process, students are expected to be able to select and use appropriate strategies in a wide range of teaching contexts.

Course contents: The lecturer will present and involve students in debating issues related to teaching as decision-making, professional ethics, dealing with disruptive behaviour, using questions effectively. The problem-solving format of the activities allows students to actively share views, negotiate, and contribute towards reaching a consensus in controversial teaching situations.

Recommended reading: Cook, V., 1991, *Second Language Learning and Language Teaching*, Edward Arnold; Gardner, H., 1983, *Frames of Mind - The Theory of Multiple Intelligences*, Basic Books; Gattegno, C., 2002, *Teaching Foreign Languages in Schools - The Silent Way*, Amazon com. Books; Palmer, P., 1998, *The Courage to Teach. Exploring the Inner Landscape of a Teacher's Life*, San Francisco: Jossey-Bass Publishers; Stevick, E., 1998, *Working with Teaching Methods*, Rowley Mass: Newbury House Publishers

Teaching methods: lectures, interactive approaches

Assessment methods: (a) progress test (written); (b) final test (written)

Language of instruction: English

OTHER COURSES OFFERED (BEGINNING 2015)

Course title: Theories and Approaches to TEFL

Course code: MDE0811

Type of course: compulsory

Level of course: MA

Year of study: 1st

Semester: 1st

Number of ECTS credits allocated: 6

Name of the lecturer: Anca Cehan

Course objective: The course, delivered in English, is designed to develop students' personal beliefs on teaching, based on critical examination and on the integration of personal past and present learning experiences.

Course contents: The course is meant to make students acquire: the basic concepts and terminology used in the process of teaching English; the main (both classic and recent) directions in teaching methodology. The students will apply the theories learnt in the lectures during the seminars by comparing various methods and approaches, and identify their main characteristics. At the end of the course, the students will be able to use specific techniques from all the methods and approaches.

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Recommended reading: Curran, C., *Counselling-Learning in Second Languages*, Apple River Press, 1976; Gattegno, C., *Teaching Foreign Languages in Schools - The Silent Way*, Amazon com. Books, 2002; Krashen, S., *The Input Hypothesis: Issues and Implications*, Longman, 1985; Palmer, P.J., *The Courage to Teach*, Jossey-Bass Publishers, San Francisco, 1998; Stevick, E., *Working with Teaching Methods*, Newbury House, 1998

Teaching methods: interactive lectures

Assessment methods: on-going (oral) evaluation; mid-term (written) test; final (written) test

Language of instruction: English

Course title: Acquisition and Learning

Course code: MDE0812

Type of course: compulsory

Level of course: MA

Year of study: 1st

Semester: 1st

Number of ECTS credits allocated: 6

Name of the lecturer: Dumitru Dorobat

Course objective: By the end of the course students will be able to: critically discuss the main theories of acquisition and learning; organize teaching activities that might lead to acquisition; train students in order to improve their learning strategies.

Course contents: The main theories of acquisition and learning. The learner and his/her strategies. Training students to become good learners. Autonomous learning..

Recommended reading: Barasch, Ronald M., *Beyond the Monitor Model*, Heinle and Heinle Publishers, Boston, 1994; Ellis, Rod, *Understanding Second Language Acquisition*, OUP, Oxford, 1990

Teaching methods: interactive lectures, presentations

Assessment methods: portfolio assessment, presentation, final test paper

Language of instruction: English

Course title: Linguistics for EFL Teachers

Course code: MDE0813

Type of course: compulsory

Level of course: MA

Year of study: 1st

Semester: 1st

Number of ECTS credits allocated: 6

Name of the lecturer: Carmen Ciobanu

Objective of the course: The course is meant: (1) to familiarize masters with the main approaches to the sentence, in modern linguistics, and/or to update knowledge about the phonologic, the morpho-syntactic, the semantic and the pragmatic levels of the English sentence; (2) to stimulate analytical, deductive thinking by comparing these trends; (3) to help students acquire the metalanguage and modern methodological principles in approaching the relationship form - function - reality; (4) to theoretically and practically substantiate typicalities of English linguistic structures; (5) to make students realize both the relationships and the interdependence between the English language levels and the similarities as well as the structural and conceptual differences between the English and the Romanian linguistic systems; (6) to enhance the students' capacity to describe and use knowledge about Standard English norms, register, genre and varieties of English

Course contents: The structural, functional and semantic approach to the sentence combines with elements of sentence pragmatics and stylistics, which round out the reflection of reality in language.

