

COURSE DESCRIPTION

Information Technologies to Social Sciences

Academic year 2026-2027

1. Programme-related data

1.1. Higher Education Institution	Universitatea Babeş-Bolyai Cluj-Napoca
1.2. Faculty	History and Philosophy
1.3. Department	International Studies and Contemporary History
1.4. Field	Security Studies
1.5. Level of study	BA
1.6. Degree programme / Qualification	Security Studies in English
1.7. Form of education	Full time

2. Course-related data

2.1. Course title	Information Technologies applied to Social Sciences			Course code	HLE3105
2.2. Course coordinator					
2.3. Seminar coordinator	Lecturer, Natalia Cugleşan				
2.4. Year of study	I	2.5. Semester		2.6. Type of assessment	Progress check
2.7. Course status	Compulsory		2.8. Course type	Complementary subject	

3. Total estimated time (hours per semester of teaching activities)

3.1. Number of hours per week	2	of which: 3.2. course	-	3.3. seminar/ laboratory/ project	2
3.4. Total of hours in the curriculum	28	of which: 3.5. course	-	3.6. seminar/ laboratory	28
Time allocation for individual study (IS) and self-taught activities (ST)					hours
Learning from textbooks, course materials, bibliography, and notes (IS)					7
Additional research in the library, on subject-specific electronic platforms, and on-site					10
Preparing seminars/ laboratories/ projects, assignments, reports, portfolios, and essays					20
Tutoring (professional guidance)					10
Examinations					
Other activities					
3.7. Total hours of individual study (IS) and self-taught activities (ST)				47	
3.8. Total hours per semester				75	
3.9. Number of credits				3	

4. Prerequisites (where applicable)

4.1. curriculum-related	<i>Introduction to Technology in the Social Sciences is an introductory course that aims to familiarize first-year students with the basic competencies and knowledge required for academic work. The goal of this course is to offer the set of academic skills which will enable students to apply the acquired knowledge to other first-year introductory courses, like <i>Introduction to International Relations and Security Studies</i>, <i>Introduction to Security and Strategic Studies</i>, etc, but also to other disciplines which will be studied in their second and third year as a BA student. All these courses are meant to complement each other.</i>
4.2 skills-related	This is an introductory course for first-year students, so no specific curriculum competencies are required. However, students have to demonstrate basic abilities to use ICT tools.

5. Specific conditions (where applicable)

5.1. course-related	
5.2. seminar/laboratory-related	- Students are required to create accounts for the apps and software used in teaching and learning, and to bring their laptops to the seminar to collaborate with the professor. - Ensure internet access and use of learning management systems, such as Microsoft Teams.

6.1. Competencies resulting from the completion of the degree programme (as referred to in the curriculum)¹

Professional competencies	
Competency code	Competency
PC1	Digital analytical tools and security data analysis
PC2	Intelligence collection, evaluation and analysis
PC5	
Transversal competencies	
Competency code	Competency
TC1	Critical thinking and analysis
TC2	Professional communication and analytical reporting
TC4	Professional ethics and accountability
TC8	Responsible digital and information literacy

6.2. Learning outcomes relevant to the degree programme (as referred to in the curriculum)²

Learning outcomes targeted by the subject		
Competency code	Knowledge and comprehension	Specific academic skills
PC1	C12.The student/graduate recognises, selects and uses statistical methods and practices, such as collecting, organising, analysing, interpreting and presenting data.	A4. The student/graduate uses models (descriptive or inferential statistics) and techniques (data mining or machine learning) for statistical analysis, as well as ICT tools to analyse data, discover correlations and forecast trends.
PC2	C2: The student/graduate recognises, selects and uses research methods and techniques to carry out a study.	A4: The student/graduate uses models (descriptive or inferential statistics) and techniques (data mining or machine learning) for statistical analysis, as well as ICT tools to analyse data, discover correlations and forecast trends.
PC5		
TC1	The student/graduate uses the theoretical methodology of scientific research, including conducting background research, building a hypothesis, testing it, analysing data and substantiating results.	A2. The student/graduate applies scientific methods and techniques to investigate phenomena, acquiring new knowledge or correcting and integrating prior knowledge.

¹ The professional and/or transversal skills targeted by the subject for which the course description is prepared will be copied from the curriculum of the degree programme. For each competency, the complete entry, including the competency code, will be copied with the exact wording that appears in the curriculum, without any changes. If no competency is copied from either of the two categories, the row corresponding to that category is deleted from the table.

