

# Syllabus

## 1. Programme information

1.1. Institution	THE BUCHAREST UNIVERSITY OF ECONOMIC STUDIES
1.2. Faculty	International Business and Economics
1.3. Departments	Department of Modern Languages and Business Communication
1.4. Field of study	Applied modern languages
1.5. Cycle of studies	Licence
1.6. Education type	Full-time
1.7. Study programme	Applied Modern Languages
1.8. Language of study	Romanian, English, French
1.9. Academic year	2024-2025

## 2. Information on the discipline

2.1. Name	<b>Discourse Analysis (in English)</b>								
2.2. Code	<b>24.0223IF3.1-0002</b>								
2.3. Year of study	<b>3</b>	2.4. Semester	<b>1</b>	2.5. Type of assessment	<b>Exam</b>	2.6. Status of the discipline	<b>O</b>	2.7. Number of ECTS credits	<b>4</b>
2.8. Leaders	C(C)	<b>conf.univ.dr. DIMA Viorela Valentina</b>					viorela.dima@ase.ro		
	S(S)	<b>conf.univ.dr. DIMA Viorela Valentina</b>					viorela.dima@ase.ro		

## 3. Estimated Total Time

3.1. Number of weeks	14.00
3.2. Number of hours per week	3.00 of which
	S(S) 2.00
	C(C) 1.00
3.3. Total hours from curriculum	42.00 of which
	S(S) 28.00
	C(C) 14.00
3.4. Total hours of study per semester (ECTS*25)	100.00
3.5. Total hours of individual study	58.00
<i>Distribution of time for individual study</i>	
Study by the textbook, lecture notes, bibliography and student's own notes	15.00
Additional documentation in the library, on specialized online platforms and in the field	15.00
Preparation of seminars, labs, assignments, portfolios and essays	15.00
Tutorials	5.00
Examinations	6.00
Other activities	2.00

## 4. Prerequisites

4.1. of curriculum	Demonstrate the knowledge of the concepts taught at the following courses: <ul style="list-style-type: none"> <li>• Academic Skills and Communication Skills;</li> <li>• General linguistics;</li> <li>• Methodology of qualitative research in social sciences;</li> <li>• Quantitative research methods in social sciences;</li> <li>• Language, speech and contextualization of communication.</li> </ul>
4.2. of competences	Knowledge of English at B1-B2 level, according to the European Reference Framework for Foreign Languages (CEFR); Research competencies, argumentative texts, etc.

## 5. Conditions

for the S(S)	Seminars require rooms with internet access. Seminar attendance is mandatory. Assignments and other seminar task are compulsory. Plagiarism is forbidden. Students are not allowed to use their mobile op\phones during classes Students are not to be late for class
for the C(C)	Rooms with internet access and multimedia equipment. Students are not allowed to use their mobile op\phones during classes Students are not to be late for class

## 6. Acquired specific competences

PREFESSIONAL	C1	Effective communication in at least two modern languages (language B and language C), in a wide variety of professional and cultural contexts, by resorting to specific oral and written registers and linguistic variants;
PREFESSIONAL	C2	Adequate use of written and oral mediation techniques, as well as of translation and interpretation techniques from language B or C in language A and vice-versa, in general and semi-specialized fields;
PREFESSIONAL	C3	Adequate use of generally applicable documentation, information search, classification and storage techniques, adequate use of information resources (electronic dictionaries, databases), basic competences in text editing and correction, use of computer text editing programs and of document archiving techniques;
PREFESSIONAL	C6	Communication in multilingual professional contexts requiring linguistic and cultural integration, negotiation and mediation;

## 7. Objectives of the discipline

7.1. General objective	<ul style="list-style-type: none"> <li>• Acquiring knowledge about discourse analysis and developing corpus research and academic writing skills, in order to prepare for carrying out larger scientific research projects.</li> </ul>
7.2. Specific objectives	<ul style="list-style-type: none"> <li>• Acquiring knowledge about key concepts in discourse analysis - principles, levels, models of analysis, types of discourse.</li> <li>• Review of the notions of qualitative and quantitative research for the development of discourse analysis skills.</li> <li>• Review of knowledge about and development of corpus-based research skills.</li> <li>• Review of knowledge about and development of academic writing skills in order to elaborate discourse analyzes within a larger scientific research project.</li> </ul>

