



SYLLABUS

English for specific purposes – practical course for Biology, Biochemistry, Environmental biology, Industrial biotechnology, Ecology and environmental protection students (RO/HU)

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 - practical course				Course code		LLU0011	
2.2. Course tutor									
2.3.Seminar/ practical course tutor				Junior Lecturer, Adina-Maria Mezei, PhD					
2.4. Year of study		I	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
Allotted time for individual study (ID) and self-study activities (SA)					hours
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
3.7. Total hours for individual study (ID) and self-study activities (SA)				42	
3.8. Total hours per semester				70	
3.9. Number of credits				3	

Date of approval
Name and signature of Dean



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/ practical courses	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)¹

Transversal competences	
Competence code	Competence
CT1	Mastering foreign languages for specific and academic purposes
CT2	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)²

Learning outcomes targeted through the course		
Competence code	Knowledge and understanding	Specific academic skills
CT2	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.

¹ 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.

² 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.
Specific academic skills
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. Introductory Presentation. Placement Test	Presentation. Exercises	
2. The Diversity of Life (1). Definitions	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. The Diversity of Life (2). Comparing and Contrasting	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. Extreme Environments and Extremophiles (1). Classification	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. Extreme Environments and Extremophiles (2). Descriptions	Interactive practical course, peer and group work, collaborative learning, debate, role play, research-led and discovery-based learning, blended	

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	learning, synchronous/asynchronous learning etc.	
6. Practical applications	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. Plants (1). Classification	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. Plants (2). Morphology	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. Experiments (1). Experimental Design	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. Experiments (2). Reporting	Interactive practical course, peer and group work, collaborative learning, debate, role play, research-led and discovery-based learning, blended learning, synchronous/asynchronous learning etc.	
11. Nutrition and Digestion (1). Classification	Interactive practical course, peer and group work, collaborative learning, debate, role play, research-led and discovery-based learning, blended learning, synchronous/asynchronous learning etc.	
12. Nutrition and Digestion (2). Process	Interactive practical course, peer and group work, collaborative learning, debate, role play, research-led and discovery-based learning, blended learning, synchronous/asynchronous learning etc.	
13. Practical applications	Interactive practical course, peer and group work, collaborative learning, debate, role play, research-led and discovery-based learning, blended learning, synchronous/asynchronous learning etc.	
14. Examination	Written examination	



Bibliography:

1. Chrimes, J. (2015). *English for Biomedical Science in Higher Education Studies: Course book*. Garnet Education.
2. Lee, R. (2009). *English for Environmental Science in Higher Education Studies. Course book*. Garnet Education.
3. Martin, E., & Hine, R. (2008). *Oxford Dictionary of Biology*, Oxford University Press.
4. Oshima A., & Hogue A. (2007). *Introduction to Academic English*. Pearson English.
5. Oshima A., & Hogue A. (2006). *Writing Academic English*. Pearson English.
6. Vince, M. (2008). *Macmillan English Grammar in Context. Intermediate with Key*, Macmillan.
7. Vince, M. (1994). *Advanced Language Practice with Key*. Heinemann ELT.
8. Carter, R., & McCarthy, M. (2006). *Cambridge Grammar of English. A Comprehensive Guide. Spoken and Written English. Grammar and Usage*, Cambridge University Press.
9. Gillet, A. (n.d.). *UEFAP: Using English for Academic Purposes for Students in Higher Education*. <http://www.uefap.net/>
10. Purdue University. (n.d.). *Purdue Online Writing Lab*. <https://owl.purdue.edu/>

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 -correct and timely completion of assigned tasks -acquisition of specialized vocabulary -accuracy, fluency, and appropriateness of English (both spoken and written) -ability to use English effectively in specific academic and professional contexts	Active participation, involvement in activities/ projects	20%
		Written examination	80%
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
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			X					
								No label applies

Date:
03.04.2026

Course tutor's name and signature

Seminar tutor's/ practical course's
signature

Adina-Maria Mezei

Date of approval:
08.04.2026

Head of Department's name and signature

Camelia Teglaș

Date of approval
Name and signature of Dean