² The learning outcomes relevant for the degree programme and targeted by the subject for which the course description is prepared will be listed. The entries, copied without any changes from the Curriculum by subject type (Core Subject/Specialisation Subject/Complementary Subject), are listed under the corresponding competency.

TC2	-	A6.The student/graduate prepares research documents or delivers presentations to report the results of a research and analysis project, indicating the analysis procedures and methods that led to those results, as well as possible interpretations.
TC4	-	A3: The student/graduate applies fundamental ethical principles and legislation in scientific research, including research integrity aspects. They conduct, review or report research while avoiding misconduct such as fabrication, falsification and plagiarism.
TC8	C3: The student/graduate recognises, selects and uses statistical methods and practices, such as collecting, organising, analysing, interpreting and presenting data.	A4.The student responsibly uses digital tools for analysis and information verification.

7. Subject-specific learning outcomes

Knowledge and comprehension	
1.	PS-K1 The student identifies and critically evaluates information sources relevant to security studies research, distinguishing between primary, secondary, and tertiary sources and applying appropriate selection criteria.
2.	PS-K2 The student demonstrates digital literacy and the ability to use information and communication technologies for academic research, written communication, and knowledge management in professional and institutional contexts.
3.	PS-K3 The student/graduate understands the principles of academic integrity, ethical use of information, and the legal frameworks governing digital data, including copyright and data protection regulations.
4.	DS-K1 Describe the core stages of the academic essay planning process \ concept selection and mapping, case study identification, research question formulation, thesis construction, and evidence collection, and apply them in a structured research workflow.
5.	DS-K2 Explain the structural conventions of the argumentative essay: the function and composition of the introduction, the internal logic of the body paragraph (main idea, supporting idea, evidence), and the synthesising role of the conclusion.
6.	DS-K3 Critically reflect on the ethical and legal dimensions of digital information use, including data protection, copyright, and the responsible use of AI tools in academic research.
Specific academic skills	
1.	PS-S1 The student produces structured academic texts \ including argumentative essays and research reports, following the conventions of social science and security studies writing.
2.	PS-S2 The student/graduate uses reference management and digital research tools to organise, cite, and communicate research findings in compliance with academic standards.
3.	PS-S3The student/graduate communicates research findings for both academic and non-specialist audiences, adapting format, tone, and register to the communicative context
4.	DS-I Plan, draft, and edit a coherent argumentative essay of 1,000 words on a security studies topic, and produce a structured academic blog post using WordPress, demonstrating competence in both formal academic writing and written communication for non-specialist audiences.
3.	

8. Contents

8.1. Course	Teaching and learning methods	Remarks³

³ For example, organisational aspects, recommendations for students, specific aspects relating to the course/seminar, such as inviting experts in the field, etc.

Bibliography		
8.2. Seminar/ laboratory	Teaching and learning methods	Remarks
Week 1: Introduction and Organization	The first session serves as a course orientation. Students and the course coordinator will introduce themselves, after which the session covers: the role of this course within the Security Studies curriculum; the learning objectives, expected outcomes, and teaching strategies; the structure and weekly schedule of sessions; the assessment requirements and submission deadlines for all assignments; and the active learning strategies students are expected to adopt throughout the semester.	Key reading: Course Syllabus- Microsoft Teams
Week 2: How to organize your data? Topic: What are academic sources?	Theoretical component: This session introduces students to the concept and role of academic sources in social science research. It pursues three objectives: 1. To define academic sources and distinguish them from non-academic material by type, authority, and peer-review status; 2. to present and discuss the criteria for selecting sources appropriate to documentation and research tasks (relevance, credibility, recency, and academic rigour); 3. to map the main repositories and platforms where academic literature can be located, including library catalogues, subject-specific databases, and open-access archives.	Practical component Students will conduct structured academic literature searches across multiple digital platforms, including Google Scholar and AI-assisted research tools, and apply explicit selection criteria to evaluate the relevance, credibility, and academic quality of sources. The session focuses on developing systematic search skills and critical judgment in source assessment.
Week 3: How to organise your data? Topic: What is the difference between primary and secondary sources?	Theoretical component: This session continues the discussion of the typology of sources by focusing on	Practical component Students will compile a list of ten sources on a topic studied within one

