**course SYLLABUS**

# 1. Information about the study program

|  |  |
| --- | --- |
| 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/MA) | Bachelor |
| 1.6 Study program/Qualification | BA |

# 2. Information about the subject

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 2.1 Course title/Code | | Code LL0021 French for specific purposes – practical course | | | | | | |
| 2.2 Course tutor | |  | | | | | | |
| 2.3 Seminar tutor | | Anamaria Lupan PhD | | | | | | |
| 2.4 Year of study | I | 2.5 Semester | 1 | 2.6 Type of assessment | E | 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/laboratory | 2 |
| 3.4 Total number of hours in the curriculum | 28 | of which: 3.5 course | - | 3.6 seminar/laboratory | 28 |
| Time distribution | | | | | Hours |
| Study based on textbook/course manual/recommended reading/personal notes | | | | | 10 |
| Additional research in the library, by accessing scientific databases, or during field work | | | | | 15 |
| Preparation for seminars/laboratory classes, essays, portfolios and reports | | | | | 10 |
| Tutoring | | | | | 6 |
| Assessment (examinations) | | | | | 6 |
| Other activities ................................... | | | | |  |
| 3.7 Total hours for individual study | 47 |  | | | |
| 3.8 Total hours per semester | 75 |  | | | |
| 3.9 Number of credits | 3 |  | | | |

# 4. Prerequisites (if necessary)

|  |  |
| --- | --- |
| 4.1 Curriculum |  |
| 4.2 Skills |  |

# 5. Conditions (if necessary)

|  |  |
| --- | --- |
| 5.1. For delivering lectures |  |
| 5.2. For teaching seminars/laboratory classes | * Course room/educational platform, audio system, VP, printed and electronic resources |

# 6. Acquired specific competences

|  |  |
| --- | --- |
| Professional competences | C1 Speak with other French speakers in common everyday topics like family, weather, shopping, travel, and hobbies.  C2 Have basic tools to help you start and follow a basic conversation with native speakers without being afraid of making mistakes.  C3 Identify basic pronunciation features in French and replicate native-like pronunciation of words and phrases.  C4 Learn and appreciate different ways people see the world.  C5 Develop some basic reading and writing skills necessary to function well in an French-speaking country. |
| Transversal competences | CT1 Completing individual tasks based on the writing models and with assistance from the teacher, materialized in the form of an individual portfolio. Applying the academic learning principles in the foreign language, fully governed by the principles of professional ethics.  CT 2 Taking part in carrying out projects, as part of a pair or a team, focusing on becoming familiar with team roles in the academic working environment; the projects can take the form of presentations (conference presentations) on a topic specific to the field of study.  CT3 Acknowledging the need for continuous development, focusing on consolidating and developing the basic knowledge related to the management of the individual learning process, regarding interindividual differences, specific to gender and culture, in processing information. The efficient use of certain intellectual operating tools and of learning resources/techniques/strategies: speed reading, reading sheets, taking notes, documentation, cognitive organizers.  CT4 Acknowledging the need for continuous development focusing on using ICT tools to assist with personal and professional development management, by joining social media and professional networks, that support the development of the communication skills, specific for the foreign language. |

# 7. Course objectives (derived from the specific competences acquired)

|  |  |
| --- | --- |
| 7.1 General objective of the course | * The students will be able to use the English language competently, at a A2 level, in their academic activity and in their future professional activity. |
| 7.2 Specific objectives / Learning outcomes | * At this level, you are able to understand simple sentences about familiar subjects in daily life. You can grasp what a conversation is about and participate in a simple exchange. * In class, you will work on written documents about everyday life (emails, guides, advertisements, instructions and notices) and on understanding the key information in a short article. * You will learn to speak about your daily life and express your feelings and opinions and apply your skills so that you can manage in shops and in situations such as at the railway station. You will also be able to deal with basic administrative matters. * In order to improve your written French, you will learn to write simple emails to say thank you or extend an invitation. You will keep a diary describing your daily life in France. |

