SYLLABUS

1. Data about the program of study

1.1	Institution	The Technical University of Cluj-Napoca
1.2	Faculty	Faculty of Computer Science
1.3	Department	Computer science
1.4	Field of study	Computer science
1.5	Cycle of study	Bachelor of Science
1.6	Program of study/Qualification	Engineer
1.7	Form of education	Full time
1.8	Subject code	22.00

2. Data about the subject

2.1	Subject name		Foreign language (English)_Technical documents elaboration				
2.2	Subject area		Foreign languages				
2.3	Course responsible/lecturer		Conf.univ.dr. Sonia Munteanu Sonia.Munteanu@lang.utcluj.ro				
2.4	Teachers in charge of seminars		-				
2.5 Year of study	2	2.6 Semester	1	2.7 Assessment	C	2.8 Subject category	Dob

3. Estimated total time

3.1 Number of hours per week	2	3.2 of which, course:	2	3.3 applications:	-
3.4 Total hours in the curriculum	28	3.5 of which, course:	28	3.6 applications:	-
Individual study					hours
Manual, lecture material and notes, bibliography					
Supplementary study in the library, online and in the field					
Preparation for seminars/laboratory works, homework, reports, portfolios, essays					
Tutoring					
Exams and tests					
Other activities					

3.7	Total hours of individual study	-
3.8	Total hours per semester	28
3.9	Number of credit points	1

4. Pre-requisites (where appropriate)

4.1	Curriculum	Foreign language seminars I, II
4.2	Competence	English language competence, B2 level in CEFRL

5. Requirements (where appropriate)

5.1	For the course	Study of research and journal articles
5.2	For the applications	-

6. Specific competences

Professional competences	- Academic and technical reading and writing skills (documenting, collection, selection of data, drafting, writing, editing) - Observance of rules and conventions for academic and technical writing, of professional ethics in using sources.
Cross competences	Identification of continuous training opportunities, capitalization on resources and learning techniques for own development Capacity of reading documents in a foreign language, useful for academic and/or - professional career Oral and written communication competence in view of multicultural professional team work.

7. Discipline objectives (as results from the *key competences gained*)

7.1	General objective	Development of integrated skills in an engineering professional context
7.2	Specific objectives	At the end of this course, students should be able to: -Master documenting strategies, information processing; writing according to discourse patterns in specific purposes contexts; - Use strategies for handling difficult written text on a variety of science and academic related topics; - Comprehend and produce discipline appropriate text and genre. - Use lexical and grammar structures at +B2 language competence levels, according to CEFR

8. Contents

8.1. Lecture (syllabus)	Teaching methods	Notes
1. Hierarchical structure of grammar. Natural language processing; morphology, syntax, discourse. Language knowledge in technology development for language processing and artificial intelligence. 2. Student's research on NLP and AI topics which involve knowledge about language. Assignment discussion. 3. Word structure: inflected and derivate words. Derivation as a means of creating technical vocabulary. 4. Phrases: noun headed phrases, verb headed phrases, adjective headed phrases, and preposition headed phrases. 5. Simple and complex sentences. Frequently used phrase/sentence structures in technical texts: coordination and subordination in finite and non-finite clauses. 6. Cohesion and coherence in discourse: syntactic parallelism, sentence rephrase, nominalization, lexical choice, emphasis. 7. Structure of information in paragraphs: general-particular patterns, theme-rheme, hypothesis and validation. 8. Mid term evaluation.	lecture, problem-based learning, case–study, small group discussions and task solving, assignment discussion	

	Teaching methods	Notes
9. The informative function of science discourse: information structure, impersonal expression, nominalized theme.		
10. Functional and rhetorical organization of written science discourse: genres (textbooks, journal articles and scientific posters).		
11. Research articles vs. review articles in professional journals. Content, rhetorical structure, communicative purpose.		
12. Formulaic language in science discourse: multifunctional lexical bundles. Interpersonal function of science discourse: hedges, boosters and author mention in science discourse.		
13. Disciplinary variation in science discourse: professional communities, discourse communities. Selecting from language resources according to disciplinary practices.		
14. Final test.		

Bibliography

Munteanu, S.-C (2013) *Academic English for Science and Engineering*. Cluj-Napoca: Casa Cartii de Stiinta. ISBN 978-606-17-0398-2.

Swales John M. & Christine B. Feak (2001) *Academic Writing For Graduate Students - Essential Tasks And Skills*, Ann Arbor: The University Of Michigan Press.

Hyland Ken (2006) *English For Academic Purposes - An Advanced Resource Book*, London: Routledge

8.2. Applications/Seminars	Teaching methods	Notes
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Bibliography

9. **Bridging course contents with the expectations of the representatives of the community, professional associations and employers in the field**

Mastering a foreign language will support students in a more flexible integration in the labour market, and have improved personal development. The introduction in the language for specific purposes and academic discourse will facilitate reading and writing more documents in the field

of study, making informed decisions on various types of information, and keeping up-to-date with state of the art knowledge in students' professional field.

10. Evaluation

Activity type	10.1 Assessment criteria	10.2 Assessment methods	10.3 Weight in the final grade
Course	Assessment completion in due time; Ability to comprehend below and above sentence syntactic and morphologic structures specific to science discourse; to read from sources, to comprehend complex text (journal articles, textbooks); Ability to produce a conference poster based on a published research article	- Multiple choice quizzes - Case-study and practical application of knowledge: Conference poster	mid-term test = 50% students' posters = 40% classwork = 10% total = 100%
Applications			
10.4 Minimum standard of performance: Assignment completion, minimum 80% of the midterm evaluation, min 80% on accuracy of poster.			

