



## SYLLABUS

### *English for specific purposes – practical course*

Academic year 2026-2027

#### 1. Information about the study programme

|                                     |   |
|-------------------------------------|---|
| 1.1. University                     | Babeș-Bolyai University                                   |
| 1.2. Faculty                        | The Faculty of Letters                                    |
| 1.3. Department                     | The Department of Foreign Languages for Specific Purposes |
| 1.4. Field of study                 | Language and literature                                   |
| 1.5. Study cycle                    | BA  |
| 1.6. Study programme/ Qualification | BA  |
| 1.7. Enrolment frequency            | Full time   |

#### 2. Information about the subject

|                                     |   |                               |                          |                         |   |                    |           |         |  |
|-------------------------------------|---|-------------------------------|--------------------------|-------------------------|---|--------------------|-----------|---------|--|
| 2.1. Course title                   |   | English for specific purposes |                          |                         |   | Course code        |           | LLU0011 |  |
| 2.2. Course tutor                   |   |                               |                          |                         |   |                    |           |         |  |
| 2.3.Seminar/ practical course tutor |   |                               | Lector dr. Adriana Lazar |                         |   |                    |           |         |  |
| 2.4. Year of study                  | 1 | 2.5. Semester                 | 1                        | 2.6. Type of assessment | C | 2.7. Course status | Contents  | DC      |  |
|                                     |   |                               |                          |                         |   |                    | Mandatory | DO      |  |

#### 3. Total estimated time (teaching hours per semester)

|   |    |                       |  |                                 |              |
|---|----|-----------------------|--|---------------------------------|--------------|
| 3.1. Number of hours per week   | 2  | of which: 3.2. course |  | 3.3. seminar / practical course | 2            |
| 3.4. Total number of hours in the curriculum  | 28 | of which: 3.5. course |  | 3.6 seminar / practical course  | 28           |
| <b>Allotted time for individual study (ID) and self-study activities (SA)</b>                       |    |                       |  |                                 | <b>hours</b> |
| Study based on textbook, course manual, recommended bibliography, personal notes (SA)               |    |                       |  |                                 | 10           |
| Additional research (in the library, online scientific databases/platforms, or field documentation) |    |                       |  |                                 | 10           |
| Preparation for seminars / laboratory classes/ essays/ projects/ homework/ portfolios and reports   |    |                       |  |                                 | 10           |
| Tutoring  |    |                       |  |                                 | 2            |
| Assessment (examinations)   |    |                       |  |                                 | 6            |
| Other activities  |    |                       |  |                                 | 4            |
| <b>3.7. Total hours for individual study (ID) and self-study activities (SA)</b>                    |    |                       |  | <b>42</b>                       |              |
| <b>3.8. Total hours per semester</b>  |    |                       |  | <b>70</b>                       |              |
| <b>3.9. Number of credits</b>   |    |                       |  | <b>3</b>                        |              |

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#### 4. Prerequisites (if necessary)

|                 |                                |
|-----------------|--------------------------------|
| 4.1. curriculum |                                |
| 4.2. skills     | Minimum B1 level on CEFR scale |

#### 5. Conditions (if necessary)

|  |  |
|--|--|
| 5.1. for delivering lectures                         |  |
| 5.2. for teaching seminars/ <b>practical courses</b> | Computer, projector, whiteboard/flipchart, internet connection, learning materials in printed or digital format. |

#### 6.1. Acquired specific skills after graduating the study programme (to be taken unmodified from the study plan)<sup>1</sup>

| Transversal competences |  |
|-------------------------|--|
| Competence code         | Competence   |
| <b>CT1</b>              | Mastering foreign languages for specific and academic purposes                             |
| <b>CT2</b>              | Communicating in foreign languages using specialized terminology and/ or academic language |

#### 6.2. Learning outcomes specific to the study programme (to be taken unmodified from the study plan)<sup>2</sup>

| Learning outcomes targeted through the course |   |  |
|---|---|--|
| Competence code                               | Knowledge and understanding   | Specific academic skills   |
| <b>CT2</b>                                    | The student recognizes, understands, and establishes the correlation between specialized terminology and/or academic language in the mother tongue and in the studied foreign language. | The student makes use of specialized terminology and/or academic language in the studied foreign language to interpret, explain, and transfer specialized written and/or oral content. |

#### 7. Course-specific learning outcomes

| Knowledge and understanding   |
|---|
| 1. The student recognizes the features of oral messages and understands the specific content heard in various professional and academic communicative situations in the studied foreign language. |
| 2. The student recognizes the conventions of certain categories of specialized texts and understands the structural elements of the message read in the studied foreign language.                 |

<sup>1</sup> The professional and/or transversal competences to which the course contributes will be taken from the study plan of the study programme for which the course description is being prepared. For each competence, the full statement will be included, together with the competence code, exactly as it appears in the study plan, without any modifications. If no competence is selected from either of the two categories, the corresponding row in the table shall be deleted.

