

LIMBA ȘI LITERATURA ROMÂNĂ – O LIMBĂ ȘI LITERATURĂ MODERNĂ (engleză, franceză) (Drobeta Turnu Severin)

Anul I

Lingvistică generală

Limba română contemporană. Fonetică, fonologie. Ortografie

Literatura română (până la iluminism)

Cultură și civilizație antică

Cultură și civilizație populară

Curs opțional A1

Teoria literaturii

Limba română contemporană. Lexic. Semantică

Literatură română (de la iluminism la junimism)

Cultură și civilizație antică

Cultură și civilizație populară

Curs opțional A1

ANUL II

Limba veche de profil: latina/greaca

Limba română contemporană. Morfologie (cuvinte flexibile)

Literatura română (1870-1890)

Literatură universală și comparată

Etnologie românească

Istoria limbii române

Curs opțional A

Limba veche de profil: latina/greaca

Limba română contemporană. Morfologie (cuvinte neflexibile)

Literatura română (la începutul secolului XX)

Literatură universală și comparată

Autori fundamentali (Eminescu)

Autori fundamentali (Caragiale)

Curs opțional A

ANUL III

Limba română contemporană. Sintaxa (Structuri și relații sintactice)

Literatura română (Perioada interbelică)

Limba română literară

Autori fundamentali (Arghezi)

Curs opțional A1

Curs opțional A2

Curs opțional A3

Limba română contemporană. Sintaxa (funcții sintactice)

Literatura română (perioada postbelică)

Limba română literară

Autori fundamentali (Rebreanu)

Curs opțional A1

Curs opțional A2

Curs opțional A3

YEAR: I

SUBJECT OF STUDY: ENGLISH CULTURE AND LITERATURE. THE MIDDLE AGES AND THE RENAISSANCE

YEAR I

NUMBER OF CREDITS: 4

SEMESTER: 1

TYPE OF COURSE: course 2h/week

OBJECTIVES: To provide the students with background Knowledge of English literature presented in chronological order; to familiarize the students with the basics of Old English/Medieval/Renaissance culture and literature; to raise the students awareness of the English cultural background through literature; to sensitive the students to the features of Medieval/Renaissance literature/culture in English; to develop the students reading/interpretation/analytical skills by directing them to the literary text through discovery techniques and other modern approaches; to develop the students skills of literary analysis of the authentic English literature texts by using elements of discourse analysis, the syntactic structure of English, metrical patterns in English poetry, etc.).

CONTENT: Old English Culture and Literature to 1100; Beowulf Middle English Literature (1066-1500): Courtly literature in English: The Romance; G. Chaucer and *The Canterbury Tales* – a Panorama of the Medieval English Society: *The General Prologue, The Knight's Tale, The Miller's Tale*; Tudor and Stuart Literature (1500-1603); Renaissance and Reformation Literature: Key Concepts, The Renaissance Sonneteers (Sidney, Spenser, Shakespeare); The Development of the Renaissance Drama (Marlowe, Kyd); Shakespeare in the Renaissance Context; Shakespeare's Comedies; Shakespeare's Tragedies and Histories/Romances.

TEACHING LANGUAGE: English

EVALUATION: written and oral examination

REFERENCES:

Alexander, M., (2000), *A History of English Literature*, Palgrave, Macmilan, Great Britain
Bate, Y. (1997), *The Genius of Shakespeare*, London, Picador
Booth, S. (1977), *Shakespeare Sonnet's*, New Heaven and London, Yale University Press
Bradbook, M. C. (1955), *The Growth and Structure of Elisabethan Comedy*, Chatto&Windus, London
Bradley, A. C. (1991) [1904]. *Shakespearean Tragedy*. Harmondsworth: Penguin Books
Burckhardt, Jacob (1960) *The Civilization of the Renaissance in Italy*, trans. S.G.C. Middlemore, ed. Irene Gordon. New York: New American Library
Butler, M., 1982 *Romantics, Rebels and Reactionaries: English Literature and Its Background 1760-1830*, Oxford, Oxford University Press
Campbell, Y. (1991), *The Anglo-Saxon*, Oxford, Oxford University Press

Dollimore, J. (1984). *Radical Tragedy: Religion, Ideology and Power in the Drama of Shakespeare and his Contemporaries*. Brighton: Harvester
Dollimore, Jonathan and Alan Sinfiel (eds) (1985) *Political Shakespeare: New Essays in Cultural Materialism*. Manchester: Manchester University Press
Drakakis, J. and Liebler, N. C. (eds.) (1998). *Tragedy. London, Longman*
Drama as Literature and Representational Art. Craiova: Editura Universitaria, 2006
Durrant, A., Fabb, N., *Literary Studies in Action (The Interface series)*, London
Eagleton, T. (2003). *Sweet Violence: The Idea of the Tragic*. Oxford: Blackwell
European Cultural Landmarks: British Medieval and Renaissance Literature. Craiova: Editura Universitaria, 2005
Fry, D. K. (ed) (1968) *The Beowulf Poet*. Englewood Cliffs, NJ: Prentice-Hall
Frye, N. (1965). *A Natural Perspective: The Development of Shakespearean Comedy and Romance*. New York: Columbia University Press
Frye, N. (1967). *Fools of Time: Studies in Shakespearean Tragedy*. Toronto: University of Toronto Press
Fulk, R. D. (ed) (1991) *Interpretations of Beowulf*. Indiana: Indiana University Press
Greenblatt, S. (ed.) (1993) *New World Encounters*. Berkeley: University of California Press
Greenblatt, S. al. (1997) (eds) *The Norton Shakespeare Based on the Oxford Edition*. New York: Norton
Greenfield, S. B. and Calder, D. G. (1986) *A New Critical History of Old English Literature*. New York and London: New York University Press
Godden, M., Lapidge, M., (2000), *The Cambridge Companion to Old English Literature*, Cambridge University Press, Cambridge
Kerrington, J. (1999), *William Shakespeare. The Sonnets and A Lover's Complaint*, Penguin Books
McDowell (1966), *An Illustrated History of Britain*, Longman, London
Mitchell, B., Robinson, F. C. (2001), *A Guide to English 6th ed.*, Oxford, Blackwell
Mitchell, B., Robinson, Fred C. (2003), *A Guide to Old English*, Blackwell, Publishing, Oxford
Muir, K. (1972). *Shakespeare's Tragic Sequence*. London: Hutchinson
Orchard, A. (2003) *A Critical Companion to Beowulf*. Cambridge: D. S. Brewer
Poirier, Marcel (1951), *Christopher Marlowe*, Chatto&Windus, London
Rogers, P., 1978 ed. *The Eighteenth Century*, London, Methuen
Sanders, A. (1996), *The Short Oxford History of English Literature*, Oxford
Seamus Heaney (1999). *Beowulf*. London: Faber and Faber
Sirbulescu, Emil (2002), *Landmarks: Chaucer, Marlowe, Shakespeare*, Craiova, Editura „Scrisul Românesc”

