

English Language and Literature (B)

Year I

ENGLISH LANGUAGE (THE NOUN PHRASE)

ENGLISH CULTURE AND CIVILISATION (THE MIDDLE AGES AND RENAISSANCE)

ENGLISH LANGUAGE AND LITERATURE PRACTICAL COURSE:

- PHONETICS AND PHONOLOGY

- TEXT ANALYSIS

ENGLISH (THE VERB PHRASE)

ENGLISH LITERATURE (NEOCLASSICISM AND ROMANTICISM)

ENGLISH LANGUAGE AND LITERATURE PRACTICAL COURSE:

- GRAMMAR EXERCISES AND TRANSLATION

- WRITING SKILLS

Year II

ENGLISH (THE SIMPLE SENTENCE SYNTAX)

ENGLISH LITERATURE (THE VICTORIANS)

ENGLISH LANGUAGE AND LITERATURE PRACTICAL COURSE:

- ORAL COMMUNICATION

- LITERARY TEXT INTERPRETATION

ENGLISH (THE COMPOUND AND COMPLEX SENTENCE SYNTAX)

ENGLISH LITERATURE (20TH CENTURY)

ENGLISH LANGUAGE AND LITERATURE PRACTICAL COURSE:

- GRAMMAR EXERCISES AND TRANSLATION

- ACADEMIC WRITING SKILLS

Year III

ENGLISH (SEMANTICS)

ENGLISH LITERATURES (AMERICAN LITERATURE)

ENGLISH LANGUAGE AND LITERATURE PRACTICAL COURSE – INTEGRATED SKILLS

OPTIONAL COURSE (CONTRASTIVE ENGLISH GRAMMAR)

ENGLISH (INTRODUCTION TO PRAGMATICS)

ENGLISH LITERATURE (INTERTEXTUALITY)

ENGLISH LANGUAGE AND LITERATURE PRACTICAL COURSE – LITERARY TEXT INTERPRETATION

OPTIONAL COURSE ORIENTAL PROSE IN EIGHTEENTH-CENTURY ENGLAND)

Year I
1st semester

**SUBJECT OF STUDY: ENGLISH LANGUAGE
(THE NOUN PHRASE)**

NUMBER OF CREDITS: 4

SEMESTER: 2

TYPE OF COURSE: specialty course

OBJECTIVES: to make the students aware of the fundamentals of English morphology, focusing on the paradigms of the nominal parts of speech, but also on their meaning and use.

CONTENT: Words, form and meaning. Lexemes and morphemes. Morphology: derivation and inflection. Determiners: characteristics and classes. The article: characteristics and uses. The noun: structure, inflection, meaning. The adjective: formal and semantic characteristics. The pronoun: paradigm, semantic and pragmatic features.

TEACHING LANGUAGE: English

EVALUATION: written examination

BIBLIOGRAPHY:

Bantaş, A. 1993. *English for Advanced Students*. Iaşi: Institutul European.
Bauer, L. 1983. *English Word Formation*. Cambridge: CUP.
Martinet, A.V. și Thomson, A. 1989. *A Practical English Grammar*. London: OUP.
Nedelcu, Carmen. 2004. *English Grammar*. Craiova: Universitaria.
Pisoschi, Claudia-Gabriela. 2012. *The Basics of Nominal Reference*. Craiova: Universitaria.
Quirk, R., S. Greenbaum, G. Leech, and J. Svartvik. 1985. *A Comprehensive Grammar of the English Language*. London: Longman.

SUBJECT OF STUDY: ENGLISH CULTURE AND CIVILISATION (THE MIDDLE AGES AND RENAISSANCE)

NUMBER OF CREDITS: 4

SEMESTER: 1

TYPE OF COURSE: specialty course

OBJECTIVES: to offer a contextual approach to the study of medieval and Renaissance English literature, culture and civilization to enable the students' future integration in further research. The course will develop the students' capacity of understanding and analysing aspects of English literature in European context.

CONTENT: Beowulf & OE Literature: tradition of epic poetry, *The Seafarer* and *The Wanderer*. Battle Poems & *The Dream of the Rood*. Mid.E literature: from the Norman Conquest to Chaucer. 16th Century Poetry & Prose: Thomas Wyatt, Philip Sydney, Edmund Spenser; W. Shakespeare: sonnets, comedies, histories, late plays.

TEACHING LANGUAGE: English

EVALUATION: written and oral examination

BIBLIOGRAPHY:

Heaney, H. 1999. *Beowulf*. London: Faber and Faber.
Kennedy, Ch. 1940. *Beowulf*, New York, OUP.
Stanley W., Taylor, G. editors. 1995. *The Oxford Shakespeare: The Complete Works*. Oxford: Clarendon Press.

