

# 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>Language, Discourse and Contextualisation of Communication</b>								
2.2. Code	<b>24.0223IF2.1-04.1</b>								
2.3. Year of study	<b>2</b>	2.4. Semester	<b>1</b>	2.5. Type of assessment	<b>Exam</b>	2.6. Status of the discipline	<b>A</b>	2.7. Number of ECTS credits	<b>3</b>
2.8. Leaders	C(C)	<b>lect.univ.dr. PANAIT Nicoleta-Adina</b>					nicoleta.panait@rei.ase.ro		
	C(C)	<b>Cadru asoc Prof.dr. MUREȘAN Laura Mihaela</b>					laura.muresan@rei.ase.ro		
	S(S)	<b>lect.univ.dr. PANAIT Nicoleta-Adina</b>					nicoleta.panait@rei.ase.ro		
	S(S)	<b>Cadru asoc Prof.dr. MUREȘAN Laura Mihaela</b>					laura.muresan@rei.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)	75.00
3.5. Total hours of individual study	33.00
<i>Distribution of time for individual study</i>	
Study by the textbook, lecture notes, bibliography and student's own notes	10.00
Additional documentation in the library, on specialized online platforms and in the field	9.00
Preparation of seminars, labs, assignments, portfolios and essays	10.00
Tutorials	0.00
Examinations	4.00
Other activities	0.00

#### 4. Prerequisites

4.1. of curriculum	<ul style="list-style-type: none"><li>• Study Skills and Academic Communication</li><li>• Introduction to applied linguistics</li></ul>
4.2. of competences	<ul style="list-style-type: none"><li>• Advanced English knowledge</li><li>• Good communication skills in English.</li></ul>

#### 5. Conditions

for the S(S)	Rooms with internet access and multimedia equipment.
for the C(C)	Rooms with internet access and multimedia equipment.

#### 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	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	C4	Organizing professional, scientific and cultural events that require professional and institutional communication competences in languages A, B and C (company and product/service presentations and formal events, fairs and exhibitions);

#### 7. Objectives of the discipline

7.1. General objective	Familiarization with different approaches to analyzing language, discourse, communication specific to various contexts, in order to analyze specific features and, at the same time, to improve the students' communication competences.
7.2. Specific objectives	<ul style="list-style-type: none"><li>• Familiarizing students with language specificity, discourse and generic features related to a particular context of communication</li><li>• Developing communication skills taking into account the communicative purpose, with extra attention to the generic features of speech structuring and context-based adaptability.</li><li>• Familiarizing students with the methodological approach of genre analysis, so as to be able to analyze the characteristics of authentic communication in context.</li><li>• Familiarizing students with the requirements of team work projects</li></ul>

#### 8. Contents

8.1. C(C)		Teaching/Work methods	Recommendations for students
1	Course introduction. Conceptual and terminological clarifications supported by examples.	Interactive, with teaching based on examples	Studying course materials / bibliography
2	Overview of the evolution of ESP (English for Specific Purposes) approaches: from focusing on lexical and grammatical elements to contextualizing communication.	Interactive, with teaching based on examples	Studying course materials / bibliography before lectures
3	Discourse analysis: concepts, illustrations and examples of several possible methodological approaches. Topic selection for individual and team projects.	Interactive, with teaching based on examples	Studying course materials / bibliography before lectures
4	Genre analysis: concepts, applications and implications. Illustrations based on authentic texts and concrete communication situations.	Interactive, with teaching based on examples	Studying course materials / bibliography before lectures
5	Relevance of the Genre Analysis approach for a better understanding of written communication and its specificities according to communication contexts in EAP (English for Academic Purposes). Examples based on authentic texts and concrete communication situations.	Interactive, with teaching based on examples	Studying course materials / bibliography before lectures
6	Thematic research projects, allowing familiarization with methodological tools and deepening communication analysis specific to certain contexts ESP / EAP / ELF (English as Lingua Franca).	Interactive, with teaching based on examples	Studying course materials / bibliography before lectures
7	Presenting and evaluating team research, identifying areas of interest for deepening and / or diversifying research. Evaluation of the course and formulation of conclusions. Self-evaluation and evaluation by the course tutor.	Interactive, with teaching based on examples	Studying course materials / bibliography before lectures

### ***Bibliography***

- Bardi, M. & Muresan, L.-M., Changing Research Writing Practices in Romania. In: Bennett, K., The Semi-periphery of academic writing: discourses, communities and practices, London: Palgrave MacMillan, 2014 (un capitol)
- Basturkmen, H., ESP Research Directions: Enduring and Emergin Lines of Inquiry. Language Teaching Research Quaterly, vol. 23, 2021, pp. 5-11.
- Flowerdew, J. Discourse in English Language Education, London & New York: Routledge, 2013 (Chapter 1, pp 1-9)
- Gee, J. P. & Handford, M. (Eds.). The Routledge Handbook of Discourse Analysis, Routledge, 2012/2014 (to select one of the following chapters: 1, 6, 14, 15, 17, 22, 30, 31, 35)
- Luzon, J. M., Connecting Genres and Languages in Online Scholarly Communication: An Analysis of Research Group Blogs. Written Communication, 2017 (pp 1-31).
- Mauranen, A. Exploring ELF. Academic English Shaped by Non-native Speakers. Cambridge: Cambridge University Press, 2012 (Chapter 1).
- Synergy: <http://www.synergy.ase.ro>
- Muresan, Laura, Genre Analysis and Economics, Bucuresti: Paideia, 2000 (Chapter 2, pp. 17-43)
- Muresan, L.-M. Familiarising Students of Economics with a Genre-based Approach to Academic Writing. In Lachout. M. (Ed.) Towards a More Specialised European Framework for (Self-) Assessing Language Competencies, Prague: Metropolitan University Prague Press, 2012, (pg. 162-180).
- Muresan, L. A Genre-based Approach to Research Writing in Economics. The Case of Romanian Economists using English as Lingua Franca. In Bungarten, T. (Ed.), Files of the 9th International Conference of the European Association of Languages for Specific Purposes (AELFE 2010, Hamburg), Tostedt: Attikon, 2010 (pp. 1-10).
- Paltridge, B. & Starfield, S. (Eds.), The Handbook of English for Specific Purposes, Wiley-Blackwell, 2013. (un capitol)
- Perez-Llantada, Scientific Discourse and the Rhetoric of Globalization. The Impact of Culture and Language. London & New York, Continuum, 2012
- Swales, J. M., Research Genres: Explorations and Applications, Cambridge: Cambridge University Press, 2004.