Sîrbulescu, Emil. (2009). *Cultură și identitate națională în Anglia medievală și renașcentistă*. Craiova: SITECH
 Stanton, Frank, (2001), *Anglo-Saxon England*, Oxford University Press, Oxford
 Stănișoară, Codruța, (2009), *Highlights of Culture and Literature, Part One, The Old English Period*, Editura Universitaria, Craiova
 *** *The Penguin History of English Literature*, vol. 1-2, Penguin Books
 Vendler, H. (1997) *The Art of Shakespeare's Sonnets*, Belcamp, Harvard University Press, London
 Wells, S. (1986), *The Cambridge Companion to Shakespeare Studies*, Cambridge, Cambridge University Press
 Wells, Stanley and Gary Taylor, editors. (1995). *The Oxford Shakespeare: The Complete Works*. Oxford: Clarendon Press

Bibliography for students

European Cultural Landmarks: British Medieval and Renaissance Literature. Craiova: Editura Universitaria, 2005
 Seamus Heaney (1999). *Beowulf*. London: Faber and Faber, *Introduction*, p. IX-XXX
 Sîrbulescu, Emil. (2009). *Cultură și identitate națională în Anglia medievală și renașcentistă*. Craiova, SITECH
 Wells, Stanley and Gary Taylor, editors. (1995). *The Oxford Shakespeare: The Complete Works*. Oxford: Clarendon Press

SUBJECT OF STUDY: ENGLISH LITERATURE (NEOCLASSICISM AND ROMANTICISM)

YEAR: I

NUMBER OF CREDITS: 4

SEMESTER: 2

TYPE OF COURSE: course 2h/week

OBJECTIVES: To provide the students with background knowledge of the English literature in the 17th, 18th and early 19th centuries; to raise the students awareness of the British cultural, social and historical background. To develop the students critical, analytical and interpretation skills; to develop the students skills of analyzing comparative literatures.

CONTENT: *Puritan Literature* - John Milton – *Paradise Lost*. The Restoration comedy. The Enlightenment – Alexander Pope – *The Rape of the Lock*, Daniel Defoe – *Robinson Crusoe*. Jonathan Swift – *Gulliver's Travels*. Laurence Sterne – *The Life and Opinions of Tristram Shandy, Gentleman*. The Gothic novel – Mary Shelley – *Frankenstein*. William Blake – *The Lamb, The Tyger, The Sick Rose*. William Wordsworth – *The Solitary Reaper, I Wandered Lonely as a Cloud*. Samuel Taylor Coleridge – *The Rhymer of the Ancient Mariner, Kubla*

Kahn. George Gordon, Lord Byron – *Childe Harold's Pilgrimage, Don Juan*. Percy Bysshe Shelley – *Ode to the West Wind, Prometheus Unbound*. John Keats – *Ode to a Nightingale, Ode on a Grecian Urn*

TEACHING LANGUAGE: English

EVALUATION: written and oral examination

BIBLIOGRAPHY:

Alexander, M., (2000), *A History of English Literature*, Palgrave, Macmilan, Great Britain
 A. Sanders, *The Short History of English Literature*, Clarendon Press, Oxford, 1994
 A Burgess, *English Literature*, Longman, London, 1991
 Marion Wynne-Davie, (ed.), *Bloomsbury Guide to English Literature*, Bloomsbury, London, 1989
 *** *The Penguin History of English Literature*, vol. 1-2, Penguin Books

SUBJECT OF STUDY: PHONETICS

YEAR: I

NUMBER OF CREDITS: 4

SEMESTER: 1

TYPE OF COURSE: course 2h/week

OBJECTIVES: The course aims at familiarizing the students with English phonetics, by discussing a few basic notions of phonetics and phonology, and also to analyse the characteristics of different English accents.

CONTENT: Phonetics and Phonology – an introduction. Vowels. Diphthongs. Stress. Elision. Accents and dialects

TEACHING LANGUAGE: English

EVALUATION: written examination

BIBLIOGRAPHY:

Chitoran, Dumitru, Petri, Lucretia, *Workbook in English Phonetics and Phonology*, Ed. Didacticasi pedagogica, Bucuresti, 1977;
 Chitoran, Dumitru, *Limba engleza contemporana, Fonetica si fonologie*, Ed. Didacticasi pedagogica, Bucuresti, 1970;

SUBJECT OF STUDY: MORPHOLOGY

YEAR: I

NUMBER OF CREDITS: 4

SEMESTER: 2

TYPE OF COURSE: course 2h/week

OBJECTIVES: to make the students aware of the fundamentals of English morphology: phonetics and nominal part; to make them acquire new information in sound production and writing in English, morphology (the nominal part) and practice

CONTENT:

1. The category of aspect: the progressive aspect: the durative vs. non- durative opposition; the perfective aspect.
 2. The tense- aspect system of the English verb; i. The uses and values of the Present Tense Simple

and Continuous.