	primary sources. Students will work with a definition of primary sources, examine the main categories within this classification, and discuss their specific roles and limitations in social science and security studies research.	of their concurrent courses and organise them into primary and secondary sources, providing a brief justification for each classification. This exercise develops the ability to apply source typology criteria to real research material.
Week 4: How to code your data? Topic: How do we read an academic paper?	Theoretical component: This session addresses strategies for reading academic literature efficiently and critically. Engaging with scholarly texts presents particular challenges at the undergraduate level: dense argumentation, disciplinary vocabulary, and complex citation practices can slow and make comprehension uneven. The session introduces structured approaches to overcome these difficulties, with a focus on two complementary tools: • annotated bibliography models, which help students document, evaluate, and organise sources systematically; • the idea note-taking model, which trains students to identify the main claim, supporting ideas, and the evidence structure of each paragraph. By the end of the session, students will be able to read a text analytically rather than linearly, extracting its argumentative architecture	Practical component: Students will work with an excerpt on terrorism from Stephanie Lawson's <i>International Relations</i> and apply the idea note-taking model to identify the main argument, supporting ideas, and evidence in each paragraph. Based on this analysis, they will produce an annotated bibliography entry for the text, following the format introduced in the theoretical component. Annotations will be shared with peers for cross-evaluation, giving students the opportunity to compare analytical readings and refine their own interpretation in light of their colleagues' feedback.
Week 5: How to code your data?	Theoretical component: Topic: Mind mapping tools for organising and structuring the information This session extends the discussion of note-taking strategies by introducing conceptual mapping as a complementary analytical tool. Unlike linear note-taking, conceptual maps represent knowledge visually, making explicit the hierarchical and relational structure of ideas within a text or topic. The session covers the principles of effective mind map design, the types of relationships that can be represented (classification, causation, sequence, contrast), and the cognitive benefits of visual organisation for comprehension and retention. Students will also discuss the transferability of this skill: conceptual	Practical component: Building on the analytical notes produced in the previous session, students will use the same excerpt on terrorism from Stephanie Lawson's <i>International Relations</i> as the basis for creating a conceptual map. Working with MindMup 2.0 — a free, browser-based mind-mapping tool students will translate the text's argumentative structure into a visual representation, distinguishing the central claim, supporting ideas, and evidence. The session also introduces students to the broader landscape of open-access mind-mapping platforms, so they can make informed choices about which tool best suits a given task in their academic or professional work.

	mapping is equally applicable in academic research, seminar preparation, essay planning, and professional contexts such as briefing documents or policy analysis in security-related fields.	
Week 6: How to present your data? Topic: What is the structure of an academic presentation?	Theoretical component: This session focuses on academic presentation as a core communicative competency in social science and security studies. Effective academic presentations differ from general public speaking in their demands for argumentative clarity, structured visual support, and disciplinary precision. The session examines three interconnected dimensions: the principles of coherent slide design \ how to organise content logically, use visual elements to reinforce rather than repeat spoken argument, and maintain readability across different contexts; the role of visual support in academic communication, including the appropriate use of data visualisations, diagrams, and minimal text; and the most common presentation errors to avoid, from overloaded slides and poor time management to lack of argument structure and uncritical use of sources. Students will also discuss how these standards apply in two distinct settings \ seminar presentations and student conferences \ and what each context requires in terms of preparation, format, and audience engagement.	Practical component: Students will explore presentation tools beyond PowerPoint, with a focus on Prezi \ a cloud-based platform that structures content as a zoomable, non-linear canvas rather than a sequence of slides, enabling more dynamic and visually engaging academic presentations. The session covers the core features of Prezi relevant to academic use: creating a logical visual flow, embedding text, images, and data, and adapting the presentation to different audience contexts. Students will produce a short Prezi presentation on a topic from their studies, applying the design principles discussed in the theoretical component. The session also encourages critical reflection on when a non-linear format adds value to academic communication and when a conventional slide structure remains more appropriate.
Week 7: Introduction to writing Theoretical component: Topic: What is the argumentative essay?	Theoretical component This session and the one that follows address academic writing as a core competency of undergraduate study. The focus is on the argumentative essay \ the most common written form students will encounter and produce across their degree \ and on developing a systematic approach to planning and structuring written argument. The session covers two stages of the writing process. The first is essay planning: how to formulate a clear research question, generate and organise ideas before writing, and construct a coherent argument map that guides the drafting process. The second is essay structure: students will examine each component of a five-paragraph argumentative essay in detail \ the introduction (hook, contextualisation, thesis statement, and	Drawing on Stephanie Lawson's chapter on terrorism studied in previous sessions, students will select a concept from the text and use it as the basis for a short argumentative essay. The session is structured as a guided writing workshop: the course coordinator will model the full research and writing process by drafting a sample essay in real time, walking students through each stage \ formulating a research question, constructing an essay plan, writing and structuring an introduction with a clear thesis statement, developing body paragraphs using the main idea / supporting idea/evidence model, and drafting a conclusion. Students will work in parallel on their own chosen concept, applying each step as it is demonstrated. This approach allows students to observe academic writing as a process rather

