

## SYLLABUS

### 1. Data about the program

1.1 Higher education institution	Babeş-Bolyai University
1.2 Faculty	Faculty of Psychology and Educational Sciences
1.3 Department	Department of Psychology
1.4 Field of study	Psychology
1.5 Study cycle	Master
1.6 Study programme / Qualification	Master's Degree in Human Resources Psychology and Occupational Health

### 2. Course information

2.1 Name of the course	PME 1435 Writing and presentation skills (scientific and presentation)						
2.2 The holder of the course activities	Lecturer Dr. Dumulescu Daniela						
2.3 The holder of the seminar activities	Lecturer Dr. Dumulescu Daniela						
2.4 Year of study	2	2.5 Semester	4	Type of evaluation	E and VP	2.7 Discipline regime	DS

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

3.1 Number of hours per week	3	Of which: 3.2 course	2	3.3 seminar/laboratory	1
3.4 Total curriculum hours	36	Of which: 3.5 course	24	3.6 seminar/laboratory	12
Time fund distribution:					hours
Study according to the textbook, course material, bibliography and notes					50
Further documentation in the library, on specialist electronic platforms and in the field					40
Preparation of seminars/labs, homework, papers, portfolios and essays					24
Tutorial					2
Reviews					6
Other activities: .....					0
3.7 Total individual study hours					114
3.8 Total hours per semester					150
3.9 Number of credits					6

### 4. Prerequisites (where applicable)

4.1 of curriculum	• Not required
4.2 competences	• Not required

### 5. Conditions (where applicable)

5.1 Course schedule	Room with minimum 50 seats, video projector, computer with internet connection, mobile furniture
5.2 Conduct of seminar/laboratory	Room with minimum 50 seats, video projector, computer with internet connection, mobile furniture

### 6. Specific competences acquired

Professional skills	<ul style="list-style-type: none"> <li>The graduate is able to use the results of the organizational diagnosis in order to inform and establish interventions addressed to multiple levels of the organization (CP 2.2).</li> <li>The graduate is able to propose methods of testing the efficiency of interventions addressed to multiple levels of the organization in order to inform and adopt courses of action. (CP 2.4).</li> <li>The graduate is able to understand and use perspectives and knowledge management processes (knowledge generation, knowledge acquisition, knowledge retention, knowledge transfer and sharing, knowledge reactualization and knowledge implementation) in order to enhance organizational efficiency and innovation. (CP 6.1).</li> <li>The graduate is able to design courses of actions and solutions for organizational</li> </ul>
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	<p>knowledge management in order to enhance organizational efficiency and innovation. (CP 6.3).</p> <ul style="list-style-type: none"> <li>The graduate is able to evaluate the quality and utility of knowledge management initiatives in order to recommend good practices and adequate solutions.(CP 6.4).</li> </ul>
Cross-cutting skills	<ul style="list-style-type: none"> <li>The graduate is able to use written language, verbal language, non-verbal language, multi-media technologies and different communication channels in order to send and receive clear and precise information, adapted to the targeted audience.(CP 1.1)</li> <li>The graduate is able to use feedback techniques to repair or mention the communication or performance quality at multiple levels. (CP 1.2).</li> <li>The graduate is able to use a variety of types and channels of communication in order to disseminate information in different contexts.(CP 1.3).</li> <li>The graduate is able to elaborate and give a presentation in regards to their work activity while using the appropriate language in order to convey information in a clear and precise manner to the targeted audience.(CP 1.4)</li> <li>The graduate is able to use methods of translating and adapting information from a scientific language into a more context-appropriate discourse, in order to convey information in a clear and precise manner to the targeted audience. (CP. 1.5)</li> <li>The graduate is able to analyze critically the scientific literature in order to comprehend the concepts, theories, models and empirical data specific to the human resources and organizational health domains, and is able to elaborate recommendations and intervention plans within organizations. (CP 2.1)</li> <li>The student/graduate is able to issue informed judgement regarding the value of ideas, perspectives and arguments in order to substantiate interventions at an individual, group, organizational and multiple level.(CP 2.4)</li> <li>The graduate is able to write research reports using the appropriate formatting styles for disseminating the results of the research.(CP 5.4).</li> </ul>

## 7. Objectives of the subject (derived from the grid of acquired competences)

7.1 Overall objective of the disciplines	Development of scientific manuscripts and presentations to the community academics, managers and the general public
7.2 Specific objectives	<ul style="list-style-type: none"> <li>Develop documentation skills for preparing a manuscript or presentation</li> <li>Development of manuscript writing skills (argumentation, paraphrasing, summarization, presentation of relevant ideas, source management)</li> <li>Development of academic communication skills (accuracy, clarity, vocabulary, syntax)</li> </ul>

## 8. Contents

8.1. Course	Teaching-learning methods	Comments
1. Purpose of scientific communications (via manuscript and presentation)	Presentation, debate, individual exercise, group activities	-
2. Identifying audience needs	Presentation, debate, individual exercise, group activities	
3. Structure and style of writing a manuscript	Presentation, debate, individual exercise, group activities	
4. Drafting the introduction	Presentation, debate, individual exercise, group activities	
5. Writing the body of the manuscript	Presentation, debate, individual exercise, group activities	
6. Drafting conclusions	Presentation, debate, individual exercise, group activities	
7. Tools used in manuscript writing - Smart writing	Presentation, debate, individual exercise, group activities	
8. Presentation structure	Presentation, debate, individual exercise, group activities	
9. Preparing the introduction of the presentation - getting attention	Presentation, debate, individual exercise, group activities	