3. The uses and values of the Past Tense Simple and Continuous; The uses of the Present Perfect Simple and Continuous.

4. Means of Expressing Futurity (the Future Tense Simple and Continuous, Be going-to-construction, Be to- construction.

5. The category of voice: the active and passive voice. Morphological, syntactic and pragmatic aspects of Passivisation; Passivisation of transitive, intransitive and prepositional verbs.

5. The category of voice: the active and passive voice. Morphological, syntactic and pragmatic aspects of Passivisation; Passivisation of transitive, intransitive and prepositional verbs.

6. The category of mood: the Indicative, the Imperative and the Subjunctive mood; the distribution of the Subjunctive mood;

7. The modal verbs: Syntactic and morphological properties of modal verbs; Epistematic and deontic modal verbs; Main uses of modal verbs: can, could, may, might, must, shall, should, ought to, will, would, dare, need.

8. The non- finite forms of the verb: i. The Infinitive: the syntactic functions of the Infinitive

9. ii. The Participle and Gerund: the syntactic functions and distribution

REFERENCES :

1. Carter, Ronald, McCarthy, Michael. 2006. *Cambridge Grammar of English. A Comprehensive Guide: Spoken and Written English Grammar and Usage*. Cambridge: Cambridge University Press.

2. Close, Randolph A. 1975. *A Reference Grammar for the Students of English*. London: Harlow, Longman.

3. Galateanu, Giorgiana, E. Comisel. 1982. *Gramatica Limbii engleze pentru uz scolar*. Bucuresti: EDP

4. Leech, Geoffrey. 1987. *Meaning and the English Verb*. London: Longman

5. Leech, Geoffrey, Svartvik, Jan. 1993. *A Communicative Grammar of English*, London: Longman.

6. Leech, Geoffrey, Deuchar, Margaret, and Hoongenrad, Robert. 2006. *English Grammar for Today. A New Introduction*, 2nd ed. London: Palgrave

7. Murar, Ioana. 2005. *The English Verb*. Craiova: Editura Universitaria

8. Palmer, Frank. 1988. *The English Verb*, London: Longman

9. Quirk, R., S. Greenbaum, G. Leech, and J. Svartvik. 1985. *A Comprehensive Grammar of the English Language*. London: Longman

10. Stefanescu, I. 1988. *English Morphology. The Nominal and Verbal Categories*. București; TUB.

SUBJECT OF STUDY: GRAMMAR EXERCISES

YEAR: I

NUMBER OF CREDITS: 4

SEMESTER: 1

TYPE OF COURSE:language practice 4h/week

OBJECTIVES: Consolidarea cunoștințelor teoretice legate de categoriile verbale (timp, aspect, mod, diateză) din limba engleză, prevăzute a fi studiate in anul I

Exersarea si fixarea folosirii corecte a construcțiilor verbale

Caracter aplicativ al exercițiilor gramaticale propuse pentru rezolvare (traduceri din și în limba engleză, transformări de structuri, parafrazări, exerciții de tipul Fill in, etc).

CONTENT:

1. Valorile timpurilor verbale:

- Present Tense Simple and Continuous
- Past Tense Simple and Continuous
- Present Perfect Simple and Continuous
- Past Perfect Simple and Continuous
- Mijloace de exprimare a viitorului 'Futurity'

2. The passive voice

3. The modal verbs:

- can/could
- may/might
- must
- will/ would
- shall/should

4. The subjunctive mood:

- the Synthetic Subjunctive
- the Analytical Subjunctive

TEACHING LANGUAGE: English

EVALUATION: written examination

Bibliography :

1	Allen, S.	<i>Living English Structure</i> , London: Longman, 1988
2	Chilărescu, Mihaela, Paidos, Constantin	<i>Proficiency in English</i> , Colecția Didactică, Institutul European, 1996
3	Delgiudice-Matei, Luminița	<i>Fifty Useful Tests in English</i> , București, Editura Aramis, 1999
4	Gălățeanu, Fârnoagă, G.	<i>Sinteze de Gramatică engleză</i> , București: Editura Albatros, 1987
5	Graver, B. D.	<i>Advanced Language Practice</i> , Second Edition, Oxford : University Press,

		1974
6	Thomson, A.J., Martinet, A.V.	<i>A Practical English Grammar, Combined Exercises</i> , Oxford : OUP, 1986
7	Vince, M.	<i>Advanced Language Practice</i> , Macmillan Heinemann, 2001
	xxx	<i>Limba Engleză. Exerciții pentru admiterea în învățământul superior</i> , București: Editura Didactică și Pedagogică, 1978

1	Allen, S.	<i>Living English Structure</i> , London: Longman, 1988
2	Chilărescu, Mihaela, Paidos, Constantin	<i>Proficiency in English</i> , Colecția Didactică, Institutul European, 1996
3	Delgiudice-Matei, Luminița	<i>Fifty Useful Tests in English</i> , București, Editura Aramis, 1999
4	Gălățeanu, Fârnoagă, G.	<i>Sinteze de Gramatică engleză</i> , București: Editura Albatros, 1987
5	Graver, B. D.	<i>Advanced Language Practice</i> , Second Edition, Oxford : University Press, 1974
6	Thomson, A.J., Martinet, A.V.	<i>A Practical English Grammar, Combined Exercises</i> , Oxford : OUP, 1986
7	Vince, M.	<i>Advanced Language Practice</i> , Macmillan Heinemann, 2001
	xxx	<i>Limba Engleză. Exerciții pentru admiterea în învățământul superior</i> , București: Editura Didactică și Pedagogică, 1978

SUBJECT OF STUDY: GRAMMAR EXERCISES

YEAR: I

NUMBER OF CREDITS: 4

SEMESTER: 2

TYPE OF COURSE: language practice 4h/week

OBJECTIVES:

Aprofundarea cunoștințelor dobândite în timpul cursurilor de limbă engleză contemporană. Propunându-și perfecționarea acestor cunoștințe, cursul va cuprinde exerciții de morfologie Pornind de la anumite texte literare, se urmărește abilitatea studenților de a traduce corect din română în engleză și invers, punându-se accent pe anumite probleme gramaticale (acord gramatical, corespondența timpurilor).