Sîrbulescu, E. 2006. *European Cultural Landmarks: British Medieval and Renaissance Literature*. Craiova: Universitaria.

**SUBJECT OF STUDY: ENGLISH LANGUAGE AND LITERATURE IN USE:
- PHONETICS AND PHONOLOGY
- TEXT ANALYSIS**

NUMBER OF CREDITS: 3

SEMESTER: 1

TYPE OF COURSE: specialty course

- PHONETICS AND PHONOLOGY

COURSE 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.

COURSE 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. Didactica si pedagogica, Bucuresti, 1977;
Chitoran, Dumitru, *Limba engleza contemporana, Fonetica si fonologie*, Ed. Didactica si pedagogica, Bucuresti, 1970;

TEXT ANALYSIS

COURSE OBJECTIVES: The course aims at familiarizing the students with English literature genres and text types, by discussing basic notions of critical analysis and stylistics, and analysing the characteristics of different English literary texts.

COURSE CONTENT:

Figures of speech, imagery and symbols. Ballads, sonnets and other types of fixed-form poetry. Dialogue and monologue in drama. Tone, irony and stage directions. The setting in prose. Characters. The narrative moments. The perspective, narrators and points of view. Themes and motifs. The relationship setting - characters. Analysing the figures of speech. Text comprehension and analysis: Oscar Wilde, *The Importance of Being Earnest*; Virginia Woolf, *To the Lighthouse*; F. Scott Fitzgerald - *The Great Gatsby*.

TEACHING LANGUAGE: English

EVALUATION: written examination

BIBLIOGRAPHY:

Allen, Derek. *Words Words Words. From the Beginnings to the 18th Century*. La Spiga Languages, Milan: 2003.
Delaney, Denis. *Fields of Vision. Volumes 1 & 2*. Longman, Edinburg: 2009.
Marcus, Sybil. *A World of Fiction*. Pearson, London: 2005.

2nd semester

**SUBJECT OF STUDY: ENGLISH LANGUAGE
(THE VERB PHRASE)**

NUMBER OF CREDITS: 4

SEMESTER: 1

TYPE OF COURSE: specialty course

COURSE OBJECTIVES: To provide knowledge of English morphology and morpho-syntax relevant to ESL/EFL teaching. This descriptive course focuses on the grammatical categories of the English verb.

COURSE CONTENT: Aspect: durative vs. non-durative opposition. Tense - aspect: uses and values of Present Tense Simple & Continuous, Past Tense Simple & Continuous, Present Perfect Simple & Continuous. Means of Expressing Futurity. Voice. Modality: mood and modal verbs. Non-finite forms of the verb.

TEACHING LANGUAGE: English

EVALUATION: Written and oral examination

BIBLIOGRAPHY:

Carter, R., McCarthy, M. 2006, *Cambridge Grammar of English. A Comprehensive Guide: Spoken and Written English Grammar and Usage*, Cambridge: CUP

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

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

Palmer, F. 1988. *The English Verb*. London: Longman.

SUBJECT OF STUDY: ENGLISH LITERATURE (NEOCLASSICISM AND ROMANTICISM)

NUMBER OF CREDITS: 3

SEMESTER: 2

TYPE OF COURSE: specialty course

OBJECTIVES: The course aims at presenting the students with the English literature in the 17th, 18th and early 19th centuries against the larger cultural, social and historical background. It tries to develop the students' critical skills and enable them to approach literary texts with a critical eye. It tries to integrate literature with other components of the cultural milieu.

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 Wondered Lonely as a Cloud'. Samuel Taylor Coleridge - 'The Ryme 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 examination

BIBLIOGRAPHY:

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

SUBJECT OF STUDY: ENGLISH LANGUAGE AND LITERATURE PRACTICAL COURSE

**- GRAMMAR EXERCISES AND TRANSLATION
- WRITING SKILLS**

NUMBER OF CREDITS: 3

SEMESTER: 2

TYPE OF COURSE: specialty course

WRITING SKILLS

COURSE OBJECTIVES: The proper knowledge and understanding of specific notions of the discipline as well as the interpretation of theoretical contents in specific contexts.

COURSE CONTENT: Introduction. Model text analysis. Identifying text parts. The paragraph: topic sentence, supporting ideas, conclusion. Coherence and cohesion. Connecting sentences and paragraphs. Descriptive essays. Guided writing about a person, place or experience. Narrative essays. Writing a short image-based narration. Argumentative essays: structure and expressions. Writing and reviewing. Formal writing: professional emails and letters of request. CVs. Letters of Application. Review (book/film review). Reports. Summary, paraphrase, quoting.