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Recommended reading: Biber, Douglas, Stig Johansson, Geoffrey Leech, Susan Conrad, Edward Finegan, Foreword by Randolph Quirk, *Longman Grammar of Spoken and Written English*, Longman, 1999; Cornilescu, Alexandra, *Concepts of Modern Grammar*, Editura Universității București, 1996; Croft, William, *Syntactic Categories and Grammatical Relations: The Cognitive Organization of Information*, The University of Chicago Press, 1991; Downing, Angela, Philip Locke, *A University Course in English Grammar*, Prentice Hall, 1992; Halliday, M. A. K., *An Introduction to Functional Grammar*, Second Edition, Edward Arnold, 1994; Leech, Geoffrey, *Semantics. The Study of Meaning*, Penguin Books, 1990; Levinson, S. C., *Pragmatics*, CUP, Cambridge, 1983; Lyons, John, *Introduction to Theoretical Linguistics*, CUP, Cambridge, 1979; Quirk, Randolph, Sidney Greenbaum, Geoffrey Leech, Jan Svartvik, *A Comprehensive Grammar of the English Language*. Longman, London, 1985

Teaching methods: interactive lectures. The teaching techniques involve exemplification, analysis, synthesis, problem-solving, the inductive method (generalization), the deductive method (particularization); exercises

Assessment methods: mid-term test; final test

Language of instruction: English

Course title: The Role of Literature in ELT

Course code: MDE0814

Type of course: compulsory

Level of course: MA

Year of study: 1st

Semester: 1st

Number of ECTS credits allocated: 6

Name of the lecturer: Ștefan Colibaba

Course objective: This course of lectures aims to make students aware that the use of literary texts is instrumental in acquiring a foreign language by contributing to developing the reading skill and critical thinking, and by promoting tolerance and multicultural education.

Course contents: The lecturer will acquaint students with up-to-date modalities of integrating literature into the English textbooks in use and the EFL curriculum, with special attention to the teaching of the literary text (poetry, drama, fiction). Questions of language and style are also addressed, together with planning literature lessons in ELT.

Recommended reading: Brumfit, C. J. (ed.), *Language and Literature*, Oxford: Pergamon, 1985; Brumfit, C.J. and R. Carter (ed.) *Literature and Language Teaching*. Oxford: Oxford University Press, 1984; Carter, R. and M. Long, *Teaching Literature*. London: Longman, 1991; Collie, J. and S. Slater, *Literature in the Language Classroom*. CUP, 1987; Duff, A. and A. Maley, *Literature*. OUP, 1990

Teaching methods: lectures, interactive approaches

Assessment methods: (a) progress test (written); (b) final test (written)

Language of instruction: English

Course title: Teaching Practice I

Course code: MDE0815

Type of course: compulsory

Level of course: MA

Year of study: 1st

Semester: 1st

Number of ECTS credits allocated: 6

Name of the lecturer: Ileana Oana Macari

Course objective: The course is intended to assist teachers in learning skills and strategies that allow them to perform at their best in the classroom. The course is designed to enable teachers to: ☐ Implement

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positive beliefs and attitudes of teachers; To guide teaching practice; Evaluate how cognitive belief paradigms influence expectations and behavior in the classroom; Use new strategies to build trust, communicate, and solve problems with students and parents; Guide students to take increased responsibility for academic performance, behavior and positive peer interaction; Devise a plan to utilize peer support and effective time management skills to increase effectiveness in the classroom.

Course contents: Approaching teaching practice. Language-learning theories and approaches. Teaching strategies. Organizing teaching. Planning lessons. Using resources and materials. Writing concept questions. Teacher-student talking time. Classroom language. Class management and organization. Developing skills and strategies. Sources and problems of motivation at different age-levels. Value of errors and error correction and remediation. Giving feedback to students.

Recommended reading: Echevarria, Jana, MaryEllen Vogt, and Deborah J. Short, *Making content comprehensible for English language learners: The SIOP Model*, Allyn and Bacon, 2000; Gower, Roger, Diane Phillips and Steve Walters, *Teaching Practice Handbook*, Macmillan, 2005; Herrell, Adrienne and Michael Jordan, *Fifty Strategies for Teaching English Language Learners*, 2nd Edition, 2004; Peregoy, Suzanne F. and Owen F. Boyle *Reading, writing, and learning in ESL: A resource book for K-12 teachers*, Addison Wesley Longman, 2001, 3rd edition

Teaching methods: lectures, workshops

Assessment methods: essay, portfolio, practical project

Language of instruction: English

Course title: Evaluation and Testing

Course code: MDE0821

Type of course: compulsory

Level of course: MA

Year of study: 1st

Semester: 2nd

Number of ECTS credits allocated: 6

Name of the lecturer: Dumitru Dorobat

Course objective: By the end of the course students will be: familiar with the main types of evaluation, assessment and testing; able to make their own tests; able to use statistics in their classroom research.

Course contents: Types of evaluation, assessment, and testing. Testing the main skills and language system and beyond it (discourse, culture). Alternative testing. Classroom research and testing. Statistics in evaluation.