## 8. Contents

8.1. C(C)	Teaching/Work methods	Recommendations for students

1	<p>Presentation of course objectives, themes and bibliography. Assessing students' needs / expectations</p> <p>Topic 1: ACADEMIC WRITING SKILLS Part 1</p> <ul style="list-style-type: none"> <li>- key concepts</li> <li>- essay writing steps – sentence, paragraph and essay level</li> <li>– characteristics of academic texts</li> <li>- proper citation, avoiding plagiarism</li> </ul> <p>Duration: 1 week</p>	- Interactive lecture and teaching	- Active involvement in finding and presenting bibliographic resources relevant to the topic - Participation in debates
2	<p>Topic 2: ACADEMIC WRITING SKILLS: Part 2</p> <ul style="list-style-type: none"> <li>-research steps, choosing and defining a research topic,</li> <li>-writing research projects – objectives, activities, description of expected results etc.</li> <li>-evaluation of research projects</li> </ul> <p>Duration: 1 week</p>	- Interactive lecture and teaching	- Active involvement in finding and presenting bibliographic resources relevant to the topic - Participation in debates
3	<p>Topic 3: CORPUS-BASED RESEARCH - Part 1</p> <ul style="list-style-type: none"> <li>- a corpus - what it is and what it isn't</li> <li>- principles and methods of corpus based research</li> <li>-collecting data – quantitative and qualitative methodologies, building/annotating and analysing a corpus</li> <li>- available technologies</li> </ul> <p>Duration: 1 week</p>	- Interactive lecture and teaching	- Active involvement in finding and presenting bibliographic resources relevant to the topic - Participation in debates
4	<p>Topic 4: CORPUS-BASED RESEARCH - Part 2</p> <ul style="list-style-type: none"> <li>- examples of Bachelor's research papers in Applied Modern Languages</li> <li>- examples of PPT presentations of Bachelor's research papers in Applied Modern Languages</li> </ul> <p>Duration: 1 week</p>	- Interactive lecture and teaching	- Active involvement in finding and presenting bibliographic resources relevant to the topic - Participation in debates
5	<p>Topic 5: TOPICS IN DISCOURSE ANALYSIS - Part 1</p> <ul style="list-style-type: none"> <li>- principles, levels, models of Discourse Analysis</li> <li>- phonetic, morpho-syntactic and semantic aspects that contribute to building the message</li> <li>- verbal and non-verbal semantic aspects that contribute to building the message in multimedia contexts</li> <li>- the relations between the participants in the discourse, aspects related to the construction of social / gender identity, etc (- language functions,)</li> </ul> <p>Duration: 1 week</p>	- Interactive lecture and teaching	- Active involvement in finding and presenting bibliographic resources relevant to the topic - Participation in debates
6	<p>Topic 6: TOPICS IN DISCOURSE ANALYSIS - Part 2</p> <ul style="list-style-type: none"> <li>- analyzing types of texts: means of production, text genres, types of discourse, argumentation strategies and fallacies, rhetorical elements and figures of style</li> </ul> <p>Duration: 1 week</p>	- Interactive lecture and teaching	- Active involvement in finding and presenting bibliographic resources relevant to the topic - Participation in debates
7	<p>Topic 7: Evaluation, self-evaluation</p> <p>Duration: 1 week</p>	<p>Assessment of accumulated knowledge and developed skills.</p> <p>Discussion of the evaluation results, feedback from the teacher at the seminar</p> <p>Feedback from students on their own and the group work during the semester.</p>	<p>Revision of the topics covered during the semester for the test</p>