	roadmap); the body paragraphs (main idea, supporting ideas, and evidence, following the structure introduced in earlier sessions); and the conclusion (restatement of the thesis and synthesis of the main arguments). Special attention is given to the thesis statement as the argumentative core of the essay and to the internal logic that must connect each paragraph to the central claim.	than a product, and to receive immediate guidance at each stage.
Week 8: Introduction to writing: The essay plan Theoretical component: Topic: The stages of writing an argumentative essay: selection of the concept and creating a map of the concept	This session continues the planning phase of academic writing, building directly on the concept selection and concept mapping work done in session 8. Three remaining stages of the planning process are addressed in sessions 9 and 10: (c) case study identification and selection \ choosing a concrete empirical instance through which the chosen concept will be examined; (d) research question formulation \ translating the concept and selected case into a focused, arguable question that anchors the entire essay; and (e) thesis formulation and evidence collection \ constructing a clear, defensible claim in response to the research question and identifying the primary and secondary sources that will support it. This session focuses on stage (c): case study identification and selection, and the relationship between conceptual analysis and empirical grounding.	This session and the sessions that follow focus on the planning phase of academic writing \ the stage most students underestimate but which largely determines the quality of the final paper. Systematic planning prevents the most common undergraduate writing problems: an unfocused argument, an ill-defined research question, and insufficient or poorly organised evidence. The planning phase comprises five stages, which will be covered across sessions 8 and 9: (a) concept selection \ identifying and delimiting a clearly defined concept suitable for argumentative treatment; (b) concept mapping \ constructing a visual representation of the concept's key dimensions, related ideas, and contested aspects; (c) case study identification and selection \ choosing a concrete empirical case through which the concept will be examined; (d) research question formulation \ translating the concept and case into a focused, arguable question that guides the entire essay; and (e) thesis formulation and evidence collection \ constructing a clear, defensible claim in response to the research question and identifying the primary and secondary sources that will support it.
Week 9: Introduction to writing. The essay plan Topic: The planning stage: identifying a case study	Theoretical component: This session addresses stage (c) of the planning phase: case study identification and selection. A well-chosen case study bridges conceptual analysis and empirical reality — it provides the concrete evidence through which an abstract argument can be tested, illustrated, and defended. The session examines three complementary pathways for identifying a suitable case. • The first is the academic literature: scholarly sources	Practical component: You will have to use these methods and search for a case study. For this purpose, you will be introduced to reference management software in order to collect information about the case study in a structured and organised manner. You will learn to collect references with Zotero.

	regularly contextualise concepts through historical, comparative, or emblematic cases, and reading with case selection in mind is both the most rigorous and the most academically appropriate starting point. • The second is reference sources such as Wikipedia: while not a citable academic source, Wikipedia offers a useful preliminary orientation — it maps known instances of a concept, identifies key actors and events, and often points to the academic and primary sources listed in its references, which can then be followed up independently. • The third is media sources: news outlets, investigative journalism, policy reports, and data journalism surface recent or emerging cases that may not yet be covered in the scholarly literature, making them particularly valuable in a field like security studies where events develop faster than academic publishing cycles. • The session will also discuss the criteria for choosing among candidate cases: alignment with the research question, availability of sufficient evidence, and analytical tractability within the scope of a short essay.	
Week 10: Introduction to writing: the planning stage Topic: The research question and the thesis	Theoretical component This session is entirely theoretical and covers stages (d) and (e) of the essay planning phase: research question formulation and thesis construction. The first part focuses on the research question/ the argumentative engine of the essay. A well-formed research question is specific, contestable, and answerable within the scope of the assignment. The session examines several techniques for moving from a broad topic and a chosen case study to a focused, researchable question, including concept-narrowing, problem-framing, and the use of analytical lenses drawn from security studies.	