TEACHING LANGUAGE: English

EVALUATION: written examination

BIBLIOGRAPHY:

Oshima, A. & Hogue, A. (2021). *Writing Academic English* (5th ed.). Pearson Longman.

Bailey, S. (2018). *Academic Writing: A Handbook for International Students*. Routledge.

Gillett, A., Hammond, A., & Martala, M. (2019). *Successful Academic Writing*. Palgrave Macmillan.

Jordan, R. R. (2018). *Academic Writing Course*. Routledge.

The European Commission. *Europass CV Template* (<https://europa.eu/europass>).

Murphy, R. (2019). *English Grammar in Use* (5th ed.). Cambridge University Press.

BBC Learning English: *Writing Skills Series*.

Oxford University Press. *English File Online Practice – Writing Resources*.

GRAMMAR EXERCISES AND TRANSLATION

COURSE OBJECTIVES: to deepen and to systematize the knowledge acquired during the courses of Contemporary English Language; to make students aware of the structure of the English Verbal Phrase; to expose students to a variety of exercises and translations with different degrees of difficulty

COURSE CONTENT: Phrasal Verbs. The Grammatical Categories of the Verb (The Category of Tense, The Category of Aspect, The Tense-Aspect System of English). The Category of Voice. The Category of Mood. Modal Verbs. The Non-Finite Forms of the Verb

TEACHING LANGUAGE: English

EVALUATION: written examination

BIBLIOGRAPHY:

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.

Murar, I., Pisoschi, C., Trantescu, A. M.. 2005.
Essentials of English Syntax. The Simple Sentence.
Craiova: Ed. Universitaria.

Paidos, C. 2001. *English Grammar. Theory and Practice*. Iași: Polirom.

Year II
1st semester

**SUBJECT OF STUDY: ENGLISH LANGUAGE
(THE SIMPLE SENTENCE SYNTAX)**

NUMBER OF CREDITS: 3

SEMESTER: 1

TYPE OF COURSE: specialty course

COURSE 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.

COURSE 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*. Bucureşti: Ed. Did. şi Pedagogică.
Bantaş, Andrei. 1996. *Descriptive English Syntax*. Iaşi: Institutul European.
Bantaş, A., Gălățeanu, G., Sachelarie, D. 1979. *Limba engleză prin exerciții structurale. Modele verbale*. Bucureşti: 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 engleză*. Bucureşti: Omegapres.
Graver, R. 1987. *Advanced English Practice*. London: Oxford University Press.
Levitchi, L., Preda, I. 1967. *Gramatica limbii engleză*. Bucureşti : Editura Științifică.
Paidos, C. 2001. *English Grammar. Theory and Practice*. Iaşi: Polirom.
Quirk, R., Greenbaum, S., Leech, G., Svartvik, J. 1972. *A Grammar of Contemporary English*. London: Longman.

**SUBJECT OF STUDY: ENGLISH LITERATURE
(THE VICTORIANS)**

NUMBER OF CREDITS: 3

SEMESTER: 1

TYPE OF COURSE: specialty course

OBJECTIVES: The study of Victorian English literature and of the social, economic and cultural context. Students will familiarise with notions of literary criticism applied to Victorian writers.

CONTENT: Poets: Alfred, Lord Tennyson, Robert Browning, Gerard Manley Hopkins, Pre-Raphaelites Novelists: Charles Dickens, William Makepeace Thackeray, The Brontës, George Eliot, Thomas Hardy

TEACHING LANGUAGE: English

EVALUATION: written and oral examination

BIBLIOGRAPHY:

Briggs, A., *Victorian People*, Penguin Books, 1990

Fawerty, F.E., ed., *The Victorian Poets, A Guide to Research*, 2nd edition, 1968
Houghton, W.E., *The Victorian Frame of Mind*, New Haven, 1957

**SUBJECT OF STUDY: ENGLISH LANGUAGE
AND LITERATURE PRACTICAL COURSE:**

- ORAL COMMUNICATION
- LITERARY TEXT INTERPRETATION

NUMBER OF CREDITS: 3

SEMESTER: 1

TYPE OF COURSE: specialty course

COURSE OBJECTIVES: to improve the students' knowledge of spoken English, to help them acquire oral presentation skills, to teach them fixed phrases (language patterns), namely lexical and grammatical formulae to be used under given circumstances, to make them understand the importance and the impact of non-verbal communication

COURSE CONTENT: presentation skills: the four P's: Prepare, Practice, Present, Process. steps of a presentation (before, during and after the presentation). the structure of a presentation. non-verbal communication. using materials. oral presentations on a given topic.