### ***Bibliography***

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- Foucault, Michel, "The Discourse on Language" translation appears as an appendix to the Archaeology of Knowledge trans. A. M. Sheridan Smith, Pantheon,, New York, 1972, Statele Unite ale Americii
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8.2. S(S)		Teaching/Work methods	Recommendations for students
1	Presentation of seminar objectives, topics and bibliography. Assessing students' needs / expectations <b>Topic 1: ACADEMIC WRITING SKILLS - Part 1</b> - key concepts - essay writing steps – sentence, paragraph and essay level – characteristics of academic texts - proper citation, avoiding plagiarism Duration: 1 week	Debating on theoretical notions specific to the approached topic Developing reading and comprehension skills Developing the vocabulary specific to the domain	- Active involvement in finding and presenting bibliographic resources relevant to the topic - Participation in debates - seminar assignments - Review & practice of sentence and paragraph building skills
2	<b>Topic 2: ACADEMIC WRITING SKILLS - Part 2</b> - key concepts - essay writing steps – sentence, paragraph and essay level – characteristics of academic texts - proper citation, avoiding plagiarism Duration: 1 week	Debating on theoretical notions specific to the approached topic Developing reading and comprehension skills Developing the vocabulary specific to the domain	Active involvement in finding and presenting bibliographic resources relevant to the topic - Participation in debates - seminar assignments - Review & practice of sentence and paragraph building skills
3	<b>Topic 3: ACADEMIC WRITING SKILLS - part 3</b> -research steps, choosing and defining a research topic, -writing research projects – objectives, activities, description of expected results etc. -evaluation of research projects Duration: 1 week	Debating on theoretical notions specific to the approached topic Developing reading and comprehension skills Developing the vocabulary specific to the domain	Active involvement in finding and presenting bibliographic resources relevant to the topic - Participation in debates - seminar assignments <b>Case study: ESSAY WRITING</b> a. writing an essay on a given topic b. peer-evaluation of essays, based on a given evaluation grid c. rewriting essays according to suggestions received during the peer evaluation