Recommended reading: Dorobat, Dumitru, *The Methodology of Evaluation and Testing*, MEC, Bucuresti 2007; Bachman, Lyle F., *Fundamental Considerations in Language Testing*, OUP, Oxford, 1990

Teaching methods: interactive lectures, presentations

Assessment methods: portfolio assessment, presentation, final test paper

Language of instruction: English

Course title: ELT Methodology (I)

Course code: MDE0822

Type of course: compulsory

Level of course: MA

Year of study: 1st

Semester: 2nd

Number of ECTS credits allocated: 6

Name of the lecturer: Anca Cehan

Course objective: The course, delivered in English, is meant to explore the role of the English language in the process of educating through a foreign language, to clarify the principles of teaching and to

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familiarize students with the classroom techniques. The course will be delivered using an interactive approach, directly aiming at enhancing the students' capacity to evaluate critically, plan and perform didactic activities.

Course contents: The lectures evaluate critically the new foreign languages teaching and learning practices, including those that result from the national curriculum reform. The aim is to update the teaching/learning theories and practice the main approaches, methods, and techniques. The course concentrates on adapting the classroom strategies to the learner's needs and examines the teacher's roles in primary, secondary, and tertiary education. The course covers topics not developed at undergraduate level; the seminars are mainly based on video observation.

Recommended reading: Brown, H. Douglas, (2004), *Teaching by Principles. An Interactive Approach to Language Pedagogy*, Englewood Cliffs: Prentice Hall Regent; Celce – Murcia, Marianne (ed.), (1991), *Teaching English as a Second or Foreign Language*, (2nd ed.), New York: Newbury House Publications; Cook, Vivian, *Second Language Learning and Language Teaching*, London, 2001; Ellis, R., *Understanding Second Language Acquisition*, OUP, 1990; Harmer, Jeremy, *The Practice of English Language Teaching*, Longman, London, 2001; Hedge, Tricia, *Teaching and Learning in the Language Classroom*, OUP, 2000

Teaching methods: interactive lectures

Assessment methods: on-going (oral) evaluation; mid-term (written) test; final (written) test

Language of instruction: English

Course title: The Management of Educational Organisations

Course code: MDE0823

Type of course: compulsory

Level of course: MA

Year of study: 1st

Semester: 2nd

Number of ECTS credits allocated: 6

Name of the lecturer: Ștefan Colibaba

Course objective: This course of lectures aims to acquaint students with the most efficient ways of running educational institutions, and also help students develop basic abilities as managers in foreign language education.

Course contents: The lecturer will present and discuss issues related to curriculum development and the introduction of innovation, organising resources and information, communication in school (the individual: values, attitudes, professional satisfaction; the group: group behaviour, communication, conflict management and negotiation), recruiting and training personnel, promoting the organisation, the marketing offer, financial documents.

Recommended reading: Armstrong, M., 1991, *How to Be an Even Better Manager*, London: Kogan Page; Croft, C., 1996, *Time Management*, Boston: International Thomson Business Press; Robbins, S., 2000, *Organizational Behavior*, 9th ed., Prentice Hall; Rolheiser, C. and Joanne Quinn, 1997, *Managing the Process of Change*, New York: Soros Institute; White, Ron, Martin M., Stimson, M. and Hodge, R., 1991, *Management in English Language Teaching*. Cambridge: CUP

Teaching methods: lectures, interactive approaches

Assessment methods: (a) progress test (written); (b) final test (written)

Language of instruction: English

Course title: Linguistics for EFL Teachers II

Course code: MSA0824

Type of course: compulsory

Level of course: MA

Year of study: 1st

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Semester: 2nd

Number of ECTS credits allocated: 6

Name of the lecturer: Adrian Poruciuc

Course objective: The course is meant to provide a theoretical basis for the teaching not only of English language, but also of English culture.

Course contents: (a) The general frame of the lectures is represented by the relationship between language and identity, with direct reference to the English-speaking world. The theoretical main line will combine anthropological linguistics and sociolinguistics, taking into account that language reflects all the other distinctive features of an *ethnos*. (b) During seminars, students will have the opportunity to discuss aspects such as the evolution from dialects to unifying standards, the opposition standard/non-standard, accent as social marker, etc.

Recommended reading: Pilch, Herbert, 1976. *Empirical Linguistics*. München: Francke; Poruciuc, Adrian, 1995. *Archaeolinguistica*. București: Bibliotheca Thracologica; Trudgill, Peter, 1983. *Sociolinguistics – An Introduction to Language and Society*. Penguin Books; Poruciuc, Adrian, 2006. "Language Obsolescence, Loss and Revival in Europe". In *Developing a pan-European Network of Language Resource Centres for Less Widely Used Less Taught Languages* (pp. 23-29)., ed. A. Colibaba *et al.* Iași: Editura CDRMO; Yule, George, 1985. *The Study of Language*. Cambridge University Press

Teaching methods: interactive lectures, workshop-seminars

Assessment methods: essays; final (written) test

Language of instruction: English

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TRANSLATION AND TERMINOLOGY

1ST YEAR OF STUDY

Course title: Translation Studies

Course code: MTR0811, MTR0821

Type of course: compulsory

Level of course: MA

Year of study: 1st

Semester: 1st, 2nd

Number of ECTS credits allocated: 6/6

Name of the lecturer: Magda Jeanrenaud

Course objective: This course aims to critically revisit and classify translation theories, in order to highlight a third alternative to the ancient dichotomy between the translation that is faithful to the source language/culture and the translation that is faithful to the target language/culture; this direction leads to the production of an autonomous creative text, resulting from a triple process of comprehension, deverbalisation and re-expression of meaning. A second topic of interest will be the examination of some theories for evaluating translations (K. Reiss, A. Pym etc.).