TEACHING LANGUAGE: English

EVALUATION: oral and written examination

BIBLIOGRAPHY:

Lupuleasa, Radu.2003. *English in Communication*, Polirom.
Nicolescu, Adrian.1964. *Să vorbim engleză*, Bucureşti, Editura Științifică.

LITERARY TEXT INTERPRETATION

OBJECTIVES: During this course the students have to learn the steps that they should follow in text interpretation. They have to learn how to identify the devices used by the author, to state an idea suggested by the text and sustain it with arguments from the text. They have to develop their ability to use their previous knowledge and make associations and analogies within the text and with other texts. They should be able to produce their own interpretation of a literary text.

CONTENT: Species belonging to the genre of poetry. Figures of speech. Imagery. Symbols. Sound features. Standard poetic forms.

TEACHING LANGUAGE: English

EVALUATION: written examination

BIBLIOGRAPHY:

Thomas Carper and Derek Attridge, *Meter and Meaning*, New York, London: Routledge, 2003
Martin Montgomery, Alan Durant, Nigel Fabb, Tom Furniss and Sara Mills, *Ways of Reading*, New York, London: Routledge, 2000
John McRae and Roy Boardman, *Reading Between the Lines*, Cambridge University Press, 1984
Richard Bradford, *Stylistics*, Routledge, London, 1997
Simpson Paul, *Stylistics*, New York, London: Routledge, 2004.

2nd semester

SUBJECT OF STUDY: ENGLISH LANGUAGE (THE COMPOUND AND COMPLEX SENTENCE SYNTAX)

NUMBER OF CREDITS: 3

SEMESTER: 2

TYPE OF COURSE: specialty course

COURSE OBJECTIVES: The aim of the course is two fold: (a) to introduce students to a more recent & principled approach to the study of syntax (generative grammar) and to the rigour of scientific argumentation, and (b) to improve students' knowledge and understanding of complex English syntactic structures.

COURSE CONTENT: The syntax of negative sentences: derivation, negative quantifiers, polarity items, emphatic negatives; Sentence coordination: reduction rules; Subordination: Criteria for classifying subordinate clauses; Raising versus control predicates, distributon & syntactic properties of Infinitive Complement clauses; ING - Complements: syntactic properties and distribution; Relative clauses.

TEACHING LANGUAGE: English

EVALUATION: written examination

BIBLIOGRAPHY:

Comilescu, A. (1995), *Concept of Modern Grammar*, EUB, Bucharest;

Cornilescu, A. (1986), *English Syntax*, voi. 2, EUB, Bucharest Radford, A. (1997), *Syntax Theory and the Structure of English*, CUP, Cambridge

Quirk, R., Greenbaum, S., Leech, G., Svartvik, J. (1972), *A Grammar of Contemporary English*, Longman, London.

SUBJECT OF STUDY: ENGLISH LITERATURE (20TH CENTURY)

NUMBER OF CREDITS: 3

SEMESTER: 2

TYPE OF COURSE: specialty course

OBJECTIVES: to familiarize students with the most important writers of the 20th century; to develop students' ability to analyse a literary text belonging to modernism within the larger context including historical, social, political, economic and cultural aspects; to develop critical thinking.

CONTENT: 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 Prufrock*; W. B. Yeats – the critic and the poet: *Sailing to Byzantium*, *The Second Coming*, *Easter 1916*, *Leda and the Swan*. D. Thomas: *Before I Knocked, And Death Shall Have no Dominion, Do not go gentle into that good night*; Aldous Huxley: *Point Counter Point* and *Brave New World*; Virginia Woolf: *Mrs. Dalloway*, *To The Lighthouse*, *The Waves*; James Joyce: *A Portrait of The Artist As A Young Man*, *Ulysses*; Samuel Beckett: *Waiting for Godot*, *Happy Days*

TEACHING LANGUAGE: English

EVALUATION: written examination

BIBLIOGRAPHY:

Anghel, Florentina, *Approaches to Twentieth Century British Literature*, Universitaria, Craiova, 2011

Bradburry, Malcolm, *The Modern British Novel*, Secker and Warburg, London, 1993

Burdescu, Felicia, *Masters of 20th Century British Literature*, Universitaria, Craiova, 2002

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

SUBJECT OF STUDY: ENGLISH LANGUAGE AND LITERATURE PRACTICAL COURSE:

- GRAMMAR AND TRANSLATION

- ACADEMIC WRITING SKILLS

NUMBER OF CREDITS: 3

SEMESTER: 2

TYPE OF COURSE: specialty course

GRAMMAR AND TRANSLATION

COURSE OBJECTIVES: the deepening and the systematization of the knowledge acquired during the courses of English Language; to make students aware of the structure of the English Verbal Phrase; to expose students to a variety of exercises and translations with different degrees of difficulty.