CONTENT:

1. The Article (The Category of Determination; The Definite Article; The Indefinite Article, The Zero Article, The Omission of the Article)
2. The Noun (The Classification of the Noun; The Number of Nouns; The Gender of Nouns; The Case of Nouns)
3. Other Determiners (The Demonstrative Adjective; The Possessive Adjective; The Interrogative Adjective; The Indefinite Adjective; The Negative Adjective)
4. The Numeral (The Cardinal Numeral; The Ordinal Numeral; The Fractional Numeral; The Collective Numeral; The Multiplicative Numeral; The Distributive Numeral; The Adverbial Numeral)
5. The Pronoun (The Personal Pronoun; The Reflexive Pronoun; The Emphatic Pronoun; The Possessive Pronoun; The Interrogative Pronoun; The Relative Pronoun; The Indefinite Pronoun; The Negative Pronoun)

TEACHING LANGUAGE: English

EVALUATION: written examination

Bibliography :

YEAR: II

SUBJECT OF STUDY: VICTORIAN LITERATURE

YEAR: II

NUMBER OF CREDITS: 4

SEMESTER: 1

TYPE OF COURSE: course 2h/week

OBJECTIVES: to familiarize the students with the basics of English culture and literature-the Victorian Literature; to raise the students awareness of the English cultural background of the Victorian Age through literature; to develop the students skills of approaching the literary text from a linguistic perspective in order to increase their linguistic and analytical skills; to sensitive the students to the features and originality of the Victorian Literature.

CONTENT: Victorian Literature to 1880; The Victorian Age - General Presentation; The Victorian Poetry: Alfred, Lord Tennyson, Robert Browning and the Dramatic Monologue; Gerard Manley Hopkins- Poetic Invention, Pre-Raphaelite Movement; The Development of the Essay; The Victorian Fiction, Introduction to Victorian Novelists. Charles Dickens and the Social Criticism: *David Copperfield, Oliver Twist, Great Expectation, Bleak House*; William Makepiece Thackeray and the Satire; The Bronte Sisters and Their Literary Contribution: *Wuthering Heights*; George Eliot and The Moral Victorian World: *The Mill on the Floss*; Thomas Hardy: Novels of Character and Environment: *Tess of The D'Urbervilles*

TEACHING LANGUAGE: English

EVALUATION: written and oral examination

REFERENCES:

- Alexander, M., *A History of English Literature*, Palgrave, Macmillan, Great Britain, (2000)
Baker, I., *History of the Novel*, Cambridge History of English Literature, 1977
Bantaş, Clonţea, Brânzeu, *Manual de literatură engleză și americană*, Teora, 1995
Briggs, A., *Victorian People*, 1954
Burdescu, F., *20th Century British Literature*, Reprografia Universităţii din Craiova, 2000
Cambridge History of English Literature C.U.P.
Cazamian & Legouis, *History of English Literature*
Compton, Rickett, *A Short History of English Literature*
Cruse, A., *The Victorians and Their Books*, London: Routledge, 1990
Faverty, F.E., ed., *The Victorian Poets, A Guide to Research*, 2nd edition, 1968
Fletcher, Ion (ed.) (1987), *British Poetry and Prose, 1870-1905*, Oxford: Oxford University Press
Houghton, W.E., *The Victorian Frame of Mind*, New Haven, 1957
Innes, C., (1992), *Modern British Drama, 1880-1990* (Cambridge), Cambridge University Press

Mc Dowell, D., 1996, *An Illustrated History of Britain*, Longman, UK

Sanders, A., (1996), *The Short Oxford History of English Literature*, Oxford, (1993)

Sanders, A., *The Oxford Anthology of English Literature*, Oxford University Press, New York, 1972

Stevenson, R. (1992), *Modernist Fiction*, London
The Pelican Guide to English Literature From Dickens to Hardy

The Penguin History of English Literature (1993), vol. 7-9, Penguin Books

The Penguin History of Literature, the Victorians, vol. VI, 1993

Bibliography for students

Andrew Sanders, *The Short History of English Literature*, Clarendon Press, Oxford, 1994

Alfred Tennyson : 'The Palace of Art', 'The Lady of Shalott', 'The Lotos Eaters', 'Ulysses', 'Idylls of the King': 'The Passing of Arthur', *In Memoriam*:

Robert Browning: 'Soliloquy of the Spanish Cloister', 'The Bishop Orders His Tomb', 'Frà Lippo Lippi', 'Andrea del Sarto' 'My Last Duchess'

Dante Gabriel Rossetti: 'The Blessed Damozel', *The House of Life*: 'Nuptial Sleep'.

Algernon Charles Swinburne: 'Dolores', 'The Garden of Proserpine'

Charles Manley Hopkins: 'The Starlight Night'

Charles Dickens: *Hard Times, Bleak House, Oliver Twist*

William M. Thackeray: *Vanity Fair*.

Charlotte Brontë : *Jane Eyre, Shirley*.

Emily Brontë : *Wuthering Heights*.

George Eliot: *The Mill on the Floss, Middlemarch*.

Thomas Hardy: *Tess of the d'Urbervilles*.

YEAR: II

SUBJECT OF STUDY: 20TH CENTURY BRITISH LITERATURE

NUMBER OF CREDITS: 4

SEMESTER: 2

TYPE OF COURSE: course 2h/week

OBJECTIVES: To provide the students with background knowledge of the main British writers between 1900-1950, representing Modernism and its Alternatives; to develop the students'interpretation skills and sense of observation by directing them to the literary text through modern approaches: to raise the students awareness of the British cultural background through literature; to increase the students linguistic and analytical skills.

CONTENT: The Fiction: Joseph Conrad: *Lord Jim, The Heart of Darkness*. Virginia Woolf: *Mrs. Dallaway, To The Lighthouse, The Waves*.

James Joyce: *A Portrait of The Artist As A Young Man, Ulysses*.