8.2. S(S)		Teaching/Work methods	Recommendations for students
1	Introductory seminar, in-depth thematic introduction to the course.	Interactive, group activities, based on the analysis of concrete examples	Studying the required bibliography before the seminar and doing the assigned homework
2	Analyzing specific examples of ESP at language level, depending on the domain and type of text.	Interactive, group activities, based on the analysis of concrete examples	Studying the required bibliography before the seminar and doing the assigned homework
3	Group activities. Practical application. Presentation and discussion of papers.	Interactive, group activities, based on the analysis of concrete examples	Studying the required bibliography before the seminar and doing the assigned homework
4	Illustrations of Discourse Analysis Modes. Presentation and discussion of papers.	Interactive, group activities, based on the analysis of concrete examples	Studying the required bibliography before the seminar and doing the assigned homework
5	Genre analysis approach to study examples of authentic communication. Group activities, practical applications.	Interactive, group activities, based on the analysis of concrete examples	Studying the required bibliography before the seminar and doing the assigned homework
6	Written communication in an academic context. Examples and group activities with a focus on genre analysis.	Interactive, group activities, based on the analysis of concrete examples	Studying the required bibliography before the seminar and doing the assigned homework
7	Cum putem construi propriul corpus, bazat pe comunicare autentică, în contexte de comunicare reală? Activități de grup, experimentând utilizarea programelor (software) de concordancing pentru analiza limbajului și discursului sub diverse aspecte. How can we build our own corpus, based on authentic communication, in real communication contexts? Group activities, experimenting the use of concordancing (software) programmes for language and speech analysis in various aspects.	Interactive, group activities, based on the analysis of concrete examples	Studying the required bibliography before the seminar and doing the assigned homework
8	Training mini-project teams, depending on the thematic interest and / or application of a particular method or research tool; developing the mini-project plan and assuming roles in the team.	Combining group tasks with computer based activities.	Studying the required bibliography before the seminar and doing the assigned homework
9	Teamwork research, presentation and discussion of (partial) results and research phases.	Presentation, participation in discussions and formulation of conclusions.	Studying the required bibliography before the seminar and doing the assigned homework
10	Final presentations, (self) evaluation of the approach and obtained results, module evaluation, conclusions and future research topics.	Presentation, participation in discussions and formulation of conclusions.	Studying the required bibliography before the seminar and doing the assigned homework

### ***Bibliography***

- Corcoran, J. N., Englander, K. & Muresan, L. M., *Diverse Global Perspectives on Scholarly Writing for Publication*. In: Corcoran, J. N. et al (eds.), *Pedagogies and Policies for Publishing Research in English*, Routledge, 2019.
- Fortanet-Gomez, I. & Räisänen, C. A., *ESP in European Higher Education*, Amsterdam-Philadelphia: John Benjamins Publishing Company, 2008 (un capitol).
- Hyland, K. & Salager-Meyer, F., *Science writing*. In Cronin, B. (ed) *Annual Review of Information Science and Technology*. Vol 42, 2008 (pp. 297-338).
- McCarthy, M. & O'Dell, F., *Academic Vocabulary in Use*, Cambridge University Press, 2008.
- Muresan, L.-M., 'A Genre-based Approach to Research Writing in Economics. The Case of Romanian Economists Using English as Lingua Franca' in Bungarten, T. (ed.), *Files of the 9th International AELFE Conference*, 2010
- Perez-Lantada, C. and Watson, M. (Eds.), *Specialised Languages in the Global Village. A Multi-Perspective Approach*, Cambridge: Cambridge Scholars Publishing, 2011.
- Synergy: <http://www.synergy.ase.ro>

**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 updated content of the lectures and the themes for the individual study were discussed with researchers and specialists in applied linguistics.

**10. Assessment**

Type of activity	Assessment criteria	Assessment methods	Percentage in the final grade
10.1. C(C)	Active participation in the dialogue with teacher and peers.	Recording attendance and active participation in discussions	20.00
10.2. S(S)	Participation in group activities and discussions. Developing team-based essays and participating in presenting and discussing them.	Recording the quality of the papers and of the participation in discussions during seminar classes.	30.00
10.3. Final assessment	Relevance and quality of the contribution.	Oral exam	50.00
10.4. Modality of grading	Whole notes 1-10		
10.5. Minimum standard of performance	Accurate solving of at least 50% of the homework assigned. Drawing up and presenting a paper during the seminar hours and satisfactory answer to one of the topics discussed during the final colloquium		

Date of listing,  
04/24/2026

Signature of the discipline leaders,

Date of approval in the  
department

Signature of the Department Director,