

COURSE SYLLABUS

1. Data about the program

1.1 Higher education institution	Babeş-Bolyai University
1.2 Faculty	Faculty of Political, Administrative and Communication Sciences
1.3 Doctoral school	Political and Communication Sciences
1.4 Field of study	Communication Sciences
1.5 Study cycle	Doctorate
1.6 Study program / Qualification	Doctoral training / PhD in Communication Sciences

2. Course data

2.1 Name of discipline	General research methods and methodology of scientific papers elaboration						
2.2 Teacher responsible for lectures	PROF. UNIV. DR. ILIE RAD						
2.3 Teacher responsible for seminars	PROF. UNIV. DR. ILIE RAD						
2.4 Year of study	I	2.5 Semester	I	2.6. Type of evaluation	Written exam	2.7 Course framework	OBL

3. Estimated total time of teaching activities (hours per semester)

3.1 Hours per week	3	Out of which: 3.2 Lectures	2	3.3 Seminars / Laboratory classes	1
3.4 Total hours in the curriculum	36	Out of which: 3.5 Lectures	24	3.6 Seminars / Laboratory classes	12
Allocation of study time:					
Study supported by textbooks, other course materials, recommended bibliography and personal student notes					14
Additional learning activities in the library, on specialized online platforms and in the field					14
Preparation of seminars / laboratory classes, topics, papers, portfolios and essays					14
Tutoring					4
Examinations					2
Other activities: -					-
3.7 Individual study (total hours)	36				
3.8 Total hours per semester	84				
3.9 Number of credits	15				

4. Preconditions (where applicable)

4.1 Curriculum	•
4.2 Competences	•

5. Conditions (where applicable)

5.1 Conducting lectures	•
5.2 Conducting seminars / laboratory classes	• Classroom equipped with a board, video projector, computer, speakers, internet connection.

6. Specific competences acquired

Professional competences	<ul style="list-style-type: none"> • C1.4 – Applying the national and European legislation on the free access to information, intellectual property, copyright etc. in the process of professional communication and information-documentation activities • C2.2 – Understanding the communication and the public / audience from the perspective of the parameters specific to the field, considering the relationship between the technological channel and the target audience • C2.3 – Identifying and using appropriate media vehicles in professional communication • C2.4 – Using standard criteria and methods for assessing the quality of journalism (collection, processing, and dissemination of media information) • C2.5 – The use of media technologies (text, photo, audio, video) in order to achieve a professional project
Transversal competences	<ul style="list-style-type: none"> • CT1- Solving in a realistic way - with both theoretical and practical arguments - some common professional situations, in order to solve them efficiently and deontologically • CT2 - Applying efficient work techniques in the multidisciplinary team with the fulfillment of certain tasks on hierarchical levels • CT3 - Self-assessment of the need for vocational training in order to insert and adapt to the requirements of the labor market

7. Course objectives (based on the acquired competencies grid)

7.1 The general objective of the course	<ul style="list-style-type: none"> • Assimilation by students of the basics of research and writing a scientific text
7.2 Specific objectives	<ul style="list-style-type: none"> • Knowledge of the typology of scientific papers • Assimilation of the general principles of writing scientific texts • Knowledge of basic rules on research and development techniques • Formation of skills for elaborating various types of texts

8. Content

8.1 Lectures	Teaching methods	Comments
1. The importance of scientific research. Presentation of the main Romanian and foreign works published in the field, including Umberto Eco's book, entitled <i>How to make a bachelor's thesis</i> . Presentation of the main topics that will be addressed in the course. Course and seminar requirements. Organizational problems.	Oral presentation. Theoretical auditory and visual presentation. Case studies. Direct answers to students' questions.	Active participation in the course is encouraged.
2. Bibliographic documentation and information. The importance of bibliography for scientific research. Signage bibliographies and analytical bibliographies. About science (according to Umberto Eco).	Oral presentation. Theoretical auditory and visual presentation. Case studies. Direct answers to students' questions.	Active participation in the course is encouraged.
3. Using bibliographic in research. Bibliographic file and extract sheet. What are the sources of a scientific paper. First and second hand source. Bibliographic research. How to use the library. Scientific modesty.	Oral presentation. Theoretical auditory and visual presentation. Case studies. Direct answers to students' questions.	Active participation in the course is encouraged.
4. The general plan of a scientific paper.	Oral presentation.	Active participation in