The Theatre: Samuel Beckett: *Waiting for Godot, Happy Days*

The Poetry: T. S. Eliot -the critic and the poet: The Music of Poetry . Tradition and The Individual Talent.

The Waste Land. The Love Song of J. Alfred
Proofrock W. B. Yeats – the critic and the poet: *A
Vision, Sailing to Byzantium, Leda and The Swan*. D.
Thomas: *Before I Knocked*.

TEACHING LANGUAGE: English

EVALUATION: written and oral examination

REFERENCES:

Alexander, M., *A History of English Literature*,
Palgrave, Macmillan, Great Britain, (2000)
Burdescu, Felicia, *Masters of 20th
Century British
Literature*, Universitaria, Craiova, 2002
Bradbury, Malcolm, *The Modern British Novel*,
Secker
and Warburg, London, 1993
Clarke, Ian, *Drama to 1950, The Penguin History of
Literature. The 20th
Century*, London, 1991
Sanders, Andrew, *The Oxford History of English
Literature*, Clarendon Press, Oxford, 1994

YEAR: II

**SUBJECT OF STUDY: THE SYNTAX OF
ENGLISH.SIMPLE SENTENCE**

YEAR: I

NUMBER OF CREDITS: 4

SEMESTER: 1

TYPE OF COURSE: course 2h/week

OBJECTIVES: to give the students the
necessary theoretical frame in order to analyze
appropriately any syntactic pattern; to develop
students' ability to use different syntactic structures
depending on their communicative goals; within each
theme both theoretical and practical aspects are given
attention, specific knowledge checking being doubled
by exercises and applications.

CONTENT: Sentence types. Functional
Classification of Sentences. The simple sentence
Means of Connecting Words. The Phrase. The Noun
Phrase. The Verb Phrase. The Adjective Phrase. The
Adverbial Phrase. Complex constructions.
Independent elements of the sentence. Basic
sentence patterns. The order of words in the sentence

TEACHING LANGUAGE: English

EVALUATION: written examination

BIBLIOGRAPHY:

Bădescu, Alice. 1984. *Gramatica limbii engleze*.
București: Ed. Did. și Pedagogică.
Bantaș, Andrei. 1996. *Descriptive English Syntax*.
Iași: Institutul European.
Bantaș, A., Gălățeanu, G., Sachelarie, D. 1979.
*Limba engleză prin exerciții structurale. Modele
verbale*.
București: Ed. Științifică și Enciclopedică.
Broughton, G. 1990. *Penguin English Grammar. A-Z*.

Exercises for advanced students. Penguin Books.

Gălățeanu, G., Comișel, E. 1992. *Gramatica limbii
engleze*. București: Omegapres.

Graver, R. 1987. *Advanced English Practice*. London:
Oxford University Press.

Levițchi, L., Preda, I. 1967. *Gramatica limbii engleze*

YEAR: II

**SUBJECT OF STUDY: THE SYNTAX OF
ENGLISH.COMPLEX SENTENCE**

YEAR: I

NUMBER OF CREDITS: 4

SEMESTER: 2

TYPE OF COURSE: course 2h/week

OBJECTIVES: to give the students the necessary
theoretical frame in order to analyze appropriately any
syntactic pattern; to develop students' ability to use
different syntactic structures depending on their
communicative goals; within each theme both
theoretical and practical aspects are given attention,
specific knowledge checking being doubled by
exercises and applications.

Content:

Sentence Types

1. Functional Classification of Sentences

1.1. Declarative Sentence

1.1.1. Positive Sentences

1.1.2. Negative Sentences

1.2. Interrogative Sentences

1.3. Imperative Sentences (Commands)

1.4. Exclamatory Sentences

The Simple Sentence

1. Means of Connecting Words

2. The Phrase

2.1. The Noun Phrase

2.1.1. The Structure of the NP

2.1.2. The Functions of the NP

- The Subject; The Object; The Predicative; The
Predicative Adjunct

- The Apposition

2.2. The Verb Phrase

2.2.1. The Structure of the VP

2.2.2. The Function of the VP: the Predicate

2.2.3. Subject- Predicate Concord

2.3. The Adjective Phrase

2.3.1. The Structure of The Adjective Phrase

2.3.2. The Functions of the Adjective Phrase: The
Attribute; The Predicative; The Predicative Adjunct

2.4. The Adverbial Phrase

2.4.1. The Structure of the Adverbial Phrase

2.4.2. The Functions of the Adverbial Phrase

2.4.3. Types of Adverbial Modifiers

Modifiers

- Adverbial Modifiers of Place

- Adverbial Modifiers of Time

- Adverbial Modifiers of Manner

- Adverbial Modifiers of Concession

- Adverbial Modifiers of Cause

- Adverbial Modifiers of Purpose

- Adverbial Modifiers of Result

- Adverbial Modifiers of Condition
 - Adverbial Modifiers of Exception
 - Adverbial Modifiers of Relation
 Complex Constructions
 Independent Elements of the Sentence
 Basic Sentence Patterns
 The Order of Words in The Sentence

BIBLIOGRAPHY:

1. Bădescu, Alice. 1984. *Gramatica Limbii engleze*. București: Ed. Did. Si Pedagogica
2. Bantaș, Andrei. 1996. *Descriptive English Syntax*. Iași: Institutul European
3. Broughton, G. 1990. *Penguin English Grammar. A-Z. Exercises for advanced students*. Penguin Books.
4. Carter, R., McCarthy, M. 2006. *Cambridge Grammar of English*. Cambridge: CUP
5. Gălățeanu- Fârnoagă, G. 1996. *Sinteze de gramatica engleză*. București: Ed. Lucman
6. Graver, R. 1987. *Advanced English Practice*. London: Oxford University Press
7. Murar, I., Pisoschi, C., Trantescu, A. 2005, *Essential of English Syntax. The Simple Sentence*. Craiova: Editura Universitaria
8. Quirk, R., Greenbaum, S. Leech, G. Svartvik, J. 1972. *A Grammar of Contemporary English*. London: Longman
9. Vince, M. 2002. *Advanced Language Practice*. Macmilan

