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

Anul I
Lingvistică generală
Limba română contemporană. Fonetică, fonologie. Ortografie
Literatura română (până la iluminism)
Cultură şi civilizaţie antică
Cultură şi civilizaţie populară
Curs opţional A1
Teoria literaturii
Limba română contemporană. Lexic. Semantică
Literatură română (de la iluminism la junimism)
Cultură şi civilizaţie antică
Cultură şi civilizaţie populară
Curs opţional A1

Anul II
Limba veche de profil: latina/greaca
Limba română contemporană. Morfologie (cuvinte flexibile)
Literatura română (1870-1890)
Literatură universală şi comparată
Etnologie românească
Istoria limbii române
Curs opţional A
Limba veche de profil: latina/greaca
Limba română contemporană. Morfologie (cuvinte neflexibile)
Literatura română (la începutul secolului XX)
Literatură universală şi comparată
Autori fundamentali (Eminescu)
Autori fundamentali (Caragiale)
Curs opţional A

Anul III
Limba română contemporană. Sintaxa (Structuri şi relaţii sintactice)
Literatura română (Perioada interbelică)
Limba română literară
Autori fundamentali (Arghezi)
Curs opţional A1
Curs opţional A2
Curs opţional A3
Limba română contemporană. Sintaxa (funcţii sintactice)
Literatura română (perioada postbelică)
Limba română literară
Autori fundamentali (Rebreanu)
Curs opţional A1
Curs opţional A2
Curs opţional 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:
Booth, S. (1977), Shakespeare Sonnet's, New Heaven and London, Yale University Press
European Cultural Landmarks: British Medieval and Renaissance Literature. Craiova: Editura Universitaria, 2005
McDowell (1966), An Illustrated History of Britain, Longman, London
Poirier, Marcel (1951), Christopher Marlowe, Chatto&Windus, London
Sibulescu, Emil (2002), Landmarks: Chaucer, Marlowe, Shakespeare, Craiova, Editura „Scrisur Românesc”
Stânișoară, Codruța. (2009), Highlights of Culture and Literature, Part One, The Old English Period, Editura Universitară, Craiova


Bibliography for students
European Cultural Landmarks: British Medieval and Renaissance Literature. Craiova: Editura Universitară, 2005

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.


TEACHING LANGUAGE: English
EVALUATION: written and oral examination
BIBLIOGRAPHY:


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 toanalyse the characteristics of different English accents.

TEACHING LANGUAGE: English
EVALUATION: written examination
BIBLIOGRAPHY:
Chitoran, Dumitru, Limba engleză contemporană, Fonetica și fonologie, Ed. Didacticaș Pedagogică, București, 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
3. The uses and values of the Past Tense 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.
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:

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<th>No.</th>
<th>Author(s)</th>
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<td>Allen, S.</td>
<td><em>Living English Structure</em></td>
<td>London: Longman</td>
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<td>Chilărescu, Mihaela, Paidos, Constantin</td>
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<td>Vince, M.</td>
<td>Advanced Language Practice, Macmillan Heinemann, 2001</td>
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**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**

**NUMBER OF CREDITS:** 4

**SEMESTER:** 2

**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 Makepeace 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:**
- Briggs, A., *Victorian People*, 1954
- *Cambridge History of English Literature C.U.P.*
- Cazamian & Legous, *History of English Literature*
- Compton, Rickett, *A Short History of English Literature*
- *The Penguin Guide to English Literature From Dickens to Hardy*

**Bibliography for students**
- 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*.

YEAR: II

**SUBJECT OF STUDY: 20th CENTURY BRITISH LITERATURE**

**NUMBER OF CREDITS:** 2

**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:**
- James Joyce: *A Portrait of The Artist As A Young Man, Ulysses*.
- The Theatre: Samuel Beckett: *Waiting for Godot, Happy Days*.
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,
Burdescu, Felicia, Masters of 20th
Century British
Literature, Universitaria, Craiova, 2002
Bradburry, Malcolm, The Modern British Novel,
Secker
and Warburg, London, 1993
Clarke, Ian, Drama to 1950, The Penguin History of
Literature. The 20th
Sanders, Andrew, The Oxford History of English
Literature, Claredon Press, Oxford,1994

YEAR: II
SUBJECT OF STUDY: THE SYNTAX OF
ENGLISH.SIMPLE 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. 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:
Bucureşti: Ed. Did. şi Pedagogică.
Iaşi: Institutul European.
Limba engleză prin exerciţii structurale. Modele
verbale.
Bucureşti: Ed. Științifică şi Enciclopedică.

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. 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:
Bucureşti: Ed. Did. şi Pedagogică.
Iaşi: Institutul European.
Limba engleză prin exerciţii structurale. Modele
verbale.
Bucureşti: Ed. Științifică şi Enciclopedică.
BIBLIOGRAPHY:


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 apți pentru o comunicare eficientă în activitatea profesională
Dobândirea de către studenți a abilităților de exprimare orală precum și de conversație pe diferite teme, urmându-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

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:


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 prosă 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:

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<td>Worth, Katharine</td>
<td><em>Waiting for Godot and Happy Days</em>, Macmillan, 1990</td>
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<td>XXX</td>
<td><em>Cambridge History of English Literature</em>, C.U.P.</td>
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YEAR: III

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

**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.


**TEACHING LANGUAGE:** English

**EVALUATION:** written examination

**REFERENCES:**
- Emory Elliot, Columbia U.P., New York, 1988
- Burdescu Felicia, *Tracing American Literature*, Scrisul Romanesc, Craiova, 2004

Bibliography for students
- *Canonul Occidental*, Univers, Bucuresti, 1998
- *Tracing American Literature*, Scrisul Romanesc, Craiova, 2004
- *The American Literature Dictionary*, Editura Stiintifica si enciclopedica, Bucuresti, 1977

YEAR: III

**SUBJECT OF STUDY:** POSTCOLONIAL LITERATURE

**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.


**TEACHING LANGUAGE:** English

**EVALUATION:** written examination

**REFERENCES:**
- *A Reader*, Edinburgh University Press, Edinburgh, 1999
- *Empire Writes Back*, Routledge, London and New York, 2005
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:

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 Exercitii de traducere . Bucuresti: Editura Polirom

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.

TEACHING LANGUAGE: English

EVALUATION: written examination

BIBLIOGRAPHY:
Levinson, S.C. 20

DISCIPLINE: OPTIONAL COURSE: ELEMENTS OF FUNCTIONAL LINGUISTICS

YEAR: III
NUMBER OF CREDITS: 2
SEMIESTER: 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.


TEACHING LANGUAGE: English

EVALUATION: written examination

BIBLIOGRAPHY:
Dik, Simon. Studies In Functional Grammar, Amsterdam University Press, 1980

DISCIPLINE: MORPHOLOGY

YEAR: III
NUMBER OF CREDITS: 2
SEMIESTER: 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


TEACHING LANGUAGE: English

EVALUATION: written examination

BIBLIOGRAPHY:
Benjamin Walter, Problema traducatorului, Secolul XX, Nr 5, 1982
Delavenay, E, An Introduction to machine translation, London, 1990
Posgate P. J, Translation and translations, Cambridge, Massachusetts, 1990
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