Course contents: Translatable / untranslatable. Faithfulness / Freedom. Arguments for the "impossibility" of translation and their demystification. G Mounin's argumentation. J.-R. Ladmiral's argumentation. P. Ricoeur's argumentation. A. Berman's argumentation. H. Meschonnic's argumentation. Target language/source language orientations. Text typologies from the translation perspective. Translation of mainly informative / expressive / operative texts. (Objective, subjective) limits of translation criticism and evaluation.

Recommended reading: Henri Meschonnic, *Poétique du traduire*, Verdier, 1999 ; Georges Mounin, *Les Belles Infidèles*, PU Lille, 1994 ; Paul Ricoeur, *Despre traducere*, Polirom, Iasi, 2005 ; Antoine Berman, *La traduction et la lettre*, Seuil, Paris, 1999 ; Magda Jeanrenaud, *Universaliile traducerii*, Polirom, Iasi, 2006; Magda Jeanrenaud, *Studiu introductiv la Paul Ricoeur, Despre traducere*, Polirom, Iasi, 2005

Teaching methods: interactive lectures

Assessment methods: final examination (written)

Language of instruction: French

Course title: Terminology

Course code: MTR0812

Type of course: compulsory

Level of course: MA

Year of study: 1st

Semester: 1st

Number of ECTS credits allocated: 6

Name of the lecturer: Rodica Albu

Course objective: By the end of the semester the students will be familiar with the basic theoretical problems, the stages of terminological research, of elaboration and validation of terminological documents, as well as with the dynamic of a discipline that was imposed on academic curricula by present-day practical necessities. (The graduates of the applied linguistics section, who will partially resume the discipline taught in the second year, will be stimulated to act as teaching assistants.)

Course contents: The meanings of *terminology*. History of the discipline and its relation to other disciplines. The social function of terminology. Situational terminology. Term-Concept-Object. Term research and subject-field research Terminological analysis. Sample terminological analysis. Terminology records. Comparative terminology (Full equivalence. Partial equivalence – discrepancies in meaning and

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usage). Synonymy. Definitions in terminology. Term formation. Standardization. Terminology and the computers.

Recommended reading: Fredrik Chr. Brogger, *Culture, Language, Text: Culture Studies within the Study of English as a Foreign Language*. Oslo: Scandinavian University Press, 1992; Robert Dubuc, *Terminology: a practical approach*. Quebec: Linguattech, 1997; IATE (Termbank of the Commission of the European Union); E. Pavel & C. Rucareanu, *Introducere in terminologie*, Editura Academiei Române, Bucuresti, 2001; Wright, Sue Ellen & Gerhard Budin, *Handbook of Terminology Management*, 2 vols. Amsterdam/ Philadelphia. John Benjamins Publishing Company, Vol 1: 1997, vol. 2: 2001

Teaching methods: academic lectures, brainstorming, students' presentations, pair and group work; interactive orientation of lectures and seminars

Assessment methods: (1) Regular participation in class activities (2) Portfolio with in-class work and home assignments (3) Final examination paper

Language of instruction: English

Course title: Computer-Assisted Translation

Course code: MTR0815

Type of course: compulsory

Level of course: MA

Year of study: 1st

Semester: 1st

Number of ECTS credits allocated: 6

Name of the lecturer: Mihaela Brut

Course objective: The students will learn how to find the tools necessary for their translation activity on the Internet (dictionaries, thesauruses, guides, and encyclopedias), to use them in concrete situations and to store the information they are interested in on the computer. They will also learn how use the professional formatting facilities provided by the MS Word, in order to prepare the texts before translation. The main objective of this course is to familiarize students with the computer-assisted programs package TRADOS: functioning, progressive creation of translation memories and their utilization within the translation process itself, the purpose and the employment of each instrument comprised in the TRADOS package. Moreover, the students will learn how to use the MultiTerm iX application in order to create terminological glossaries, as well as the Déjà Vu application, offering development facilities both for the translation memories and for the terminological glossaries. The course also provides an introduction to the facilities designed to localize the software applications provided by PASSOLO.