3. Conversational Formulas II (congratulations, good wishes; apologies; requests, thanks) – 2 ore
4. Conversational Formulas III (agreement, partial agreement; disagreement; uncertainty, doubt, disbelief; advice, commands, prohibitions, warnings) – 2 ore
5. English in the Classroom (behaviour; praise and criticism; mistakes and their correction; vocabulary practice, introduction of new words; reading, pronunciation and intonation) – 4 ore

BIBLIOGRAPHY :

1	Allen, S.	<i>Living English Structure</i> , London: Longman, 1988
2	Chilărescu, Mihaela, Paidos, Constantin	<i>Proficiency in English</i> , Colecția Didactică, Institutul European, 1996
3	Delgiudice-Matei, Luminița	<i>Fifty Useful Tests in English</i> , București, Editura Aramis, 1999
4	Gălățeanu, Fârnoagă, G.	<i>Sinteze de Gramatică engleză</i> , București: Editura Albatros, 1987
5	Plant, Patrick	<i>Everyday English</i> , București:Editura Lucman, 2003
6	Templer, J.C.	<i>Practice Tests for First Certificate</i> , Oxford, 1996
7	Turcu, Fulvia, Năstăsescu, Violeta	<i>Engleza de afaceri</i> , București:Editura Uranus

YEAR: II

SUBJECT OF STUDY: CONVERSATION AND ORAL PRESENTATIONS

YEAR: II

NUMBER OF CREDITS: 4

SEMESTER: 1

TYPE OF COURSE: language practice 2h/week

Objectives: Aprofundarea cunoștințelor de limbă engleză

Îmbogățirea exprimării orale în orice situație de comunicare

Stăpânirea unui anumit număr de noțiuni și tehnici de exprimare orală

Îmbogățirea vocabularului astfel ca studenții să fie apti pentru o comunicare eficientă în activitatea profesională

Dobândirea de către studenți a abilităților de exprimare orală precum și de conversație pe diferite teme, urmărindu-se capacitatea studenților de exprimare liberă a unei opinii în legătură cu o anumită temă.

CONTENT:

1. Communication Ability (how to behave when dealing with face to face encounters, certain interviews, seminars or meetings) – 4 ore
2. Conversational Formulas I (greetings; leave-taking; introductions; invitations, making arrangements) – 2 ore

SUBJECT OF STUDY: TEXT INTERPRETATION: PROSE, DRAMA

YEAR: II

NUMBER OF CREDITS: 4

SEMESTER: 2

TYPE OF COURSE: language practice 2h/week

OBJECTIVES: Familiarizarea studenților cu conceptele operaționale în activitatea de interpretare a textelor în proză și a celor dramatice

Studiul textului literar din punctul de vedere al faptelor de limbă specifice

Formarea competenței de a analiza texte literare la prima vedere (extragerea ideii centrale, identificarea temelor și motivelor prezente în respectivul text)

A oferi un ghid de lectură literară, pornind de la texte simple la cele complexe.

CONTENT :

1. *Alison* (adapted after A.J. Cronin, *The Green Years*)
2. *Three Men in a Boat* (adapted after Jerome K. Jerome)
3. *Saying Good-Bye* (adapted after Stephen Leacock)
4. *The Open Window* (by Saki)
5. *The Importance of Being Earnest* (by Oscar Wilde)
6. *Mrs. Warren's Profession; The Devil's Disciple* (by George Bernard Shaw)

7. *Waiting for Godot, Happy Days; Endgame* (three plays by Samuel Becket)
8. *Death of a Salesman; After the Fall* (by Arthur Miller)

REFERENCES:

1	Bantaș, Clonțea, Brânzeu	<i>Manual de literatură engleză și americană</i> , Editura Teora, București, 1996
2	Burdescu, Felicia	<i>20th Century British Literature</i> , Reprografia Universității din Craiova, Craiova, 2000
3	Styan, J.L.	<i>Modern Drama in Theory and Practice</i> , vol. 1, Cambridge University Press, Cambridge, 1986
4	Worth, Katharine	<i>Waiting for Godot and Happy Days</i> , Macmillan, 1990
5	XXX	<i>Cambridge History of English Literature</i> , C.U.P.

YEAR: III

**SUBJECT OF STUDY: ENGLISH LITERATURE:
THE AMERICAN LITERATURE**

YEAR: III

NUMBER OF CREDITS: 4

SEMESTER: 1

TYPE OF COURSE: course 2h/week

OBJECTIVES: To make the students aware of the differences/similarities between English Literature and American literature; to familiarize the students with background Knowledge and features specific to the English literature written in the culture historical specific and geographical area of the USA; To sensitive the students to the features of English literature written in the USA; to provide the students with reading analyzing skills of the English literary texts of the American literature.

CONTENT: Historical Background: The Beginnings (1600-1800); America in the 20th century; Edgar Allan Poe: *The Fall of the House of Usher*; Symbols in the Poem; Herman Melville –Civilization versus Nature in *Moby Dick*; Henry James, A Writer and a Critic: *The Art of Fiction, Daisy Miller*; Ernest Hemingway: *A Farewell to Arms, The Old Man and the Sea* – Man versus Nature; Scott Fitzgerald: *The Great Gatsby* and the Epoch of the American Dream; William Faulkner: *Light in August*; The American Poets: Robert Frost, a Pastoral Poet; The Choice in the Road not Taken; William Carlos Williams: *Landscape with the Fall of Icarus*; the American Drama: John Updike – *The Centaur*. Space and Time; Arthur Miller: *Death of a Salesman*; Edward Albee and the Theatre of the Absurd: *The Zoo Story, Who's Afraid of Virginia Woolf?*.