4	<p>Topic 4: ACADEMIC WRITING SKILLS - Part 4</p> <ul style="list-style-type: none"> <li>-research steps, choosing and defining a research topic,</li> <li>-writing research projects – objectives, activities, description of expected results etc.</li> <li>-evaluation of research projects</li> </ul> <p>Duration: 1 week</p>	<p>Debating on theoretical notions specific to the approached topic</p> <p>Developing reading and comprehension skills</p> <p>Developing the vocabulary specific to the domain</p>	<p>Active involvement in finding and presenting bibliographic resources relevant to the topic</p> <ul style="list-style-type: none"> <li>- Participation in debates</li> <li>- seminar assignments</li> </ul> <p>Case study: analyzing advantages and disadvantages of corpus-based research undertaken by previous Bachelor's research papers in Applied Modern Languages</p>
5	<p>Topic 5: CORPUS-BASED RESEARCH - Part 1</p> <ul style="list-style-type: none"> <li>- a corpus - what it is and what it isn't</li> <li>- principles and methods of corpus based research</li> <li>-collecting data – quantitative and qualitative methodologies, building/annotating and analysing a corpus</li> <li>- available technologies</li> </ul> <p>Duration: 1 week</p>	<p>Debating on theoretical notions specific to the approached topic</p> <p>Developing reading and comprehension skills</p> <p>Developing the vocabulary specific to the domain</p>	<p>Active involvement in finding and presenting bibliographic resources relevant to the topic</p> <ul style="list-style-type: none"> <li>- Participation in debates</li> <li>- seminar assignments</li> </ul> <p>Case study: applying specific discourse analysis methods to evaluate - phonetic, morpho-syntactic and semantic / verbal and non-verbal semantic aspects that contribute to building the message in multimedia contexts</p>
6	<p>Topic 6: CORPUS-BASED RESEARCH - Part 2</p> <ul style="list-style-type: none"> <li>- a corpus - what it is and what it isn't</li> <li>- principles and methods of corpus based research</li> <li>-collecting data – quantitative and qualitative methodologies, building/annotating and analysing a corpus</li> <li>- available technologies</li> </ul> <p>Duration: 1 week</p>	<p>Debating on theoretical notions specific to the approached topic</p> <p>Developing reading and comprehension skills</p> <p>Developing the vocabulary specific to the domain</p>	<ul style="list-style-type: none"> <li>- Active involvement in finding and presenting bibliographic resources relevant to the topic</li> <li>- Participation in debates</li> <li>- seminar assignments</li> </ul> <p>Case study: applying specific discourse analysis methods to evaluate various texts from different language registers and styles</p>
7	<p>Topic 7: CORPUS-BASED RESEARCH - Part 3</p> <ul style="list-style-type: none"> <li>- examples of Bachelor's research papers in Applied Modern Languages</li> <li>- examples of PPT presentations of Bachelor's research papers in Applied Modern Languages</li> </ul> <p>Duration: 1 week</p>	<p>Debating on theoretical notions specific to the approached topic</p> <p>Developing reading and comprehension skills</p> <p>Developing the vocabulary specific to the domain</p>	<ul style="list-style-type: none"> <li>- Active involvement in finding and presenting bibliographic resources relevant to the topic</li> <li>- Participation in debates</li> <li>- seminar assignments</li> <li>- Review &amp; practice of sentence and paragraph building skills</li> </ul>
8	<p>Topic 8: CORPUS-BASED RESEARCH - Part 4</p> <ul style="list-style-type: none"> <li>- examples of Bachelor's research papers in Applied Modern Languages</li> <li>- examples of PPT presentations of Bachelor's research papers in Applied Modern Languages</li> </ul> <p>Duration: 1 week</p>	<p>Debating on theoretical notions specific to the approached topic</p> <p>Developing reading and comprehension skills</p> <p>Developing the vocabulary specific to the domain</p>	<ul style="list-style-type: none"> <li>- Active involvement in finding and presenting bibliographic resources relevant to the topic</li> <li>- Participation in debates</li> <li>- seminar assignments</li> <li>- Review &amp; practice of sentence and paragraph building skills</li> </ul>
9	<p>Topic 9: TOPICS IN DISCOURSE ANALYSIS - Part 1</p> <ul style="list-style-type: none"> <li>- principles, levels, models of Discourse Analysis</li> <li>- phonetic, morpho-syntactic and semantic aspects that contribute to building the message</li> <li>- verbal and non-verbal semantic aspects that contribute to building the message in multimedia contexts</li> <li>- the relations between the participants in the discourse, aspects related to the construction of social / gender identity, etc (- language functions,)</li> </ul> <p>Duration: 1 week</p>	<p>Debating on theoretical notions specific to the approached topic</p> <p>Developing reading and comprehension skills</p> <p>Developing the vocabulary specific to the domain</p>	<ul style="list-style-type: none"> <li>- Active involvement in finding and presenting bibliographic resources relevant to the topic</li> <li>- Participation in debates</li> <li>- seminar assignments</li> <li>- Review &amp; practice of sentence and paragraph building skills</li> </ul>