Course contents: Online translation tools (Google Language Tools) and useful online resources for translators (dictionaries, encyclopedias, thesauruses, specialized guides). MS Word: defining document formatting styles; principles for desktop publishing with the help of MS Word. The automatic translation programs package – TRADOS. Translator's Workbench – Trados system for translations memorization, with document analysis facilities and pre-translation. TagEditor – editing environment for the annotated texts in HTML/XML/SGML/ASP/JSP/INC/PHP, FrameMaker, PageMaker, PowerPoint and Excel format. WinAlign – tool for segmenting the text into units in order to apply the translations stored in the database. Xtranslate – for verifying the translations accuracy, by focusing on context and content, on the basis of already translated texts. Déjà vu: development of translation memories and terminological glossaries for the translated texts. PASSOLO for localizing the software applications. Practice on NotePad and WordPad

Recommended reading: *TRADOS TM 6.5 Training Guide*; eCoLoTrain Project: Training in eContent Localization and Translation Tools for Teachers of Professional Translations: <http://ecolotrain.uni-saarland.de>; INterActive Terminology for Europe: <http://iate.europa.eu>; Translating for a Multilingual Community: http://ec.europa.eu/dgs/translation/bookshelf/brochure_en.pdf; DGT: Directorate-General for Translation: <http://ec.europa.eu/dgs/translation>; The DGT Multilingual Translation Memory of the

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Acquis Communautaire: DGT-TM: <http://langtech.jrc.it/DGT-TM.html>; Language and documentary material in Romanian: http://ec.europa.eu/translation/language_aids/romanian_en.htm

Teaching methods: lectures, interactive approaches, case studies

Assessment methods: Practical test: formatting a Word document and its translation with the help of Trados Multiterm (parallel development of a translation memory and a terminological glossary to be actually used in the translation process). The terminological glossary should indicate the online resources used in translation. Translation of the same text with the help of Deja-Vu.

Language of instruction: Romanian

Course title: Practice in Specialized Translation: Business English

Course code: MTR0813

Type of course: compulsory

Level of course: MA

Year of study: 1st

Semester: 1st

Number of ECTS credits allocated: 6

Name of the lecturer: Mariana Verdes

Course objective: The course offers an in-depth practice in the translation of the main types of business documents. Its objective is twofold: first, to provide an extensive study of the multifaceted aspects involved in the translation of specific business documents and second, to develop students' competence in the use of information technology and translation reference tools.

Course contents: This practical course consists of a number of key business documents such as: internal (memo, report) and external correspondence (letters of enquiry, offer, order, complaint), the formal report, human resource package (job description, employment contracts)

Recommended reading: Maryann V. Piotrowski, 1996. *Effective Business Writing*, Collins;.Gerald J Alred et al, 2006. *The Business Writer's Handbook*, St. Martin's Press; Brookes Michael, David Horner, 1996. *Business English*, Teora; Marcheteau M, 2000. *Engleza pentru Economie*, Editura Teora; Rodica Dimitriu, Karl-Heinz Freigang (eds.) 2008. *Translation Technology in Translation Classes*, Institutul European.

Teaching method: individual and pair/group-work

Assessment methods: portfolio of translated documents: business letters 25% + formal report 25% + job description doc 25% + employment contract 25%

Language of instruction: English

Course title: Practice in Specialised Translation: Legal French

Course code: MTR0814

Type of course: compulsory

Level of course: MA

Year of study: 1st

Semester: 1st

Number of ECTS credits allocated: 6

Name of the lecturer: Mihaela Lupu

Course objective: this practical course aims at improving the students' knowledge of specialised language (the field of economics), but also of their specialised translations techniques (French-Romanian), with the help of reliable resources (dictionaries, glossaries, databases available on the internet, different specialised documents, etc.).

Course contents: The field of economics (texts from the following fields: finance, banks, stock exchange, insurances, commerce, marketing etc.).

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Recommended reading: Buse, Georgeta (coord.), *Dictionarul complet al economiei de piata*, Editor Societatea Informatia, Bucuresti, 1994; Cilianu-Lascu, Corina, Coiculescu, Alexandra, Chitu, Livia, Fagurel, Otilia – *Franceza pentru economisti. Mots, expressions, discours en economie*, Teora, Bucuresti, 2005 ; Miroiu, Mihai – *Dictionar de termeni economici, financiar-bancari si de bursa (engleza-franceza-româna)*, Editura Andreescu, Alexandria, 1992; Predescu, Elena – *Dictionar economic explicativ român-francez*, Editura Paralela 45, Pitesti, 2005; Savin, Vasile, Savin, Christine-Anca, *Dictionar francez-român (administrativ, comercial, economic, financiar-bancar, juridic)*, Editura Dacia, Cluj-Napoca, 2001; Online resources (glossaries, databases, dictionaries).