	The second part addresses thesis formulation. Students will work with the triple-thesis model \ a thesis statement that not only advances a central claim but also signals the three lines of argument that will structure the body of the essay. The session covers the criteria for a strong thesis (clarity, specificity, arguability, and alignment with the research question), common formulation errors to avoid, and strategies for revising a weak thesis into a defensible one. Preparatory task: Before the next session, students must formulate a research question and draft a thesis statement for their individual essay. Both will be discussed and peer-reviewed in the following seminar.	
Week 11: Introduction to writing. The essay plan Topic: Collect the evidence for the thesis: primary and secondary sources	Theoretical component The session opens with a peer and instructor review of the research questions and thesis statements prepared in the previous week. Students will present their formulations, receive structured feedback from the course coordinator, and revise their research question and triple thesis accordingly. The review will focus on three dimensions: the specificity and contestability of the research question, the clarity and argumentative force of the central claim, and the coherence between the three lines of argument and the thesis. The second part of the session addresses stage (e) of the planning phase: evidence collection. A thesis is only as strong as the evidence that supports it, and identifying the right evidence requires a clear understanding of what each argument actually needs to be proven. The session examines the types of evidence relevant to argumentative essays in security studies \ empirical data, expert testimony, historical cases, and primary source documentation \ and the criteria for evaluating whether a piece of evidence genuinely supports a claim or merely relates to the same topic. Students will also discuss how to balance primary and secondary sources within the evidence structure of a paragraph, returning to the source typology introduced in earlier sessions.	

Week 12: Introduction to writing: The structure of the argumentative essay Topic: Introduction to writing: The Introduction and the Body of the essay	Theoretical component The first part examines the four components of an academic introduction. The hook is discussed in relation to its function \ to engage the reader and signal the essay's central concern \ and its necessary alignment with the thesis statement, which it anticipates without pre-empting. Context sentences serve as the transitional bridge between the hook and the thesis: their role is to progressively narrow the topic and establish the analytical frame within which the argument operates. The thesis statement is revisited as the argumentative core of the essay, and the roadmap is introduced as the final element of the introduction \ a sentence or set of sentences that signals the three lines of argument the body paragraphs will develop in sequence. The second part focuses on the structure of the argumentative body paragraph, following the main idea / supporting idea / evidence / concluding sentence model introduced in earlier sessions. The course coordinator will model the drafting of a sample paragraph in real time, with attention to the specific linguistic constructions used in academic argumentation: hedging, signposting, evidential phrases, and the integration of cited material into prose. The session also covers citation practice: how to cite correctly within the text, which citation styles are standard in social science and security studies research, and how to compile a properly formatted reference list at the end of the essay.	Theoretical component (continued) \ Zotero for citation management: The session also introduces the citation management features of Zotero, extending beyond its use as a reference collection tool. Students will learn how to use the Zotero word processor plugin to insert in-text citations and automatically generate a formatted reference list, and how to select and apply a citation style from Zotero's style repository. For this course, students will use the Romanian Humanities citation style, which will be applied consistently across all written submissions. Practical component: Students will begin drafting the introduction to their individual argumentative essay (approximately 250 words). Starting with the thesis statement and the triple thesis developed in previous sessions, students will select an appropriate hook type, search for the information or sources needed to support it, and draft the full introduction using the four-component structure discussed in the theoretical component (hook, context, thesis, roadmap). The draft introduction will be written and saved during the session, with the course coordinator available for individual guidance. Submission deadline: the complete draft essay must be uploaded to Microsoft Teams by week 14. Written feedback will be provided online. Students whose draft requires substantial revision will receive specific instructions for redrafting before the final submission.
Week 13 and 14: Introduction to writing: The structure of the argumentative essay and writing 2.0: Creating a blog	Theoretical component: Part 1: Essay conclusion and academic text editing The first part of the session addresses the final stage of the drafting process: writing the conclusion and editing the complete text. The conclusion is examined as more than a summary \ its function is to restate the thesis in light of the argument developed in the body	Practical component: The practical introduction to WordPress covers the core features relevant to academic use: creating and customising a blog, structuring content through pages, categories, and posts, and embedding properly attributed press articles. Students will also learn to select and summarise media articles relevant to their blog topic according

	paragraphs, synthesise the three lines of evidence, and signal the broader significance of the findings without introducing new claims. Common conclusion weaknesses are discussed, including repetition without synthesis, abrupt closure, and overgeneralisation. The session also covers the formal requirements of an academic paper: cover page, table of contents, heading hierarchy and numbering, table of figures (where applicable), and consistent formatting throughout. Students will review a checklist of editorial standards to apply to their own draft essays before final submission.	to specific academic criteria, applying the source evaluation skills developed throughout the course.
	Theoretical component \ Part 2: Academic blogging and WordPress The second part of the session introduces academic blogging as a distinct writing genre that bridges scholarly communication and public engagement. The discussion addresses how regular blog writing develops concision, clarity, and confidence in written expression \ competencies that transfer directly to academic writing. Students will examine the criteria that distinguish a well-constructed blog post from an opinion piece or a news summary, with attention to source selection, argumentative structure, and tone.	