TEACHING LANGUAGE: English

EVALUATION: written examination

REFERENCES:

Columbia Literary History of the United States, ed. Emory Elliot, Columbia U.P., New York, 1988
Bloom, Harold. *Canonul Occidental*, Univers, Bucuresti, 1998
Burdescu Felicia, *Tracing American Literature*, Scrisul Romanesc, Craiova, 2004
Manfred Putz, *Essays on American Literature and Ideas*, Institutul European, Iasi, 1997
Richard Gray, *American Poetry of the Twentieth Century*, Longman, London and New York, 1990
Stevenson, Randall, *Modernist Fiction*, Harvester Wheatsheaf, 1992
Grigorescu Dan, *The American Literature Dictionary*, Editura Stiintifica si enciclopedica, Bucuresti, 1977
Pârnu, S., *American fiction*, University of Iași, 1988
Cotrău, Liviu, *The Scythe of Time*, Editura Napoca Star, Cluj, 1999

Bibliography for students

Columbia Literary History of the United States, ed. Emory Elliot, Columbia U.P., New York, 1988
Bloom, Harold. *Canonul Occidental*, Univers, Bucuresti, 1998
Burdescu Felicia, *Tracing American Literature*, Scrisul Romanesc, Craiova, 2004
Manfred Putz, *Essays on American Literature and Ideas*, Institutul European, Iasi, 1997
Richard Gray, *American Poetry of the Twentieth Century*, Longman, London and New York, 1990
Grigorescu Dan, *The American Literature Dictionary*, Editura Stiintifica si enciclopedica, Bucuresti, 1977

SUBJECT OF STUDY: POSTCOLONIAL LITERATURE

YEAR: III

NUMBER OF CREDITS: 4

SEMESTER: 2

TYPE OF COURSE: course 2h/week

OBJECTIVES: The course aims at presenting the students with literatures in English, namely written by authors coming from former British colonies such as the Indians Salman Rushdie or Arundhati Roy, the Nigerians Ben Okri and Chinua Achebe, the African-American Toni Morrison, the Canadian Michael Ondaatje.

CONTENT: General theoretical concepts. What is post-colonial literature. The problem of margin and 'the other'. Language and national identity. Hybridization. Jean Rhys 'Wide Sargasso Sea'. James Joyce –The Dead. Salman Rushdie – 'Midnight's Children'. Toni Morrison – 'Beloved'. Ben Okri - 'The Famished Road'. Kazuo Ishiguro – 'When We Were Orphans'. Michael Ondaatje – 'Anil's Ghost'. Chinua Achebe –'An Image of Africa'. Arundhati Roy – 'The God of Small Things'

TEACHING LANGUAGE: English

EVALUATION: written examination

REFERENCES:

Ashcroft, Bill, Gareth Griffiths, Helen Tiffin, 'The Empire Writes Back', Routledge, London and New York, 2005
Childs, Peter (ed.), 'Post-colonial Theory and English Literature: a Reader', Edinburgh University Press, Edinburgh, 1999
Loomba, Amita, 'Colonialism/postcolonialism', Routledge, London and New York, 2000
Said, Edward, *Orientalism*, Vintage, London, 1977
Said, Edward, *Culture and Imperialism*, Vintage, London, 1994

SUBJECT OF STUDY: TWENTIETH CENTURY CRITICISM

YEAR: III

NUMBER OF CREDITS: 2

SEMESTER: 1

TYPE OF COURSE: Optional course 1h/week

OBJECTIVES: Students have to know the features specific to the critical trends and how to apply them to literary texts. Students will familiarize with major representatives of English and American criticism.

CONTENT: New Criticism and the autonomy of the literary work. (I.A.Richards, T.S.Eliot, Cleanth Brooks, John Crowe Ransom); Russian Formalism and dialogic theory. (Roman Jakobson, Mikhail Bakhtin); Structuralism (Claude Lévi Strauss, Jonathan Culler); Semiology (Charles Pierce, Michel Foucault); Post-structuralism and deconstruction (Jacques Derrida, Paul de Man, Christopher Norris, Hillis Miller); Psychoanalytic criticism (Sigmund Freud, Jacques Lacan); Archetypal criticism (C.G.Jung, Joseph Campbell, Northrop Frye)

TEACHING LANGUAGE: English

EVALUATION: written examination

BIBLIOGRAPHY:

Bakhtin, Mikhail. *The Dialogic Imagination: Four Essays and Problems of Dostoevsky's Poetics*. Belsey, Catherine. *Critical Practice*. New York: Routledge, 1980. Bloom, Harold, Geoffrey Hartman, Paul de Man, Jacques Derrida, and J. Hillis Miller. *Deconstruction and Criticism*. New York: Seabury, 1979. Richards, I. A. *Practical Criticism*. London: Routledge & Paul, 1964

SUBJECT OF STUDY: THE PORTRAIT IN ENGLISH LITERATURE

YEAR: III

NUMBER OF CREDITS: 2

SEMESTER: 2

TYPE OF COURSE: Optional course 1h/week

OBJECTIVES: To help the students understand the techniques writers use to create literary portraits. Students have to write an essay to present a literary portrait and the devices the author used, to contextualize the portrait from a cultural, social, historical point of view.

CONTENT: Human typology and the sense of knowledge; The Doppelgänger effect and the split personality; The nights of the round table: Lancelot; S.Chaucer – “The Wife of Bath”; Shakespeare: Iago; Shakespeare: the dark lady of the sonnets; J.Donne and the mystic portraits; Ch. Brontë; Heathcliff – Catherine; Charles Dickens: Miss Havisham; Oscar Wilde – Dorian Gray; J. Conrad - Kurtz

TEACHING LANGUAGE: English

EVALUATION: written examination

BIBLIOGRAPHY:

Anghelescu, Mircea, *Portretul*, Univers, Bucuresti, 1994
Sanders Andrew, *Cambridge History of British Literature*, Claredon Press, London, 2001
Burdescu Felicia, *Sinele și celalalt*, Dalsi, București, 1999
Rank Otto, *The double. A psychoanalytic study*, Routledge, 1994

SUBJECT OF STUDY: ENGLISH SEMANTICS

NUMBER OF CREDITS:2

SEMESTER: 1

TYPE OF COURSE: course 2h/week

OBJECTIVES: To initiate the students in the English language semantics; how semantics interrelates with language aspects, syntax in particular; concepts, classifications, the theory of prototypes.