COURSE CONTENT: Nominal Clauses. Active vs. Passive Voice. Values of the active voice. Passive voice: form, usage, values. The subject Clause. Indicative and Subjunctive. The Direct Object Clause. Indicative, subjunctive and infinitive: criteria of choice. Sequence of tenses. Exceptions. Relative Attributive Clauses. Adverbial Clauses of purpose, condition and result. Direct and Indirect Speech. Word Order.

TEACHING LANGUAGE: English

EVALUATION: written examination

BIBLIOGRAPHY:

Budai, László. 1997. *Gramatica engleză. Teorie și exerciții*. București: Teora.

Chițoran, D., Panovf, I., Poenaru, I. 1995. *English Grammar. Exercises*. București: Teora.

Gălățeanu-Fărnoagă, G. 1996. *Sinteze de gramatică engleză*. București : Ed. Lucman.

Murari, I., Pisochi, C., Trantescu, A. M.. 2003. *English Syntax*. Craiova: Ed. Universitaria.

Murari, I., Pisochi, C., Trantescu, A. M.. 2005. *Essentials of English Syntax. The Simple Sentence*. Craiova: Ed. Universitaria.

- ACADEMIC WRITING SKILLS

COURSE OBJECTIVES: This course focuses on principles of organization and standards of clarity and coherence in writing. Students receive the practical assistance needed to formulate a topic, select and organize subtopics, and write orderly and clear expository essays.

COURSE CONTENT: The sentence. The paragraph. The essay. Effectiveness of expression. Narration Description. Definition. Casual analysis. Analogy. Comparison. Contrast.

TEACHING LANGUAGE: English

EVALUATION: written examination

BIBLIOGRAPHY:

Kane, S. Thomas, *Oxford Essential Guide to Writing*, Barkley Books, New York, 2000

Kress, Nancy, *Beginnings, Middles and Ends*, Writers' Digest Books, Cincinnati, Ohio, 1993

Dibell, Ansen, *Plot*, Writers' Digest Books, Cincinnati, Ohio, 1988

Hillocks, George. *Teaching writing as Reflective Practice*, Teachers College Press, 1995

Year III
1st semester

SUBJECT OF STUDY: ENGLISH LANGUAGE (SEMANTICS)

NUMBER OF CREDITS: 4

SEMESTER: 1

TYPE OF COURSE: specialty course

COURSE OBJECTIVES: The main objective of this course is to familiarize the students with the basic notions of the vast field of semantics, from structural to cognitive semantics and formal semantics. The focus is on lexical semantics, a special attention being given to the relation form-meaning, to the types of meaning and also to sense relations in order to help students improve and refine their language skills.

COURSE CONTENT: 1. The definition and domain of semantics as part of linguistic theory; a diachronic view. Types of signs: linguistic signs as symbols. 2. Lexical semantics – the word meaning. Theories of meaning. 3. Motivation of meaning. 4. Structuralist lexical semantics. Methods of analysing meaning: the componential analysis. 5. The relation language-thought-reality. Linguistic relativism and semantic universals. 6. Sense relations and types of lexical organization: lexical fields, semantic fields, conceptual fields. 7. Cognitive semantics and referential theories of meaning.

TEACHING LANGUAGE: English

EVALUATION: written and oral examination

BIBLIOGRAPHY:

Chitoran, D. 1973. *Elements of English structural Semantics*. Bucharest: EDP.

Kempson, R. 1986. *Semantic Theory*. Cambridge: CUP.

Lyons, J. 1997. *Semantics*, vol. 2. Cambridge: CUP, Neagu, M. and C. Pisoschi. 2018. *Fundamentals of Semantics and Pragmatics*. Craiova: Universitaria.

SUBJECT OF STUDY: ENGLISH LITERATURES (AMERICAN LITERATURE)

NUMBER OF CREDITS: 4

SEMESTER: 1

TYPE OF COURSE: specialty course

OBJECTIVES: This course is meant to interpret works in the American Literature from the beginning to the present day. The main school of criticism, Hermeneutics is used to introduce a selection of authors and well-known works in the course and seminar activity.