Teaching methods: interactive methods, translation of specialised texts

Assessment methods: ongoing evaluation during the semester and two written papers (translation from French into Romanian)

Language of instruction: French

Course title: Terminology

Course code: MTR0822

Type of course: compulsory

Level of course: MA

Year of study: 1st

Semester: 2nd

Number of ECTS credits allocated: 6

Name of the lecturer: Monica Frunză

Course objective: To develop the trainees' skills with regard to the identification and treatment of the specialized terms, as well as to the creation of specialized databases.

Course contents: Types of definitions, systems of notions, term structure, term creation: principles and methods, fields, macrostructure and microstructure.

Recommended reading: Busuioc, Ileana, Cucu, Mădălina : *Introducere în terminologie*, București, Credis, 2001; Cabré, Maria Teresa : « Terminologie et linguistique: la théorie des portes » in *Les Cahiers du Rifa*, n° 21, 2000 ; Felber, Helmut : *Manuel de terminologie*, Paris, UNESCO, 1987 ; Wüster, Eugène : « Exposé illustré et terminologique de la nomination du monde » in *Travaux de terminologie*, n° 2, Université Laval, Québec, 1982; *Le Pavel*, Didacticiel de terminologie : http://www.termiuplus.gc.ca/site/didacticiel_tutorial_f.html

Teaching methods: lectures, PowerPoint presentations

Assessment methods: (Group) creation of a database in a specialized field

Language of instruction: French

Course title: Practice in Specialized Translation: Legal English

Course code: MTR0823

Type of course: compulsory

Level of course: MA

Year of study: 1st

Semester: 2nd

Number of ECTS credits allocated: 6

Name of the lecturer: Mariana Verdeș

Course objective: The course offers an in-depth practice in the translation of the main types of legal documents. Its objective is twofold: first, to provide an extensive study of the multifaceted aspects involved in the translation of specific legal documents and second, to develop students' competence in the use of information technology and translation reference tools.

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Course contents: this practical course consists of a number of key legal documents such as: affidavit, immigration related documents, birth-death-divorce-marriage certificates, academic/scientific diplomas and education transcripts, different types of contracts.

Recommended reading: Amy Krois, Lindner *International Legal English*, Cambridge University Press, 2006; Susan Reid *Legal Writing for International Students*, Peconic Press 2005; Coziana Beizdadea *English for Law*, Lumina Lex 2004; Rodica Dimitriu, Karl-Heinz Freigang (eds.) 2008. *Translation Technology in Translation Classes*, Institutul European

Teaching method: individual and pair/group-work

Assessment methods: portfolio of translated documents: affidavit 25% + education transcript 25% + power of attorney 25% + lease contract 25%

Language of instruction: English

Course title: Practice in Specialised Translation: Business French

Course code: MTR0824

Type of course: compulsory

Level of course: MA

Year of study: 1st

Semester: 2nd

Number of ECTS credits allocated: 6

Name of the lecturer: Mihaela Lupu

Course objective: this practical course aims at consolidating the specialised language knowledge (legal field), as well as the techniques used in specialised translations (French – Romanian) on the basis of reliable resources (dictionaries, glossaries, databases available on the internet, various specialised documents, etc).

Course contents: The legal/ notarial field (authentic texts such as: certificates, contracts, transcripts of records, diplomas, European legislation, etc)

Recommended reading: Nastase, Corneliu, Ghinculov, Silvia, Vârtosu, Gabriela – *Dictionar francez-român de economie și drept*, Editura Niculescu, Bucuresti, 2000; Popârda, Oana, Lupu, Mihaela - *Méthode de français juridique*, Iasi, Ed. Universitatii "Alexandru Ioan Cuza", 2005 ; Savin, Vasile, Savin, Christine-Anca, *Dictionar francez-român (administrativ, comercial, economic, financiar-bancar, juridic)*, Editura Dacia, Cluj-Napoca, 2001; Online resources (glossaries, databases, dictionaries)

Teaching methods: interactive; translation of specialised texts

Assessment methods: ongoing evaluation during the semester and two written papers (translation from French into Romanian)

Language of instruction: French

Course title: Practical Skills and Competences

Course code: MTR0825

Type of course: compulsory

Level of course: MA

Year of study: 1st

Semester: 2nd

Number of ECTS credits allocated: 6

Course objective: to develop the trainees' translation service provision competence in translation bureaus, firms and publishing houses, to sensitize them to the translators' social role and their job profile, to market requirements, to the variety of (text and translation) related activities that are carried out in these institutions, to translators' professional ethics, etc.

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Course contents: activities of translation, translation revision, text composition (book presentations), summaries, paraphrase, text-processing and post-editing in translation bureaus, firms and publishing houses.

Assessment methods: ongoing evaluation, portfolio containing the list of tasks to complete, the translations provided (minimum nr. of translated pages: 40) as well as other activities of text-processing. Translations will be assessed by an academic coordinator and a member of the partner institution.