# 8. Contents

|  |  |  |
| --- | --- | --- |
| **8.1 Lectures** | Teaching methods | Observations |
|  | | |
| **8.2 Seminars** | Teaching methods | Observations |
| C1 - Basic knowlege  History of French | Conversation  Work in pairs  Group work |  |
| C2 - The alphabet  The nombers  The days of the week | Conversation  Work in pairs  Group work |  |
| C3 – Personal information (1)  Name  Age | Conversation  Work in pairs  Group work |  |
| C 4 – Personal informations (2)  Introduce a friend  Grammar: les verbes de Ier groupe (indicatif, présent) | Conversation  Work in pairs  Group work |  |
| C5 – Describe your emotional self  Grammar: Adjectives | Conversation  Work in pairs  Group work |  |
| C 6 – What time it is ? | Conversation  Work in pairs  Group work |  |
| C 7 – Professions  Grammar: le futur proche | Conversation  Work in pairs  Group work |  |
| C 8 – My family and free-time activities  Grammar: les adjectifs possessifs | Conversation  Work in pairs  Group work |  |
| C 9 – The city and means of transportation  Grammar: les prépositions de lieu | Conversation  Work in pairs  Group work |  |
| C 10– Shop inm the city  Grammar: « On » impersonnel . | Conversation  Work in pairs  Group work |  |
| C 11 – Ask for directions  Grammar: les questions | Conversation  Work in pairs  Group work |  |
| C 12 – Email to family or to a friend  Grammar: les verbe irréguliers au présent de l’indicatif | Conversaţia, explicaţia, lucrul pe grupe, participarea activă |  |
| Curs practic 13 – Revision |  |  |
| Curs practic 14 – Final exam | | |

**Bibliography :**

1. *Nickel !*, méthode de français, H. Auge, M.D. Canada Pujols ; C. Marlhens, L. Martin, Paris, Cle International, 2014.

2. *L’ortographe pour tous*, Paris, Hatier, 2008.

3. Flavia Garcia, *En avant la grammaire. Cahiers d’activités de grammaire en situation*, Paris, Didier Éditions, 2000.

4. Y. Delatour, D. Jennepin, Grammaire pratique du français en 80 fiches, Paris, Hachette, 2010.

5. *Tout sur les verbes français*, Paris, Larousse, 2011.

6. Liana Pop, *Le texte de conversation*, Cluj, Echinox, 2011.

# 9. Validating course contents based on the expectations of epistemic communities, professional associations and of potential employers related to the field of study.

|  |
| --- |
| International and European language policies seek to address the growing needs of a labor and a scientifically internationalized research market, and as such, foreign languages for academic and specific purposes are represented throughout many university centers   * in the country (in vocational fields such as business, law, medicine, computer science, tourism, but also in the courses which make use of the scientific discourse in various fields – chemistry, physics, education sciences, social and communication sciences etc.). For reference, see the specific departments and the foreign language centers in Bucharest, Timişoara, Iaşi, Tîrgu-Mureş, Alba Iulia, Oradea etc. * abroad (particularly regarding the academic learning competences and socio-professional communication), where all universities have centres that specialize in practical areas of the specialized discourse, playing an essential role in creating an instructional and academic culture. For instance, universities such as: Harvard, Washington, North Carolina, Southampton, Darmouth, Essex, Leeds, Graz, Central European University, etc.   The content of the teaching activity can develop those skills and competences that are specific to academic learning and research activities, in the context of higher education internationalization. |

# 10. Assessment (examination)

|  |  |  |  |
| --- | --- | --- | --- |
| Type of activity | 10.1 Assessment criteria | 10.2 Assessment methods | 10.3 Weight in the final grade |
| 10.4 Lecture |  |  |  |
| 10.5 Seminar | * Active participation and engagement * Timeliness * Accuracy, fluency, adequacy to register (oral and written) * Efficient acquisition and use of English for academic and specific purposes | * Active participation and engagement * Project work | 40%  30 % |
|  | * Final written exam | 30% |
| 10.6 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 specialised vocabulary through printed and electronic resources * Write academic texts (articles, essays, reports etc) * Present learning products orally * Communicate the content of individual and collaborative academic work. | | | |
| Organizational details, exceptional situation management: | | | |

|  |  |  |
| --- | --- | --- |
| Date  20.03.2024 | Course tutor’s signature | Seminar / Practical course tutor’s signature |
| Date of department endorsement  31.03.2024 | Head of department’s signature | |
| Date of Dean’s endorsement | Signature of the vice-Dean in charge | Faculty stamp |