**ROMANIAN ACADEMY**

**School of Advanced Studies of the Romanian Academy (SCOSAAR)**

**DOCTORAL SCHOOL: PHILOLOGY AND CULTURAL STUDIES**

**COURSE SYLLABUS**

**Discipline name: Ethics and Academic Integrity**

**The holders of the course activities: dr. hab. Adina DRAGOMIRESCU, CS I; dr. hab. Raluca BRĂESCU, CS III**

Year of studies: I

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| **Number of hours per week/ Evaluation Type/Credits** |
| **Course** | **Evaluation Type** | **Credits** |
| Twice a month | Exam | 20 |

1. **COURSE OBJECTIVES** (The objectives are described in terms of professional skills acquired)

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| --- | --- |
| General objective | * + Formation ofethically appropriate behaviors and attitudes in the intellectual work of doctoral students
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| Specific objectives: | * + Learning the basic notions of academic ethics
	+ Learning the explicit rules (normative texts) or the implicit rules (customs, practices) that regulate the academic conduct of the intellectual work of doctoral students
	+ Understanding these rules (their rationale, their specificity in relation to the norms of similar institutions, their correlation with other deontological norms, etc.).
	+ Their assumption in the academic activity of doctoral students
	+ Internalization of good intellectual conduct practices.
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1. **CONDITIONS** (where applicable)

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| for running the course | The course will take place in person / online.Room with multimedia equipment (computer, video projector, internet). |

1. **Specific SKILLS acquired** (It concerns the skills ensured by the study program of which the discipline is a part)

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| Professional skills  | * + The ability to quickly and correctly understand and evaluate new information
	+ The ability to apply the existing norms in the collection and processing of data during a scientific research
	+ The ability to correctly use information sources in a scientific research program
	+ The ability to critically interpret research results
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| Transversal skills | * Students should develop a culture of responsibility in intellectual work
* Students should demonstrate solidarity, reactivity, and support for the consolidation of academic integrity
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1. **The content of the discipline**

***Course***

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| --- | --- | --- |
| **Chapter** | **Contents** | **Number of hours** |
| 1. The originality of scientific papers  | The originality of dataThe originality of subjectsThe originality of presentation | 2 |
| 2. Team work | Co-authorship. Authors networksDissemination of results | 2 |
| 3. Ethical dilemmas in research | Choices and trade-offs in surveys and case studies The relativity of the results pursued through scientific research  | 4 |
| 4. Dishonest practices in scientific research  | PlagiarismFalsification / forgery of dataContent recycling | 4 |
| 5. Digital means of verification of scientific papers | Practical application. Advantages, limits | 2 |
|  | **Hours - total** | **14** |

1. **EVALUATION** (The methods, evaluation forms and their weight in determining the final grade are specified. The minimum performance standards are indicated, related to the skills defined in point **A. Course objectives**)

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| **Type of activity** | **Evaluations criteria** | **Evaluations methods** | **Weight in determining the final grade** |
| Course | - Clarity, coherence and brevity of exposition - Correct citations of sources | Verifications by writing a research paper  | 100% |
| The results of the evaluation are expressed through the following qualifications: „*Very well*”; „*Well*”; „*Sufficient*”; „*Insufficient*”. The qualifications „*Very well*”, „*Well*” and „*Sufficient*” allow the doctoral student to obtain the credits.  |

1. **METHODOLOGICAL LANDMARKS**

Lecture combined with dialogue. Use of modern teaching aids (ppt). Course support.

1. **CORROBORATION of the content of the course with the expectations of the representatives of the epistemic community, professional associations and representative employers from the field related to the program**

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| * The course aims to increase the level of integrity in the intellectual work of doctoral students, not only in order to strengthen the academic space and intellectual communities, but also to meet the expectations of future potential employers.
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1. **BIBLIOGRAPHY**

**General papers**

Bretag, Tracey Ann (ed.), 2016, *Handbook of Academic Integrity*, Singapore: Springer Verlag.

Macfarlane, Bruce, 2009, *Researching with Integrity*. *The Ethics of Academic Enquiry*, London: Routledge.

Socaciu, Emanuel, Constantin Vică, Emilian Mihailov, Toni Gibea, Valentin Mureșan, Mihaela Constantinescu, 2018, *Etică și integritate academică*, București, Editura Universității din București.

Șercan, Emilia, 2017, *Deontologie academică. Ghid practic*, București, Editura Universității din București.