10. Presentation of content - techniques for the engagement of the audience	Presentation, debate, individual exercise, group activities	
11. Presentation of conclusions	Presentation, debate, individual exercise, group activities	
12. Dealing with difficult questions	Presentation, debate, individual exercise, group activities	

**Bibliography required:**

- Ascheron, C. (2023). *Scientific publishing and presentation: A practical guide with advice on doctoral studies and career planning*. Springer Nature.
- Wolfe, J., Shanmugaraj, N., Reineke, J., Caton Peet, L., & Moreau, C. P. (2023). Advancing the Knowledge Base on Effective Presentation Slide Design: Three Pilot Studies. *Journal of Technical Writing and Communication*, 00472816231169433.
- Gartner-Schmidt, J. (2022). The New Normal-Virtual and Hybrid Presentations: Developing Content, Designing Slides, and Delivery Guidelines. *Ear, Nose & Throat Journal*, 101(9 suppl), 20S-28S.
- Youknavsky, A., & Bowers, J. (2020). *Sell Your Research: Public Speaking for Scientists*. Springer Nature.
- Möbner, N. (2018). *Visual representations in science: concept and epistemology*. routledge.
- Handler, P. (2017) Business Presentations *Handbook of Business Communication: Linguistic Approaches*, 13, 63.
- Mensh, B., & Kording, K. (2017). Ten simple rules for structuring papers. *PLOS Computational Biology*, 13(9), e1005619.
- Rowe, N. (2017). *Academic & scientific poster presentation*. Switzerland: Springer.
- Mogull, S. A. (2017). *Scientific and medical communication: a guide for effective practice*. Routledge.
- Heard, S. (2016). *The Scientist's Guide to Writing: How to Write More Easily and Effectively throughout Your Scientific Career*. Princeton University Press (April 12, 2016).
- Schwabish, J. (2016). *Better presentations: A guide for scholars, researchers, and wonks*. Columbia University Press.
- Alley, M. (2013). *The Craft of Scientific Presentations: Critical Steps to Succeed and Critical Errors to Avoid* 2nd Edition. Springer; 2 edition.
- Carter, M. (2012). *Designing science presentations: A visual guide to figures, papers, slides, posters, and more*. Academic Press.
- Harmon, J. & Gross, A. (2010). *The Craft of Scientific Communication (Chicago Guides to Writing, Editing, and Publishing)*. University of Chicago Press; 1 edition

Seminar	Teaching-learning methods	Comments
1. Types of manuscripts	Debate, summary	
2. Identifying audience needs and drafting the manuscript for the audience	Exercise, individual activity, discussion group	
3. Structure of a manuscript - applications practice	Exercise, individual activity, discussion group	

4. Writing the introduction - applications practice	Exercise, individual activity, discussion group	
5. Writing the body of the manuscript - practical applications	Exercise, individual activity, discussion group	
6. Drafting conclusions - applications practice	Exercise, individual activity, discussion group	
7. Tools used in manuscript writing - Smart writing - practical applications	Exercise, individual activity, discussion group	
8. Presentation structure - practical applications	Exercise, individual activity, discussion group	
9. Preparation of the presentation introduction - attention capture - practical applications	Exercise, individual activity, discussion group	
10. Content presentation - audience engagement techniques - practical applications	Exercise, individual activity, discussion group	
11. Presentation of conclusions - practical applications	Exercise, individual activity, discussion group	

12. Dealing with difficult questions - practical applications	Exercise, individual activity, discussion group	
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- Ascheron, C. (2023). *Scientific publishing and presentation: A practical guide with advice on doctoral studies and career planning*. Springer Nature.
- Wolfe, J., Shanmugaraj, N., Reineke, J., Caton Peet, L., & Moreau, C. P. (2023). Advancing the Knowledge Base on Effective Presentation Slide Design: Three Pilot Studies. *Journal of Technical Writing and Communication*, 00472816231169433.
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- Harmon, J. & Gross, A. (2010). *The Craft of Scientific Communication (Chicago Guides to Writing, Editing, and Publishing)*. University of Chicago Press; 1 edition

**9. Correlation of subject content with the expectations of representatives of the epistemic community, professional associations and representative employers in the field related to the programme**

- The contents of the discipline are compatible with the recommendations of professional associations at international (APA, SIOP) and European level (EAWOP and EFPA) regarding the granting of the right to practice in Occupational and Organisational Psychology in Europe.

**10. Evaluatin**

Type of activity	10.1 Criteria for evaluation	10.2 evaluation methods	10.3 Weight of final mark
10.4 Course	Skills in writing a manuscript and presentation	Oral examination	60% Oral examination
10.5 Seminar/laboratory	Skills of drafting a manuscript	Manuscript evaluation	40% Manuscript evaluation
10.6 Minimum performance standard			
<ul style="list-style-type: none"> <li>- Writing a manuscript and giving a presentation</li> <li>- Mandatory attendance at 75% of activities</li> </ul>			

Date  
14.09.2023

Signature of course holder  
Dr. Daniela Dumulescu



Signature of seminar holder  
Dr. Daniela Dumulescu



Date of approval in the department

14.09.2023

Signature of the head of department