Preface or afterword. Introduction. The content. The conclusion. The summary. Bibliography. Illustrative material.	Theoretical auditory and visual presentation. Case studies. Direct answers to students' questions.	the course is encouraged.
5. Ways of organizing the text. The order of presentation of ideas. The natural order. Organization on the time axis. Organization on the spatial axis. Order of importance. Alphabetical order.	Oral presentation. Theoretical auditory and visual presentation. Case studies. Direct answers to students' questions.	Active participation in the course is encouraged.
6. Techniques for developing ideas. Detailing and exemplification. Definition of. Comparison and contrast. Analogy. Classification. Cause - event - effect. Process analysis.	Oral presentation. Theoretical auditory and visual presentation. Case studies. Direct answers to students' questions.	Active participation in the course is encouraged.
7. The structure of the text and its style. Property. Clarity. Conciseness. Variety. Efficiency. Euphony. Naturalness, expressiveness, elegance. Originality.	Oral presentation. Theoretical auditory and visual presentation. Case studies. Direct answers to students' questions.	Active participation in the course is encouraged.
8. The critical apparatus of a scientific paper. Footnotes. What are the notes for? Quote-note system. Author-date system. Warnings, traps, customs. Scientific pride. Abbreviations used. References to encyclopedias or dictionaries. Bible quotes.	Oral presentation. Theoretical auditory and visual presentation. Case studies. Direct answers to students' questions.	Active participation in the course is encouraged.
9. The index. The importance of the index in research. Index of names, localities, words, expressions, etc. How to write an index.	Oral presentation. Theoretical auditory and visual presentation. Case studies. Direct answers to students' questions.	Active participation in the course is encouraged.
10. Plagiarism. Quote, paraphrase, compilation, and plagiarism. Ways to enter the quote. Romanian reference system. References and notes written in a Western manner. Advantages and disadvantages.	Oral presentation. Theoretical auditory and visual presentation. Case studies. Direct answers to students' questions.	Active participation in the course is encouraged.
11. A difficult problem: transcribing texts. The Peressicius model in transcribing texts. Editing texts in the post-December stage. Requirements of interpretive transcription. Hermeneutics of editing.	Oral presentation. Theoretical auditory and visual presentation. Case studies. Direct answers to students' questions.	Active participation in the course is encouraged.
12. Preparing the text for printing. The paper. Letter. Page mirror. Page numbering. Annexes. The glossary. Correction of mistakes. Conventions in reporting typos.	Oral presentation. Theoretical auditory and visual presentation. Case studies. Direct answers to students' questions.	Active participation in the course is encouraged.
13. Computerized typing and word processing. Advantages and small	Oral presentation. Theoretical auditory and visual	Active participation in the course is

disadvantages. Characters. Graphic contrasts. Digits. Points. Quotation mark. Horizontal lines. Oblique bar. Separation into syllables. Typographic line. Paragraph and paragraph.	presentation. Case studies. Direct answers to students' questions.	encouraged.
14. The “art” of the title. The use of metaphors. Translator - translator. Authors and institutions	Oral presentation. Theoretical auditory and visual presentation. Case studies. Direct answers to students' questions.	Active participation in the course is encouraged.

Mandatory bibliography:

1. Avramescu, Aurel, Căndea, Virgil, *Introducere în documentarea științifică*, Editura Academiei, București, 1960.
2. Becker, Howard S., *Writing for Social Scientists: How to Start and Finish Your Thesis, Book, or Article*, Chicago: University of Chicago Press, 1986.
3. Beveridge, W. I., *Arta cercetării științifice*, București, 1968.
4. Bogdan-Dascălu, Doina, *Principii și norme de tehnoredactare a lucrării de diplomă*, Editura Augusta, Timișoara, 1997.
5. Chelcea, Septimiu, *Cum să redactăm în domeniul științelor socioumane*, București, 2000.
6. Eco, Umberto, *Cum se face o teză de licență. Disciplinele umaniste. În românește de George Popescu*, Editura Pontica, Constanța, 2000.
7. Gibaldi, Joseph, *MLA Handbook for Writers of Research Papers*, Fourth edition, The Modern Language Association of America, New York, 1995.
8. Parker, Roger C., *Tehnoredactare computerizată & design pentru toți*, Editura Teora, București, 1996.
9. Rădulescu, Mihaela. *Metodologia cercetării științifice*, București, EDP, 2006

