COURSE DESCRIPTION

Oral and written scientific communication

Academic year 2026-2027

1. Programme-related data

1.1. Higher Education Institution	Babeş-Bolyai University
1.2. Faculty	Faculty of Biology and Geology
1.3. Doctoral School	Theoretical and Applied Geology
1.4. Field of study	Geology
1.5. Level of study	Doctorate

2. Course-related data

2.1. Course title	**Oral and written scientific communication**			Course code	**SDG09**
2.2. Course coordinator	Prof. univ. dr. habil. Ioan Tanţău				
2.3. Seminar coordinator	Prof. univ. dr. habil. Ioan Tanţău				
2.4. Year of study	1	2.5. Semester	II	2.6. Type of assessment	Progress check
2.7. Course status	Optional			2.8. Course type	Specialisation subject

3. Total estimated time (hours per semester of teaching activities)

3.1. Number of hours per week	**4**	of which: 3.2. course	**2**	3.3. seminar/ laboratory/ project	**2**
3.4. Total of hours in the curriculum	48	of which: 3.5. course	24	3.6. seminar/ laboratory	**24**
Time allocation for individual study (IS) and self-taught activities (ST)					**hours**
Learning from textbooks, course materials, bibliography, and notes (IS)					60
Additional research in the library, on subject-specific electronic platforms, and on-site					65
Preparing seminars/ laboratories/ projects, assignments, reports, portfolios, and essays					51
Tutoring (professional guidance)					10
Examinations					4
Other activities: two-way communication with the course coordinator					12
3.7. Total hours of individual study (IS) and self-taught activities (ST)				202	
3.8. Total hours per semester				250	
3.9. Number of credits				10	

4. Prerequisites (where applicable)

4.1. curriculum-related	
4.2 skills-related	

5. Specific conditions (where applicable)

5.1. course-related	
5.2. seminar/laboratory-related	

6. Subject-specific learning outcomes

Knowledge
1. Know the standards of scientific documentation.
2. Understand the methods of capitalizing on research results.
3. Know the structure and rigors of academic writing

4. Understand the rules of citation and presentation
5. Know international academic terminology
6. Understand complex scientific documents in foreign languages
7. Know the rules of oral and written scientific communication.
8. Understand the structure of scientific presentations and articles
9. Know international academic terminology.
10. Know the concepts of critical thinking and logical reasoning.
Skills
1. Documents and synthesizes relevant scientific information.
2. Capitalize on the papers through articles, conferences and academic channels.
3. Write articles, reports, and presentations clearly.
4. Adapt the style to the requirements of international journals and conferences
5. Writes and presents international scientific papers.
6. Writes and presents coherent scientific information.
7. Adjust communication according to the audience
8. Drafts and formulates complex ideas in international contexts.
9. Formulate logical and reasoned reasoning
Responsibility and autonomy
1. Work autonomously in the selection and presentation of materials
2. Work autonomously in the development and revision of academic materials
3. Takes responsibility for the clarity of communication.
4. Work autonomously in the use of languages for documentation and dissemination
5. Takes responsibility for the clarity and accuracy of communication.
6. Work autonomously in the preparation of materials
7. Takes responsibility for the accuracy of the message conveyed
8. Works autonomously in the critical evaluation of results.

7. Contents

7.1. Course	**Teaching and learning methods**	**Remarks[1]**
Fundamentals of Academic Writing: Structure and Style	exposure combined with active-participatory methods; Debate	2 hours
Scientific article: from data to publication	exposure combined with active-participatory methods; Debate	4
Publication process and peer review	exposure combined with active-participatory methods; Debate	4
Oral Research Communication: Effective Presentation	exposure combined with active-participatory methods; Debate	4

[1] For example, organisational aspects, recommendations for students, specific aspects relating to the course/seminar, such as inviting experts in the field, etc.

Written scientific communication	exposure combined with active-participatory methods; Debate	4
Oral scientific communication	exposure combined with active-participatory methods; Debate	4
Critical thinking (support for scientific writing)	exposure combined with active-participatory methods; Debate	2
7.2. Seminar/ laboratory	**Teaching and learning methods**	**Remarks**
Writing scientific papers	Discussions, individual study, Writing a scientific article	8 hours
Oral scientific communication	Discussions, individual study, Realization and oral communication of a research topic	6 hours
Article review	Discussions, individual study, Making a review	4 hours
Structure of a doctoral thesis	Discussions, individual study, Realization of the structure of the thesis	6 hours

Bibliography

Carter-Thomas, S., Rowley-Jolivet E., 2020. Three-minute thesis presentations: Recontextualization strategies in doctoral research. *Journal of English for Academic Purposes* 48, DOI: 10.1016/j.jeap.2020.100897.
Chan V., 2011. Teaching oral communication in undergraduate science: Are we doing enough and doing it right? Journal of Learning Design 4(3): 71-79.
Faber ES, Colthorpe K., Ainscough L., Kibedi J., 2024. Students' approaches to developing scientific communication skills. Adv Physiol Educ 48: 639–647. doi:10.1152/advan.00009.2024. http://advan.physiology.org
Radosav D. 2017. Academic writing in the humanities. Techniques and norms. Cluj University Press Publishing House.
Radu C., 2015. Îndrumar pentru elaborarea lucrărilor științifice. Ed. Accent, Cluj-Napoca.

8. Evaluation

Type of activity	8.1 Evaluation criteria[2]	8.2 Evaluation methods[3]	8.3 Percentage in the final grade
8.4. Course	Demonstrate knowledge and understanding of the learning outcomes referred to in point 6	Progress check	50
8.5. Seminar/ laboratory	Implementation of projects	Progress check	25
	Demonstrates the acquisition of the skills mentioned in item 6		25
8.6 Minimum standard for passing			
Realization of seminar projects			

9. SDG labels (Sustainable Development Goals)[4]

	○	Sustainable Development Generic Label

[2] The evaluation criteria must directly reflect the learning outcomes targeted at the level of the degree programme respectively at the level of the subject. More specifically, the learning outcomes set out in the expected learning outcomes are assessed.

[3] Both final evaluation methods and ongoing evaluation strategies should be established.

[4] Select a single label which, according to the *Implementation of SDG labels in the academic process*, best matches the subject. If the subject addresses sustainable development in a generic manner (i.e. by presenting/introducing the general framework of sustainable development, etc.), then the Sustainable Development generic label may be applied. If none of the labels describe the subject, select the last option: *"No label applies."*

								
○	○	○	○	○	○	○	○	○
								No label applies
○	○	○	X	○	○	○	○	○

Date of entry:
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Signature of course coordinator

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Signature of seminar coordinator

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Date of approval by the doctoral school council:
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Signature of the doctoral school director

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