<sup>2</sup> The programme-specific learning outcomes to which the course contributes will be indicated. The statements, taken without modification from the study plan according to the type of course (DF/DS/DC), will be indicated next to the corresponding associated competence.



|   |
|---|
| 3. The student recognizes, evaluates, and appropriately plans oral communication situations with members of the socio professional and academic community in the studied foreign language.  |
| 4. The student distinguishes, classifies, and compares established principles and techniques of writing, with an emphasis on written communication of specialized content in the studied foreign language   |
| 5. The student recognizes and understands the rules and linguistic norms of the studied foreign language, in accordance with the target level of linguistic competence established for the course.  |
| 6. The student recognizes, understands, and establishes the correlation between specialized terminology and/or academic language in the mother tongue and in the studied foreign language.  |
| <b>Specific academic skills</b>   |
| 1. The student uses appropriate knowledge and strategies for processing information heard in the studied foreign language.  |
| 2. The student identifies the techniques used to construct the written message and transfers concepts, principles, and operational strategies for interpreting specialized written texts in the studied foreign language.   |
| 3. The student manages and adjusts discourse in the studied foreign language within typical communication situations, in accordance with the profile of the socio professional and academic community members and with the specific context (monologue, dialogue, technical report, seminar presentation, scientific description, etc.) |
| 4. The student observes the norms of various functional styles in order to synthesize, design, process, structure, and revise specialized written content.  |
| 5. The student applies the rules and linguistic norms of the studied foreign language, in accordance with standard assessment criteria for measuring linguistic competence/level.   |
| 6. The student makes use of specialized terminology and/or academic language in the studied foreign language to interpret, explain, and transfer specialized written and/or oral content.   |

## 8. Contents

| 8.2 Seminar / practical course  | Teaching methods  | Observations |
|---|---|--------------|
| 1. Introduction; General presentation of the syllabus, course structure and examination. Placement test;  |   |              |
| 2. Planning a Career in Science (1). Academia versus Industry: qualifications and job requirements; Writing a CV. Preparing for an interview;     | Interactive practical course, peer and group work, collaborative learning, debate, role play, research-led and discovery-based learning, blended learning, synchronous/asynchronous learning etc. |              |
| 3. Planning a Career Science (2). Getting started in research; Investigating a fellowship; The research project summary: role and objectives;     | Interactive practical course, peer and group work, collaborative learning, debate, role play, research-led and discovery-based learning, blended learning, synchronous/asynchronous learning etc. |              |
| 4. Organization of the research project summary: Paragraph structure and connectors; Writing a research project summary;                          | Interactive practical course, peer and group work, collaborative learning, debate, role play, research-led and discovery-based learning, blended learning, synchronous/asynchronous learning etc. |              |
| 5. Communicating with scientific communities: Methods and venues. Exploring elements of (in)formality in spoken/written scientific communication. | Interactive practical course, peer and group work, collaborative learning, debate, role play, research-led and discovery-based learning, blended  |              |

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|  |   |  |
|--|---|--|
| The case of science forums: writing a science-related post;  | learning, synchronous/asynchronous learning etc.  |  |
| 6. The critical review (1); How to read critically: Science news versus Scientific publishing; Exploration of the sections of a research paper: Case study - publications of the American Chemical Society (ACS) and the IRMD format;  | Interactive practical course, peer and group work, collaborative learning, debate, role play, research-led and discovery-based learning, blended learning, synchronous/asynchronous learning etc.                 |  |
| 7. The critical review (2) The publications of the American Chemical Society (ACS) and the IRMD format of a research paper; Organization of the critical review; Useful concepts for evaluating experimental results: validity, reliability, credibility; Writing the critical review; | Interactive practical course, peer and group work, collaborative learning, debate, role play, research-led and discovery-based learning, blended learning, synchronous/asynchronous learning etc.                 |  |
| 8. Reporting skills in the context of academic research and communication (1): Paraphrasing; Paraphrasing strategies; Elements of Academic integrity; How to avoid unintended plagiarism: the case of Turnitin;  | Interactive practical course, peer and group work, collaborative learning, debate, role play, research-led and discovery-based learning, blended learning, synchronous/asynchronous learning etc.                 |  |
| 9. Reporting skills in the context of academic research and communication (2): Summarizing; Steps for writing efficient summaries; Reporting verbs and phrases;  | Interactive practical course, peer and group work, collaborative learning, debate, role play, research-led and discovery-based learning, blended learning, synchronous/asynchronous learning etc.                 |  |
| 10. Reporting skills in the context of academic research and communication (3): Connecting and Synthetizing information; Synthetizing strategies; Using sources reliably: the case of Scifinder;   | The audio-lingual method; The audio-visual method; The inductive method; The case study; Skimming / scanning; The communication method (CLT); Working in micro-groups; The heuristic conversation; Brainstorming; |  |
| 11. How to listen to a lecture: Exploration and practice of various note-taking systems (the table, the mind map, the Cornell method, the outline method);   | The audio-lingual method; The audio-visual method; The inductive method; The case study; Skimming / scanning; The communication method (CLT); Working in micro-groups; The heuristic conversation; Brainstorming; |  |
| 12. Mediation for Science (1): Definition and practice of mediation; Keeping a laboratory notebook; Using the laboratory notebook to practice mediation;   | The audio-lingual method; The audio-visual method; The inductive method; The case study; Skimming / scanning; The communication method (CLT); Working in micro-groups; The heuristic conversation; Brainstorming; |  |
| 13. Mediation for Science (2) Mediating a text/ a concept/communication using pre-taught skills (summarising, paraphrasing, adapting language, synthetizing, note-taking etc.);  | The audio-lingual method; The audio-visual method; The inductive method; The case study; Skimming / scanning; The communication method (CLT); Working in micro-groups; The heuristic conversation; Brainstorming; |  |
| Revision   |   |  |