Optional bibliography

1. Barborică, Elena, Onu, Liviu, Teodorescu, Mirela, *Introducere în filologia română. Orientări în tehnica cercetării științifice a limbii române*. Ediția a doua, revăzută și adăugită, Editura Didactică și Pedagogică, București, 1978.
2. Booth, Wayne C., Gregory C. Colomb, and Joseph M. Williams, *The Craft of Research*. Chicago: University of Chicago Press, 1995.
3. Crews, Frederik, Schor, Sandra, *The Borzoi Handbook for Writers*, Alfred A. Knopf, New York, 1985.
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5. Colignon, Jean-Pierre, *Un point, c'est tout! La Ponctuation efficace*, CFPJ, Paris, 1993.
6. Day, Robert A., *How to Write and Publish a Scientific Paper*. 4th ed. Phoenix, Ariz: Oryx Press, 1994.
7. Eco, Umberto, *Come si fa una tesi di laurea. Le materie umanistiche*, Milano, Bompiani, 1996.
8. *Einführung in Techniken literaturwissenschaftlichen Arbeitens*, Cornelsen Verlag, Stuttgart, 1991.
9. Elbow, Peter, *Writing: without teachers*, New York, Oxford University Press, 1987.
10. Ferréol, Gilles; Flageul, Noel, *Metode și tehnici de exprimare scrisă și orală*. Traducere de Ana Zăstroiu. Argument de Corneliu Bîlbă, Editura Polirom, Iași, 1998.
11. Francois Richardeau, *Manuel de typographie et de mise en page*, Editions RETZ, Paris, 1993.
12. Gherghel, N., *Cum scriem un articol științific?*, Editura Științifică, București, 1996.
13. Gorrell, Robert M., Laird, Charlton, *Modern English. Handbook*, Fourth Edition, New Jersey, Prentice Hall, Englewood Cliffs, 1967.
14. Guéry, Louis, *Précis de mise en page*, Quatrieme édition actualisée et argumentée, CFPJ, Paris, 1995.
15. Heffernan, James A., Lincoln, John E., *Writing. A College Handbook*, third edition, 1990, W. W. Norton & Company, New York, London.
16. Ilovici, Edith, *Îndreptar de ortografie și punctuație a limbii engleze*, Editura Didactică și Pedagogică,

București, 1972.

17. Jordan, R. R., *Academic Writing Course*. Collins Studz Skills in English, London & Glasgow, Collins, 1980, 1989.
18. Laggett, Glenn; Mead David C.; Charvat William, *Handbook for Writers*, Seventh Edition, New Jersey, Englewood Cliffs, Prentice Hall Inc., 1978.
19. Li, Xia, and Nancy B. Crane, *Electronic Style: A Guide to Citing Electronic Information*, Westport, Conn.: Mecklermedia, 1993.
20. Massoni, Vittorio, *Imparare a scrivere. Lettere. Relazioni. Rapporti*, Milano, FrancoAngeli, 1995.
21. Miller, Casey, and Kate Swift, *The Handbook of Nonsexist Writing: For Writers, Editors, and Speakers*, 2d ed., New York: Harper and Row, 1988.
22. Munteanu, Ștefan, *Introducere în filologia română*, Tipografia Universității, Timișoara, 1967.
23. Murray, Donald M., *Write to Learn*, New York, Holt, Rinehart & Winston, 1984. * * Murray, Donald M., *The Craft of Revision*, Fort Worth, Philadelphia, Harcourt Brace Yovanovich College Publications, 1991.
24. Nathan, Ruth; Temple, Frances; Juntunen, Kathleen; Temple, Charles, *Classroom Strategies that Work. An Elementary Teacher's Guide to Process Writing*, New Hampshire, Herneman, Portsmouth, 1989.
25. Nunan, David, *Introducing Writing*, Penguin English, 1993.
26. Partridge, Eric, *You Have a Point There. A Guide to Punctuation and its Allies*, Londra, 1963.
27. Pârvulescu, Ioana, *Comedia erorilor, în România literară*, nr. 34, 1997, p. 7.
28. Rollo, Duncan J, Gehle Quentin L., *Writing Essays. A Process Approach*, St. Martin's Press, New York, 1987.
29. Romanescu, Vasile, *Istoria unei cărți*, Tiparul „Cartea românească”, București, 1944.
30. Rubin, Rebecca B., Rubin, Alan M., Piele, Linda J., *Communication Research: Strategies and Sources*, fourth edition, Wadsworth Publishing Company, Belmont, California, 1996.
31. Strunk, William, Jr., and E. B. White, *The Elements of Style*, 3d ed. New York: Macmillan, 1979.
32. *Student Writers at Work and in the Company of Other Writers*, edited by Nancy Sommers and Donald McQuade, St. Martin's Prss, New York, 1985.
33. Șerbănescu, Andra, *Cum se scrie un text*, Editura Polirom, Iași, 2000.
34. The Chicago Manual of Style. *The Essential Guide for Writers, Editors, and Publishers*, The University of Chicago Press, Chicago, 1993.
35. Turabian, Kate L., *A Manual for Writers*, 5th ed., University of Chicago Press, Chicago, 1987.
36. Vairel, Héléne, *La présentation matérielle d'un manuscrit dactylographié*, Editions Nathan, Paris, 1992.
37. Voirol, Michael, *Guide de la rédaction (5^e édition, revue at argumentée)*, CFPJ, Paris, 1995.
38. Walker, Melissa, *Writing Research Papers: A Norton Guide*, 3d ed. New York: W. W. Norton, 1993.
39. *Webster's Standard American Style Manual*, Springfield, Mass.: Merriam-Webster, 1985.
40. Weidenborner, Stephen, and Domenik Caruso, *Writing Research Papers: A Guide to the Process*. 4th ed. New York: St. Martin's Press, 1994.
41. *Webster's Standard American Style Manual*, Springfield, Mass.: Merriam-Webster, 1985.
42. Weidenborner, Stephen, and Domenik Caruso, *Writing Research Papers: A Guide to the Process*. 4th ed. New York: St. Martin's Press, 1994.
43. Wilber, Rick, *The Writer's Handbook for Editing & Revision*, NTC Publishing Group, Lincolnwood, Illinois, 1997.
44. *Tehnoredactarea. Noțiuni elementare de prezentare grafică și poligrafică a cărții*, Editura Tehnică, București, 1954.