10	<p>Topic 10: TOPICS IN DISCOURSE ANALYSIS - Part 2</p> <ul style="list-style-type: none"> <li>- principles, levels, models of Discourse Analysis</li> <li>- phonetic, morpho-syntactic and semantic aspects that contribute to building the message</li> <li>- verbal and non-verbal semantic aspects that contribute to building the message in multimedia contexts</li> <li>- the relations between the participants in the discourse, aspects related to the construction of social / gender identity, etc (- language functions,)</li> </ul> <p>Duration: 1 week</p>	<p>Debating on theoretical notions specific to the approached topic</p> <p>Developing reading and comprehension skills</p> <p>Developing the vocabulary specific to the domain</p>	<ul style="list-style-type: none"> <li>- Active involvement in finding and presenting bibliographic resources relevant to the topic</li> <li>- Participation in debates</li> <li>- seminar assignments</li> <li>- Review &amp; practice of sentence and paragraph building skills</li> </ul>
11	<p>Topic 11: TOPICS IN DISCOURSE ANALYSIS - Part 3</p> <ul style="list-style-type: none"> <li>- analyzing types of texts: means of production, text genres, types of discourse, argumentation strategies and fallacies, rhetorical elements and figures of style</li> </ul> <p>Duration: 1 week</p>	<p>Debating on theoretical notions specific to the approached topic</p> <p>Developing reading and comprehension skills</p> <p>Developing the vocabulary specific to the domain</p>	<ul style="list-style-type: none"> <li>- Active involvement in finding and presenting bibliographic resources relevant to the topic</li> <li>- Participation in debates</li> <li>- seminar assignments</li> <li>- Review &amp; practice of sentence and paragraph building skills</li> </ul>
12	<p>Topic 12: TOPICS IN DISCOURSE ANALYSIS - Part 4</p> <ul style="list-style-type: none"> <li>- analyzing types of texts: means of production, text genres, types of discourse, argumentation strategies and fallacies, rhetorical elements and figures of style</li> </ul> <p>Duration: 1 week</p>	<p>Debating on theoretical notions specific to the approached topic</p> <p>Developing reading and comprehension skills</p> <p>Developing the vocabulary specific to the domain</p>	<ul style="list-style-type: none"> <li>- Active involvement in finding and presenting bibliographic resources relevant to the topic</li> <li>- Participation in debates</li> <li>- seminar assignments</li> <li>- Review &amp; practice of sentence and paragraph building skills</li> </ul>
13	<p>Topic 13: Revision, evaluation, self-evaluation - Part 1</p> <p>Duration: 1 week</p>	<p>Assessment of accumulated knowledge and developed skills.</p> <p>Discussion of the evaluation results, feedback from the teacher at the seminar</p> <p>Feedback from students on their own and the group work during the semester.</p>	<p>Revision of the topics covered during the semester for the test.</p> <p>Writing an analysis of political / academic / journalistic / advertising discourse, etc. at</p> <p>Oral presentation of students' discourse analyses</p> <p>Revision of the topics covered during the semester for the test.</p> <p>Writing an analysis of political / academic / journalistic / advertising discourse, etc. at</p> <p>Oral presentation of students' discourse analyses</p>
14	<p>Topic 14: Revision, evaluation, self-evaluation - Part 2</p> <p>Duration: 1 week</p>	<p>Assessment of accumulated knowledge and developed skills.</p> <p>Discussion of the evaluation results, feedback from the teacher at the seminar</p> <p>Feedback from students on their own and the group work during the semester.</p>	<p>Revision of the topics covered during the semester for the test.</p> <p>Writing an analysis of political / academic / journalistic / advertising discourse, etc. at</p> <p>Oral presentation of students' discourse analyses</p>

### ***Bibliography***

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**9. Corroboration of the contents of the discipline with the expectations of the representatives of the epistemic community, of the professional associations and representative employers in the field associated with the programme**

The content of the curriculum/ syllabus is based on the requirements of the labor market regarding the training of specialists in the field of Applied Modern Languages.  
 Permanent contact with representatives of professional associations in the field.

**10. Assessment**

Type of activity	Assessment criteria	Assessment methods	Percentage in the final grade
10.1. C(C)	- Active participation in the course, with questions, comments, examples of analysis - mid-term test	- Formative and summative assessment through self-evaluation, interpersonal assessment and teacher evaluation - Assessment of oral and written communication skills specific to the professional and / or academic context	20.00

10.2. S(S)	- Active participation in the seminar and topics during the semester - Drawing up an analysis of political / academic / journalistic / advertising discourse, etc., at the student's choice - Delivering an oral presentation on a topic of general linguistics proposed by the teacher / student	- Formative and summative assessment through self-evaluation, peer assessment and teacher evaluation	30.00
10.3. Final assessment	written exam	Summative evaluation	50.00
10.4. Modality of grading	Whole notes 1-10		
10.5. Minimum standard of performance	<ul style="list-style-type: none"> <li>- Active participation in at least half of the courses and seminars;</li> <li>- doing at least half of the seminar assignments;</li> <li>- writing a discourse analysis</li> <li>- oral presentation of the methodology and results of the written discourse analysis conducted in accordance with the requirements specified at the seminar;</li> <li>- correct resolution of at least 50% of the subjects in the mid-term test;</li> <li>- correctly solving at least 50% of the exam subjects.</li> </ul>		

Date of listing,  
06/13/2026

Signature of the discipline leaders,

Date of approval in the  
department

Signature of the Department Director,