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9. Evaluation

Type of activity	9.1 Evaluation criteria ⁴	9.2 Evaluation methods ⁵	9.3 Percentage in the final grade
9.4. Course			
9.5. Seminar/ laboratory	Understanding of the argumentative structure of an academic text; ability to distinguish main ideas, supporting ideas, and evidence; ability to represent conceptual relationships visually using digital tools	Mind map submitted via Microsoft Teams, assessed against a structured rubric	10%
	Understanding of the essay planning process; ability to formulate a focused research question and a triple thesis; ability to identify and organise appropriate evidence using reference management software	Oral presentation of the essay plan, with Zotero library, assessed on research design coherence and argumentative clarity	10%
	Understanding of the structure and conventions of the academic argumentative essay; ability to construct and develop a thesis-driven argument across introduction, body paragraphs, and conclusion; ability to integrate and cite sources correctly using Political Science citation styles	Written essay of 1,000 words submitted via Microsoft Teams, assessed on argument structure, thesis quality, evidence use, citation accuracy, and academic writing conventions	30%
	Understanding of the conventions of academic blogging as a writing genre; ability to select, evaluate, and summarise press sources according to academic criteria; ability to communicate a structured argument for a non-specialist audience	Blog post published on WordPress, assessed on source quality, clarity of writing, and adherence to genre conventions	20%

⁴ The evaluation criteria must directly reflect the learning outcomes targeted at the level of the degree programme respectively at the level of the subject. More specifically, the learning outcomes set out in the expected learning outcomes are assessed.

⁵ Both final evaluation methods and ongoing evaluation strategies should be established.

	Active participation in class activities		20%
	1 point extra – is included in the grading scheme of the final exam		

9.6 Minimum standard for passing

- Knowing and understanding the core concepts of academic research and writing covered in the course \ source typology, essay structure, research question formulation, and citation practice \ with the ability to apply them at a basic level in written and practical tasks
- Understanding and demonstrating (with definitions, examples, and applied tasks) the key stages of the essay planning process: concept selection, case study identification, research question formulation, triple thesis construction, and evidence collection
- Understanding and applying the structural conventions of an argumentative essay: introduction (hook, context, thesis, roadmap), body paragraph (main idea / supporting idea / evidence), and conclusion
- Ability to use at least two of the digital tools introduced in the course (Google Scholar, Zotero, MindMup, WordPress) at a functional level for academic research or writing tasks
- At least **three out of four assignments** submitted, with a minimum grade of **5/10** on the argumentative essay (assignment d)

10. SDG labels (Sustainable Development Goals)⁶

		SDG4: Quality Education						
1 FĂRA SĂRĂCIE	2 FOAMETE „ZERO”	3 SĂNĂTATE ȘI BUNĂSTĂRE	4 EDUCATIE DE CALITATE	5 EGALITATE DE GEN	6 APĂ CURATĂ ȘI SANITATIE	7 ENERGIE CURATĂ ȘI LA PREȚURI ACCESIBILE	8 MUNCĂ DECENTĂ ȘI CREȘTERE ECONOMICĂ	9 INDUSTRIE, INOVAȚIE ȘI INFRASTRUCTURĂ
								
								

⁶ Select a single label which, according to the [Implementation of SDG labels in the academic process](#), best matches the subject. If the subject addresses sustainable development in a generic manner (i.e. by presenting/introducing the general framework of sustainable development, etc.), then the Sustainable Development generic label may be applied. If none of the labels describe the subject, select the last option: “No label applies.”

10 INEQUALITĂȚI REDUSE 	11 ORĂȘE ȘI COMUNITĂȚI DURABILE 	12 CONSUM ȘI PRODUCȚIE RESPONSABILĂ 	13 ACȚIUNE CLIMATICĂ 	14 VIAȚĂ ACVATICĂ 	15 VIAȚĂ TERESTRĂ 	16 PACE, JUSTIȚIE ȘI INSTITUȚII EFICIENTE 	17 PARTENERIATE PENTRU REALIZAREA OBIECTIVELOR 	No label applies
								

Date of entry:
01.05.2026

Signature of course coordinator

Signature of seminar coordinator

Lecturer, Natalia Cugleşan

Date of approval in the department:

...

Signature of the head of department

Associate Professor, Claudiu Marian