2ND YEAR OF STUDY

Course title: Translation Studies

Course code: MTR0931, MTR0941

Type of course: compulsory

Level of course: MA

Year of study: 2nd

Semester: 3rd, 4th

Number of ECTS credits allocated: 6

Name of the lecturer: Rodica Dimitriu

Course objective: to develop the trainees' various translation competences by relating theoretical concepts and notions to the practice of translation; to develop their translation skills with regard to various text-types; to develop the trainees' capacity to use the critical metalanguage they have acquired for translation quality assessment.

Course contents: Introduction: main directions in contemporary Translation Studies; The communicative dimension of translation: pragmatic approaches (speech acts, presupposition and implicature); Textual approaches: the holistic and generic / text-type perspectives; Functionalist approaches: general considerations, translation pedagogy, criticism and evaluation; Sociolinguistics and translation; The (inter)cultural dimension of translation; Translation in the information technology era. The translator's status: (in)visibility in the translated text and in society; Translation as a profession.

During the seminars, the students will apply the course-related theoretical notions to translations of various text-types and genres.

Recommended reading: Baker, Mona (ed.) (1998) *Routledge Encyclopedia of Translation Studies*, London/New York: Routledge; Chesterman, Andrew (1997) *Memes of Translation*, Amsterdam / Philadelphia: John Benjamins; Munday, Jeremy (2009) *The Routledge Companion to Translation Studies*, London/New York: Routledge; Robinson, Douglas (1997) *Becoming a Translator*, London and New York: Routledge; Snell-Hornby, Mary (2006) *The Turns in Translation Studies*, Amsterdam/Philadelphia: John Benjamins.

Teaching methods: lectures, interactive methods, teamwork

Assessment methods: a) coursework; b) portfolio with in-class work and home assignments; c) final examination paper

Language of instruction: English

Course title: Practice in Specialised Translation: Legal English

Course code: MTR0933, MTR0943

Type of course: compulsory

Level of course: MA

Year of study: 2nd

Semester: 1st, 2nd

Number of ECTS credits allocated: 6

Name of the lecturer: Daniela Dobos

Course objective: the course is meant to familiarize students with the concepts of legal discourse so as to train their ability to understand legal discourse in Romanian and English. After understanding the

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difficulties involved by the two discourses belonging to two different legal systems, the ability of translating between the two systems is trained. Basic legal concepts and notions are introduced, accompanied by texts for translation. The concepts in the two legal systems are then analysed in view of assessing their equivalence.

Course contents: I. Theoretical introduction: Law, Language and Translation; Types of legal translation; Nature of legal language; Types of legal discourse; Sources of difficulty in legal translation. II. Practice: The legal system: European Union Law – Euro-jargon; Company law; Contracts; Formation; Structure; Terms; Clauses; Employment law; Torts; Property law; Sale contracts; Intellectual property law; Negotiable instruments; Information technology law; Environment law.

Recommended reading: Brieger, Nick (2002) *Test Your Professional English: Law*, Pearson Education Ltd; Brookes, Michael, David Holden & Wesley Hutchinson (2005) *Engleza pentru juristi*, Teora, București; Brown, Gillian D. & Sally Rice (2007) *Professional English in Use: Law*, Cambridge Univ. Press; Cao, Deborah (2007) *Translating Law*, Multilingual Matters, Clevedon / Toronto; Krois-Lindner, Amy & TransLegal (2006) *International Legal English*, Cambridge University Press

Teaching methods: interactive

Assessment methods: ongoing evaluation, final examination

Language of instruction: English

Course title: Practice in Specialised Translation: Business French

Course code: MTR0934, MTR0944

Type of course: compulsory

Level of course: MA

Year of study: 2nd

Semester: 3rd, 4th

Number of ECTS credits allocated: 6

Name of the lecturer: Monica Frunză

Course objective: The course aims at familiarising the students with the translation of specialised texts pertaining to the field of economics and commerce, from French into Romanian.

Course contents: Thematic and terminological knowledge, as well as other characteristics of commercial and economic language; Translation of texts with a terminology specific to the various economic subfields; tax and finance, the Stock Exchange, employment, commerce, management.

Recommended reading: Bajard, Jean-Pierre, Sibieude, Christiane: *Les affaires en français*, Paris, Didier, 2002; Balazs, Luana, Horean, Dana: *Traducere specializata*, Bucuresti, Credis, 2001; magazines in the economic field available on the Internet

Teaching methods: interactive

Assessment methods: ongoing evaluation, 2 papers

Language of instruction: French

Course title: Terminology

Course code: MTR0932

Type of course: compulsory

Level of course: MA

Year of study: 2nd

Semester: 3rd

Number of ECTS credits allocated: 6

Name of the lecturer: Rodica Albu

Course objective: by the end of the semester the students will have enhanced their ability to deal with terminological problems of a theoretical, as well as of a practical, field-oriented nature.

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Course contents: this class will focus on concept classification systems, from terminologies to ontologies, frame semantics, retrieving and validating relevant online information, ISO documents regarding terminology management, terminology agreements, EU terminology, ampler individual and group terminology projects. Individual presentations of recent contributions to terminology management will be encouraged.