Date of filling in   Teachers in charge of lecture
                                                  Conf.univ.dr. Sonia Munteanu

October 2016

Date of approval in the department   Head of department
Oct .2016   Conf.univ.dr. Ruxanda Literat

SYLLABUS

1. Data about the program of study

1.1	Institution	The Technical University of Cluj-Napoca
1.2	Faculty	Faculty of Computer Science
1.3	Department	Computer science
1.4	Field of study	Computer science
1.5	Cycle of study	Bachelor of Science
1.6	Program of study/Qualification	Engineering
1.7	Form of education	Full time
1.8	Subject code	

2. Data about the subject

2.1	Subject name	Foreign language (English)_Technical documents elaboration				
2.2	Subject area	Foreign Languages				
2.3	Course responsible/lecturer	Lector dr. Sanda Paduretu				
2.4	Teachers in charge of seminars	-				
2.5 Year of study	2	2.6 Semester	2	2.7 Assessment	grade	2.8 Subject category	

3. Estimated total time

3.1 Number of hours per week	2	3.2 of which, course:	2	3.3 applications:	-
3.4 Total hours in the curriculum	28	3.5 of which, course:	26	3.6 applications:	-
Individual study					hours
Manual, lecture material and notes, bibliography					
Supplementary study in the library, online and in the field					
Preparation for seminars/laboratory works, homework, reports, portfolios, essays					14
Tutoring					
Exams and tests					
Other activities					

3.7	Total hours of individual study	14
3.8	Total hours per semester	28
3.9	Number of credit points	2

4. Pre-requisites (where appropriate)

4.1	Curriculum	none
4.2	Competence	Minimum B2 level (CEFR)

5. Requirements (where appropriate)

5.1	For the course	N/A
5.2	For the applications	Class attendance, individual study

6. Specific competences

Professional competences	Communication in specific discipline in a foreign language; conducting specific professional activities in multi-linguistic teams.
Cross competences	Identification of continuous training opportunities, capitalization on resources and learning techniques for own development Capacity of reading and writing documents in a foreign language, useful for academic and/or - professional career Written communication competence in view of multicultural professional team work.

7. Discipline objectives (as results from the *key competences gained*)

7.1	General objective	Students should acquire knowledge and integrated skills to communicate in a foreign language in professional (technical and engineering) contexts and on job related topics.
7.2	Specific objectives	At the end of this course, the students will be able to: - identify and apply the main principles of effective communication in English - read and write using effective academic and technical writing techniques; -participate and express their opinion, evaluation and recommendation in technical exchange of information; -take notes on specialized topics within their field of specialization; -have the necessary skills read and write scientific articles -read and extract specific and general information from a variety of technical texts;

8. Contents

8.1. Lecture (syllabus)		Teaching methods	Notes
1.	Introduction to communication. Communication in an academic setting. Communication at work.	Lecture by teacher, drill and practice, class discussion , questions and answers, textbook / reading assignments, formative assessment	
2.	The writing process. Features and stages of the writing process.		
3.	Readability. Characteristics and formulae for readability.		
4.	Improving readability. Web-page / computer programming readability.		
5.	Fundamentals of effective technical writing.		
6.	Overview of technical and scientific language used in written communication. Best words and phrases. Reading grammar. Formal and informal language.		
7.	Paragraphs. What is a paragraph? Elements of a paragraph. Development of a paragraph.		
8.	Basic types of documents. User manuals, technical reports,		

	specification sheets.		
9.	Citation: plagiarism, paraphrasing, summary, academic conventions		
10.	Plagiarism I: Complexities of definition. Plagiarism in Academic contexts. The Academy's response to plagiarism		
11.	Plagiarism II: Learning to write from sources. The "shock" of referencing. Avoiding plagiarism.		
12.	Plagiarism III: The art of finding plagiarism. Types of academic misconduct (ghost-writing, contract cheating, falsifying data).		
13.	Plagiarism IV: Student's research on typologies of plagiarism. Assignment discussion. Identifying main types (copy-paste, verbatim, translations, disguised, shake and paste, clause quilts, structural, cut and slide, self-plagiarism).		
14.	Style. Final conclusion.		

Bibliography
1. Marinela Granescu, Ema Adam, Effective academic and technical writing, UTPress, Cluj-Napoca, 2010
2. Justine Jobel, Writing for Computer Science: the art of effective communication, Springer Verlag, Melbourne, 2000
3. Simon Haines, Real writing with answers, Cambridge University Press, 2008
4. R.R. Jordan, Academic writing course, Nelson, 1992

8.2. Applications/Seminars		Teaching methods	Notes
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Bibliography

9. Bridging course contents with the expectations of the representatives of the community, professional associations and employers in the field

Mastering the elements of effective academic and technical writing will help the students in the field of

computer science to integrate better in the labour market and improve personal development. The introduction in the language for specific purposes and academic discourse will facilitate reading and writing more documents in the field of study, making informed decisions on various types of information, and keeping up-to-date with state of the art knowledge in students' professional field. Most engineers or scientists work in organizational settings where team work is essential and good team work is impossible without good communication.

10. Evaluation

Activity type	10.1 Assessment criteria	10.2 Assessment methods	10.3 Weight in the final grade
Course	Completion of end-term evaluation, individual study, attendance to course	On-going class-work evaluation, and one end-term test (integrated skills)	Class-work evaluation - 20% End-term test – 80%
Applications			
10.4 Minimum standard of performance: at least 50% of all components of tasks solved correctly			

Date of filling in   Teachers in charge of seminars

1 October 2016   -

Date of approval in the department   Head of department

1 October 2016   Conf.univ.dr. Ruxanda Literat