8.2 Seminar	Teaching methods	Comments
1. General notions. Scientific research, documentation, and bibliographic information	Auditory and visual presentation. Presentation of case studies. Discussions with students. Direct answers to students' questions	Involvement of students in conducting individual studies. Interactive exercises in teams.

2. Scientific work. Sources. The general plan.	Auditory and visual presentation. Presentation of case studies. Discussions with students. Direct answers to students' questions	Involvement of students in conducting individual studies. Interactive exercises in teams.
3. Developing ideas and organizing the text	Auditory and visual presentation. Presentation of case studies. Discussions with students. Direct answers to students' questions	Involvement of students in conducting individual studies. Interactive exercises in teams.
4. Scientific work. Text structure and style. The critical apparatus.	Auditory and visual presentation. Presentation of case studies. Discussions with students. Direct answers to students' questions	Involvement of students in conducting individual studies. Interactive exercises in teams.
5. Plagiarism and Plagiarism	Auditory and visual presentation. Presentation of case studies. Discussions with students. Direct answers to students' questions	Involvement of students in conducting individual studies. Interactive exercises in teams.
6. Transcription and editing of texts. Preparing for print. Computer editing.	Auditory and visual presentation. Presentation of case studies. Discussions with students. Direct answers to students' questions	Involvement of students in conducting individual studies. Interactive exercises in teams.
7. The "art" of the title	Auditory and visual presentation. Presentation of case studies. Discussions with students. Direct answers to students' questions	Involvement of students in conducting individual studies. Interactive exercises in teams.
Bibliography: same as for the course.		

9. Aligning the contents of the discipline with the expectations of the epistemic community representatives, professional associations and standard employers operating in the program field

<ul style="list-style-type: none"> The course aims to become a guide in the training of young journalists, who without knowing and understanding the notion of scientific research and its purpose, places of documentation, sources, how to develop a critical apparatus and without learning the logic of scientific argumentation could not meet the requirements of a professional environment, print media, television or radio.
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10. Examination

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Weight in the final grade
10.4 Lectures	Assessment of knowledge	Written exam	70%
10.5 Seminars / laboratory classes	Practical application. 3 points are awarded for a research paper presented at the seminar, on a topic related to the course and written	Research paper	30%

	<p>impeccably in a scientific report (notes, bibliography, fonts, collection and computer editing etc.). If the paper is not given at the seminar (according to the schedule established at the beginning of the semester), it is not taken into account. It is important for the student to follow the established schedule, as if he were working in an editorial office, where the materials must be taught on time.</p>		
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10.6 Minimum performance standard

- The student must obtain at least 3 points in the grid exam and at least one point for the research paper presented at the seminar. Attendance at courses is optional, but attendance at seminars is mandatory. In order to be able to support his research work and, implicitly, to promote it, the student is obliged to attend at least five of the seven seminars.

Date of issue

Signature of the teacher
responsible for lectures

Signature of the teacher
responsible for seminars

Date of approval by the doctoral school council

Signature of the doctoral school director