CONTENT: Elements of culture and civilization. E.A. Poe: *The Philosophy of Composition; The Raven*. Nathaniel Hawthorne: *The Scarlet Letter*. Francis Scott Fitzgerald: *The Great Gatsby*. Ernest Hemingway: *A Farewell to Arms; The Old Man and The Sea*. William Faulkner: *Light in August*. Eugene O'Neill: *Long Day's Journey into Night*. Arthur Miller: *Death of A Salesman*. Tennessee Williams: *A Streetcar Named Desire*. W. C. Williams: *Selected Poems*

TEACHING LANGUAGE: English

EVALUATION: written examination

BIBLIOGRAPHY:

.xxx *The Heath Anthology of American Literature*, Lexington, Toronto, 1990

xxx *Anthology of American Literature*, vol.1,2, general editor George MacMichael, Macmillan, New York, London, 1980

Burdescu, Felicia, *American Literature*, Reprografia Universitatii Craiova, 1999

Cunliffe, Marcus, *A History of American Literature*, Penguin Books, London, 2000

SUBJECT OF STUDY: ENGLISH LANGUAGE AND LITERATURE PRACTICAL COURSE – INTEGRATED SKILLS

NUMBER OF CREDITS: 2

SEMESTER: 1

TYPE OF COURSE: specialty course

OBJECTIVES: The students deepen and practice, both orally and in writing, their knowledge in text structuring and analysis, focusing on planning, writing (grammar, vocabulary, cohesion and coherence), editing and reviewing.

CONTENT:

1. Word, sentence, paragraph. Sentence patterns in context. The Structure of a paragraph. Oral and written practice. 2. Unity and coherence. Linking sentences using transition words. Logical Order. Coordination and subordination at simple and complex sentences level. Fixing Sentence Problems (parallelism, run-on sentences, sentence fragments, etc.) Oral and written practice. 3. Correcting basic grammatical errors. Typical errors concerning subject – predicate agreement, word order, tense use, hypothetical constructions, comparison degrees. Oral and written practice. 4. Types of Clauses. Editing Practice. Writing Practice. 5. Unity and Coherence. Linking Paragraphs using transition words. Types of essays. Paraphrase and Summary. 6. The Structure of an Essay. Thesis Statement. Body Paragraphs. Concluding Sentence. 7. Spelling and Punctuation. Writing Practice. Intonation and stress. Oral practice. 8. Explicit and implicit meaning. Structures in context. Oral and written practice. 9. The Writing Process. Conducting Research, Planning, Writing, Polishing. Documentation of Sources. Editing Practice: MLA Style citation.

TEACHING LANGUAGE: English

EVALUATION: written examination

BIBLIOGRAPHY:

Evans, Virginia. 1999. *Cambridge FCE – Use of English*. London: Longman

Evans, Virginia. *Successful Writing Proficiency*. Express Publishing. 2002 © 1998.

Fowler, W.S. 1996. *Fowler First Certificate Use of English*. London: Longman

Pawlowska, Barbara, Kempinski, Z. 1997. *Teste de limba engleza*. Bucuresti: Teora

Matthews, Alan, Read, Carol. 1982. *Themes-An Integrated Skills Course for Intermediate and Advanced Students*. London: Collins Elt.

Robittaile, Julie, and Connelly, Robert. 2007. *Writer's Resources: From Paragraph to Essay*. (2nd edition). Boston, MA : Thomson Wadsworth.

Strunk, William. 2011. *The Elements of Style*. The Elements of Style Press.

SUBJECT OF STUDY: CONTRASTIVE ENGLISH GRAMMAR**NUMBER OF CREDITS: 2****YEAR/ SEMESTER: 1****TYPE OF COURSE:** specialty

OBJECTIVES: - the courses offer the advanced students of English insights into problems they are already familiar with but have not yet tackled exhaustively, with an emphasis on a contrastive analysis between English and Romanian;

- the courses go into further detail and deal with the „sore” points of the grammatical categories of the parts of speech, focusing on translation equivalence.

CONTENT:

The grammatical categories of the noun and noun determiners (the uses of the articles); A note on –er/-ing compound nouns; The Adjective: the order of adjectives; The Comparison of adjectives. Absolute phrases; It vs. There (the existential use); The Uses of Present Simple and Continuous; Present Perfect; The uses of Past Simple and Continuous; Past Perfect (tips for translation); Means of expressing futurity in English; Expressing habitual actions and generalizations; Constructions that carry an impersonal meaning; Contexts that require the presence of gerunds; Negation.

TEACHING LANGUAGE: English**EVALUATION:** written examination**BIBLIOGRAPHY:**

Baciu, Illeana (2004), *Functional Categories in English*, Bucuresti, Editura Universității din Bucuresti.
Katamba, Francis (1993), *Morphology*, Palgrave.
Nedelcu, Carmen (2004), *English Grammar*, Craiova, Editura Universitaria.
Quirk, R., Greenbaum, S., Leech, G., Svartvik, J., (1972) - *A Grammar of Contemporary English*, Longman, London
Stefanescu, Ioana (1986), *English Morphology*, vol. 1+2, EUB.
Thomson, A.J., Martinet, A.V. (1997), *A Practical English Grammar*, Oxford.
Visan, Nadina, Visan, Ruxandra, *English Grammar and Practice for Advanced Learners*, Editura Cavallotti, Bucuresti, 2006.