|   |                       |  |
|---|-----------------------|--|
| 14. Exam  | Practical activities; |  |
| Listening/ Reading/ Writing   |                       |  |
| <p>1. Tamzen Armer, Cambridge English for Scientists. Student's Book with Audio CDs (2), Cambridge University Press, Cambridge, 2011;</p> <p>2. Tamzen Armer, Cambridge English for Scientists. Teacher's Guide, Cambridge University Press, Cambridge, 2011;</p> <p>3. Hodgetts Katsampoxaki Kallia, Academic English for Chemistry, An English for Specific Academic Purpose Course for International Chemistry Students – Upper Intermediate B2 Level, Digisima Publications, 2017;</p> <p>4. Eumeridou Eugenia, Academic English for Materials Science, Digisima Publications, 2021;</p> <p>5. Kwiatkowski Marek, Stepnowski Piotr, English in Chemistry, Gdansk University, 2017;</p> <p>6. Gallagher RoseMarie, Ingram Paul, Cambridge IGCSE &amp; O Level Complete Chemistry- Student Book, Oxford University Press, Fourth Edition, 2021;</p> <p>7. Harwood Richard, Lodge Ian, Cambridge IGCSE Chemistry Workbook, Cambridge University Press, 2011;</p> <p>8. Earl Bryan, Wilford Doug, Cambridge IGCS Chemistry, Cambridge University Press, Fourth Edition, 2021;</p> <p>9. Carter Ronald, McCarthy Michael, Cambridge Grammar of English. A Comprehensive Guide. Spoken and Written English. Grammar and Usage, Cambridge University Press, 2006;</p> <p>10. Hewings Martin, Advanced Grammar in Use, Second Edition, Cambridge University Press, 2005;</p> <p>11. Vince Michael, English Grammar in Context, Macmillan, 2008.</p> |                       |  |

#### 9. Assessment (examination)

| Type of activity               | 9.1 Assessment criteria  | 9.2 Assessment methods                                    | 9.3 Weight in the final grade |
|--------------------------------|--|---|-------------------------------|
| 9.4 Course                     |  |   |                               |
| 9.5 Seminar / practical course | -active participation in practical courses<br>-correct and timely completion of assigned tasks<br>-acquisition of specialized vocabulary<br>-accuracy, fluency, and appropriateness of English (both spoken and written)<br>-ability to use English effectively in specific academic and professional contexts | Active participation, involvement in activities/ projects | 20%                           |
|                                |  | Written and/or oral examination                           | 80%                           |

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## 9.6 Basic performance standard

The students will be able to:

- make use of listening, reading, speaking and writing skills in general and specific purpose contexts
- apply individual learning strategies in developing academic reading and in improving specialized vocabulary through printed and electronic resources
- write academic texts (articles, essays, reports etc); do oral presentations (seminar, debate)
- communicate the content of individual and collaborative academic work

## 10. ODD labels( Sustainable Development Goals)

|  |   |                                       |  |  |  |  |  |                  |
|--|---|---------------------------------------|--|--|--|--|--|------------------|
|  | X | Sustainable Development Generic Label |  |  |  |  |  |                  |
|  |   |                                       |  |  |  |  |  |                  |
|  |   |                                       |  |  |  |  |  | No label applies |
|  |   |                                       |  |  |  |  |  |                  |

Date:  
03.04.2026

Course tutor's name and signature

Seminar tutor's/ practical course's  
signature

Lector dr. Adriana Lazar

Data of approval:  
17.04.2026

Head of Department's name and signature

Camelia Teglaş

Date of approval  
Name and signature of Dean