Recommended reading: Galinski, Christian and J.W. Gebel, *Guide to Terminology Agreements*, TermNet, 1996; E. Pavel & C. Rucareanu, *Introducere in terminologie*, Editura Academiei Române, Bucuresti, 2001; Pearson, Jennifer, *Terms in Context*, Amsterdam/Philadelphia: John Benjamins Publishing Company, 1998; IATE (The European Union's Multilingual Term Base) <http://iate.europa.eu/> and *Terminology Collection. Online Dictionaries* <http://lipas.uwasa.fi/comm/termino/collect/> Wright, Sue Ellen & Gerhard Budin, *Handbook of Terminology Management*, 2 vols. Amsterdam/Philadelphia. John Benjamins Publishing Company, Vol 1: 1997, vol. 2: 2001

Teaching methods: academic lectures, brainstorming, students' presentations, pair and group work; interactive orientation of lectures and seminars

Assessment methods: continuous assessment, research project

Language of instruction: English

Course title: Practical Skills and Competences

Course code: MTR0935

Type of course: compulsory

Level of course: MA

Year of study: 2nd

Semester: 3rd

Number of ECTS credits allocated: 6

Course objective: To develop the trainees' translation service provision competence in translation bureaus, firms and publishing houses, to sensitize them to the translators' social role and their job profile, to market requirements, to the variety of (text and translation)related activities that are carried out in these institutions, to translators' professional ethics, etc.

Course contents: Activities of translation, translation revision, text composition (book presentations), summaries, paraphrase, text-processing and post-editing in translation bureaus, firms and publishing houses.

Assessment methods: ongoing evaluation (including discussions with clients), portfolio containing the list of tasks to complete, the translations provided (minimum nr. of translated pages: 40) as well as other activities of text-processing. Translations will be assessed by an academic coordinator and a member of the partner institution.

Course title: Terminology

Course code: MTR0942

Type of course: compulsory

Level of course: MA

Year of study: 2nd

Semester: 4th

Number of ECTS credits allocated: 6

Name of the lecturer: Monica Frunză

Course objective: To develop the trainees' skills with regard to the identification and treatment of the specialized terms, as well as to the creation of specialized databases.

Course contents: Target audience; specification booklet, chronology of the activity; documentation, data collection, creation of a corpus of texts, techniques of creating and managing the terminological inventory, the terminological sheet and its headings.

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Recommended reading: Busuioc, Ileana, Cucu, Mădălina : *Introducere în terminologie*, București, Credis, 2001; Cabré, Maria Teresa: « Terminologie et linguistique: la théorie des portes » in *Les Cahiers du Rifał*, n° 21, 2000 ; Felber, Helmut: *Manuel de terminologie*, Paris, UNESCO, 1987; Wüster, Eugène: « Exposé illustré et terminologique de la nomination du monde » in *Travaux de terminologie*, n° 2, Université Laval, Québec, 1982; *Le Pavel*, Didacticiel de terminologie: http://www.termiuplus.gc.ca/site/didacticiel_tutorial_f.html

Teaching methods: lectures, PowerPoint presentations

Assessment methods: (team / group) creation of a database in a specialized field

Language of instruction: French

Course title: European Institutions

Course code: MTR0945

Type of course: compulsory

Level of course: MA

Year of study: 2nd

Semester: 4th

Number of ECTS credits allocated: 6

Course provider: Liviu-George Maha

Course objective: The course is meant to make the students understand the processes of economic globalization and regionalization, the theoretical foundations of economic integration (free trade, customs union theory, theory of international specialization, single market theory), to know how the European Union is functioning and which is its role in the world politics and economy. It also aims to get them acquainted with the activities carried out by translators working for the European institutions.

Course contents: Globalization and regionalization: assumptions, factors, impact, history; Protectionism and free trade; customs union theory; The evolution of the European integration process; Freedom of movement: goods, capital, services, people; Institutional system of the European Union; Introduction to European Macroeconomics; Economic integration - a precondition of the political unification of the European Union; European Union - a model of economic integration; Being a translator for the European institutions.

Recommended reading: Jacques Pelkmans, *Integrare europeană. Metode și analiză economică*, I.E.R., București, 2003; Gabriela Pascariu, *Integrare economică europeană*, www.cse.uaic.ro; Tiberiu Brăilean, *Globalizarea*, Institutul European, Iași, 2004; Paul Krugman, *International Economics*, 1994; Jorgen Drud Hansen, ș.a., *An Economic Analysis of the European Community*, McGraw-Hill, London, 1992; Willem Molle, *The Economics of European Integration. Theory, Practice, Policy*, Ashgat, USA, 2001

Teaching methods: lectures, workshops

Assessment methods: case studies, essays, final exam

Language of instruction: Romanian