2nd semester**SUBJECT OF STUDY: ENGLISH LANGUAGE (INTRODUCTION TO PRAGMATICS)****NUMBER OF CREDITS: 3****SEMESTER: 2****TYPE OF COURSE:** specialty course

COURSE OBJECTIVES: to raise awareness of the importance of pragmatic studies in the more general frame of linguistics; to get the students acquainted with some basic specific terms and concepts, such as *utterance*, *context*, *inference*, *speech act*, *implicature*, *presupposition*, *deixis*, *pragmatic principles* etc; to make students become aware of and practice appropriate communicative strategies.

COURSE CONTENT: The nature and definition of pragmatics: its domain, subdomains and connections with the other branches of linguistics. Deixis: definition, types, specific markers. Person deixis, place deixis, time deixis, empathetic deixis,

discourse deixis and social deixis. Pragmatic inferences: Grice's *Cooperative Principle* and conversational implicatures. Pragmatic inferences: presuppositions. Speech acts. Politeness.

TEACHING LANGUAGE: English**EVALUATION:** written and oral 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" inn 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. 2000. *Presumptive Meanings*. Cambridge, MA: MIT Press,
Neagu, M. and C. Pisoschi. 2018. *Fundamentals of Semantics and Pragmatics*. Craiova: Universitaria.
Vilceanu, T. 2005. *Pragmatics. The Raising and Training of Language Awareness*. Craiova:
Yule, George. 1996. *Pragmatics*. Oxford: Oxford University Press.

SUBJECT OF STUDY: INTERTEXTUALITY**NUMBER OF CREDITS: 2****SEMESTER: 2****TYPE OF COURSE:** specialty course

COURSE OBJECTIVES: Familiarising students with the theoretical background of this discipline: defining and explaining such notions as text, critical approach of the text, intertextuality, intertextual analysis etc.

Helping the students acquire the ability to analyse different texts, from different historical periods, from an intertextual perspective. Familiarising students with the fundamental theoretical texts of the domain.

COURSE CONTENT: 1. Introduction into the theory of the text 2. Formalist and structuralist approaches to the text 3. Post-structuralist approaches to the text 4. Defining intertextuality (historical evolution of the concept) 5. Criteria of classification and types of intertextuality 6. Postmodern dimensions of intertextuality (literature, painting, photography, architecture, cinema) 7. (1) Verbal – verbal transfer of signs : aggression within lexical boundaries (anagrams, puns, blends etc); 8. (2) Verbal – verbal transfer of signs : aggression within fixed/ variable textual boundaries (parody, pastiche, collage, travesty etc) 9. (1) Verbal – non-verbal transfer of signs : text illustrations ; media intertextuality 10. (2) Verbal – non-verbal transfer of signs : ekphrasis 11. (1) Nonverbal – nonverbal transfer of signs : pictorial/ photographic intertextuality 12. (2) Nonverbal – nonverbal transfer of signs : architectural/ cinematographic intertextuality 13. Revision

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

Allen, Graham. 2000. *Intertextuality*, London and New York: Routledge.

Bakhtin, Mikhail. 1981. *The Dialogic Imagination*, Austin: Texas Press.

Barthes, Roland. 1975. *The Pleasure of the Text*, Richard Miller (trans.) New York: Hill and Wang.

Corti, Maria. 2000. *Pentru o enciclopedie a comunicarii literare*, Constanta: Pontica.

Kristeva, Julia. 1980. *Desire in Language*, Columbia University Press.

Rogobete, Daniela. 2003. *When Texts Come into Play - Intertexts and Intertextuality*, Craiova: Universitaria Press.

SUBJECT OF STUDY: ENGLISH LANGUAGE AND LITERATURE PRACTICAL COURSE - LITERARY TEXT INTERPRETATION

NUMBER OF CREDITS: 2

SEMESTER: 2

TYPE OF COURSE: specialty course

OBJECTIVES: Introduction and familiarization of students with various theoretical aspects specific to the respective field; introduction of theoretical notions related to the intertextual analysis of a text analysis of texts belonging to different periods and currents of the English literature from intertextual perspective; adequate use and didactic use of the notions specific to this discipline in well-defined situations; explaining and interpreting the theoretical and practical content in well-defined contexts; Appropriate application and transfer of the basic methods and techniques specific to this discipline;