CONTENT: homonymy; synonymy; antonymy; prototypes in semantic analysis; levels of classification; prepositional polysemy; idioms; metonymy as a cognitive process, its functions; metaphor and metonymy.

TEACHING LANGUAGE: English

EVALUATION: written examination

REFERENCES:

Chilarescu, Mihaela. 2010 *Limba Engleza prin Exerciții de traducere*. Bucuresti: Editura Polirom
Chițoran, D. 1973. *Elements of English Structural Semantics*. București : Editura Didactică și Pedagogică.
Finch, Geoffrey. 2000. *Linguistic Terms and Concepts*. Palgrave Macmillan
Ionescu, E. 1992. *Manual de lingvistică generală*. București : Editura All.
Jackendoff, Ray S. 1990. *Semantic Structures*. Cambridge MA: MIT Press.
Kearns, Kate. 2000. *Semantics*. New York: Palgrave.
Leech, G. 1990. *Semantics. The Study of Meaning*. London : Penguin Books.

SUBJECT OF STUDY: ENGLISH PRAGMATICS

NUMBER OF CREDITS:4

SEMESTER: 2

TYPE OF COURSE: course 2h/week

OBJECTIVES: to raise awareness of the importance of pragmatic studies in the more general frame of linguistics; to get the students acquainted with basic concepts such as speech acts, implicature, presupposition, deixis etc; to foster comprehension of the costs and benefits of strategic options

CONTENT: The hybrid nature of pragmatics: An archaeology of pragmatic ideas. The American input. The European contribution. Defining pragmatics. Speech act theory. Co-operation and conversational implicature. Grice's Cooperative Principle. Strategies of politeness. Presupposition. Deixis. Typology: person deixis, empathetic deixis, place deixis, time deixis, discourse deixis and social deixis

TEACHING LANGUAGE: English

EVALUATION: written examination

BIBLIOGRAPHY:

Brown, P., Levinson, S.C. 1978. Universals in language usage. Politeness phenomena. Cambridge: CUP
Cruse, A. 2000. Meaning in Language. An Introduction to Semantics and Pragmatics. Oxford: OUP
Grice, H.P. 1975. "Logic and conversation" in Cole P., Morgan, J.L. (eds.). Syntax and Semantics 3: Speech acts. New York
Leech, G. 1983. Principles of pragmatics. London: Longman
Levinson, S.C. 1983. Pragmatics. Cambridge: CUP
Levinson, S.C. 20

DISCIPLINE: OPTIONAL COURSE- GRAMMAR

YEAR: III

NUMBER OF CREDITS: 2

SEMESTER: 1

TYPE OF COURSE: Optional course 1h/week

OBJECTIVES: the aim of the course is to get information about translators and translations.

LANGUAGE OF TEACHING: English

CONTENT:

Denotation, Connotation, Emphasis, Modality
Speech figures
Signification and sense
Motivation of meaning
Semantic relations and lexical categories
Topic and command
Dimensions of meaning
Word association
Meaning and transformation
Deep structure and the lexicon
The semantic of kinship terms in English and Romanian

BIBLIOGRAPHY:

Benjamin Walter, Problema traducatorului, Secolul XX, Nr 5, 1982
Catford, J. C., A linguistic theory of translation, Oxford University Press, London, 1985
Delavenay, E., An Introduction to machine translation, London, 1990
Posgate P. J., Translation and translations, Cambridge, Massachusetts, 1990
Savory, T. H., The art of translation, London, 1987

**DISCIPLINE: OPTIONAL
OPTIONAL COURSE- ELEMENTS
OF FUNCTIONAL LINGUISTICS**

YEAR: III

NUMBER OF CREDITS: 2

SEMESTER: 2

TYPE OF COURSE: Optional course
1h/week

OBJECTIVES: The course is designed to offer the last year students a new perspective on the English language system which is analysed from a functional point

of view, emphasising the characteristics of spoken language.

CONTENT: Introduction in Systemic-functional linguistics. Theme – Clause as message. Textual Themes. Marked and unmarked Themes. Exercises. Analysis practice. Mood – Clause as exchange. Transitivity –

Clause as representation. Types of clauses. Distinguishing between circumstance and other elements. The Clause Complex – above the Clause. Complexing versus embedding. Parataxis or hypotaxis.

TEACHING LANGUAGE: English

EVALUATION: written examination

BIBLIOGRAPHY:

Dik, Simon. Studies In Functional Grammar, Amsterdam University Press, 1980
Halliday, M.A.K. An Introduction to Functional Grammar, second edition, Arnold, London, 1994
Lyons, John. Introduction to Theoretical Linguistics, Cambridge University Press, Cambridge, 1968
Thompson, Geoff. Introducing Functional Grammar, Arnold, London, 1996

DISCIPLINE: MORPHOLOGY

YEAR: III

NUMBER OF CREDITS: 2

SEMESTER: 2

TYPE OF COURSE: language practice 1h/week

OBJECTIVES: to make the students aware of the fundamentals of English morphology ;
to expose students to a variety of exercises and translations with different degrees of difficulty

CONTENT: Morphology: Nominal Part: number: agreement; classification according to number. Gender. Pronouns. Adjectives. Numerals.

TEACHING LANGUAGE: English

EVALUATION: written examination

BIBLIOGRAPHY:

- Bantaş, A., 1993, English for Advanced Students, Institutul European, Iaşi
- Budai, László. 1997. *Gramatica engleză. Teorie și exerciții*. București: Teora.
- Chițoran, D., Panovf, I., Poenaru, I. 1995. *English Grammar. Exercises*. București: Teora.
- Gălățeanu-Fârnoagă, G. 1996. *Sinteze de gramatică engleză*. București : Ed. Lucman.
- Martinet, A.V. și Thomson, A.(1989) - A Practical English Grammar, OUP, London
- Paidos, C. 2001. *English Grammar. Theory and Practice*. Iași: Polirom.