CONTENT: General background related to drama analysis (plot, setting, characters, themes, spectacle); Beginnings of English drama : mediaeval mysteries – text interpretation; Mediaeval miracles and moralities : Everyman; Renaissance drama : Christopher Marlowe, Dr. Faustus (text selection); W. Shakespeare, A Midsummer Night's Dream (text analysis); Metamorphoses of a myth : G. B. Shaw, Pygmalion; The Importance of Being Earnest, Oscar Wilde (cultural context, general themes, text analysis); Waiting for Godot, Samuel Beckett – cultural context, general themes, text analysis; Death of a Salesman, Arthur Miller; Sure Thing, David Ives; Edward Albee : Who's Afraid of Virginia Woolf?; Edward Albee : The Sandbox

TEACHING LANGUAGE: English

EVALUATION: written examination

BIBLIOGRAPHY:

Booth Wayne, *The Rhetoric of Fiction*, University of Chicago Press, 1961.

Elvin, B. 1969. *Interrogatia tragica*, Bucuresti: Ed. Pentru literatura universală

Gwynn, R. S. 2005. *Drama, A Pocket Anthology*, 3rd edition, London : Penguin Academics

Hackman, Sue & Barbara Marshall. 1990. *Re-reading Literature, New Critical Approaches to the Study of English*, London: Hodder & Stoughton.

Short, M. 1992. *Exploring the Language of Poems, Plays and Prose*, London and New York: Longman.

Scholes, Robert, *Elements of Fiction*, Oxford University Press, 1968.

Shlomith Rimmon-Kenan, *Narrative Fiction*, New York, London: Routledge, 2002.

Simpson, Paul. 2004. *Stylistics*, London: Routledge.

SUBJECT OF STUDY: ORIENTAL PROSE IN EIGHTEENTH-CENTURY ENGLAND

NUMBER OF CREDITS: 2

YEAR/ SEMESTER: 2

TYPE OF COURSE: specialty course

COURSE OBJECTIVES: To enable students to situate the realist novel within its historical, social, political and cultural context. To help students understand the value of eighteenth-century British Oriental writings as historical and cultural sources, and to assess their impact on a vast array of perceptions of the East in England at the time. To familiarise students with a period of the developing British Empire when the craze for the East and the Oriental writings were matched with curiosity and enchantment. To assess the impact of eighteenth century Oriental writings on the realist novel and look into different modes of perception. Students should demonstrate an ability to compare and contrast different critical and theoretical approaches to reading texts, and the acquisition of a critical vocabulary. They should also develop an awareness of the relations between texts and the historical moments of their production and reception. The course will help students develop a case study (of their choice) that is based on eighteenth-century English Oriental writings. Students should demonstrate skills in the organisation of a coherent written argument appropriate to an assignment that will contribute to the final mark obtained for this module.

COURSE CONTENT: 1. Introduction. Defining the Field. Eighteenth Century England: The Enlightenment/The Age of Reason vs. "An Age of Plot and Deceit, of Contradiction and Paradox" (Defoe) 2. The Novel in Its Beginnings: Aspects and Issues (the birth of the novel; the role of the Oriental tale in the 18th-century as an alternative to the novel) 3. The Business of the 'Chinoiserie' in 18th-century Epistolary Style ('chinoiserie': definition and employment of the term; the Oriental style in 18th century English art and literature; 18th-century enthusiasm for Chinese objects). 4. In Search of Happiness: The 18th century Philosophical Discourse in Prose ("the charms of Oriental images", the natural world in the description of the Happy Valley, the gardening practice in 18th century England; parody and philosophy) 5. Scheherezading It: *The Arabian Nights* and their Adaptability to the 18th century Paradigm (Antoine Galland's first translation into French; the oral tradition in literature; various versions of the original tales into English; the question of translation) 6. Pseudo-Oriental Tales and Pseudo-Travel Writers in 18th century England: The Case of George Psalmanazar (the problem of translation; Oriental tales and English Oriental tales; the "Description of Formosa" and its ethnographic merits) 7. Pseudo-Oriental Tales and Pseudo-Travel Writers in 18th century England: The Case of William Beckford

TEACHING LANGUAGE: English

EVALUATION: written examination

BIBLIOGRAPHY:

Kirstin Olsen. *18th - Century England*. Westport, Connecticut, London: Greenwood Press, 1999.

Martha Pike Conant. *The Oriental Tale in England in the Eighteenth Century*. New York: Columbia University Press, 1908.

The Norton Anthology of English Literature
http://www2.wwnorton.com/college/english/nael/18ce_nitury/welcome.htm

Hugh Honour. *Chinoiserie: The Vision of Cathay*. London: John Murray, 1961.
Davis, Lennard J. "Daniel Defoe: Lies as Truth" in *Factual Fictions: The Origins of the English Novel*. New York: Columbia University Press, 1983.