

SYLLABUS

1. Data about the program of study

1.1	Institution	The Technical University of Cluj-Napoca
1.2	Faculty	Faculty of
1.3	Department	Automation
1.4	Field of study	Automation
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	

2. Data about the subject

2.1	Subject name	English language – technical writing						
2.2	Subject area	Foreign languages						
2.3	Course responsible/lecturer	Conf.univ.dr. Sonia Munteanu						
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	28	3.2 of which, course:	28	3.3 applications:	
3.4	Total hours in the curriculum		3.5 of which, course:		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	<ul style="list-style-type: none"> - 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	<p>Identification of continuous training opportunities, capitalization on resources and learning techniques for own development</p> <p>Capacity of reading documents in a foreign language, useful for academic and/or - professional career</p> <p>Oral and written communication competence in view of multicultural professional team work.</p>

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	<p>At the end of this course, students should be able to:</p> <ul style="list-style-type: none"> - 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 related topics; - Comprehend and produce discipline appropriate text and genre. - Use lexical and grammar structures at +B2 language competence levels, according to CEFL

8. Contents

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

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

<p>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</p>

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);	<ul style="list-style-type: none"> - Multiple choice quizzes - Case-study and practical application of knowledge 	mid-term test = 40% final test = 60% total = 100%
Applications			
10.4 Minimum standard of performance: Minimum 60% of the final test, regarding language, lexical and discourse structures used in the technical discourse, linking words, verbs in impersonal moods, nominal groups, revision and correction of written texts. Assignment completion, minimum 50% of the midterm evaluation.			

Date of filling in

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

Oct 2016

Date of approval in the department
Oct .2016

Head of department
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 Automation and Computer Science
1.3	Department	Automation
1.4	Field of study	Automation
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	

2. Data about the subject

2.1	Subject name	Foreign languages								
2.2	Subject area	CT2								
2.3	Course responsible/lecturer	-								
2.4	Teachers in charge of seminars	Asist.dr. Augusztta Szasz augusztta.szasz@lang.utcluj.ro								
2.5	Year of study		2.6	Semester	2.7	Assessment	Continuous assessment CA	2.8	Subject category	DOB

3. Estimated total time

3.1	Number of hours per week	2	3.2	of which, course		3.3	applications	
3.4	Total hours in the teaching plan	50	3.5	of which, course		3.6	applications	
Individual study								Hours
Manual, lecture material and notes, bibliography								8
Supplementary study in the library, online and in the field								4
Preparation for seminars/laboratory works, homework, reports, portfolios, essays								8
Tutoring								
Exams and tests								4
Other activities								
3.7	Total hours of individual study			22				
3.8	Total hours per semester			50				
3.9	Number of credit points			2				

4. Pre-requisites (where appropriate)

4.1	Curriculum	B1/B2 according to the Common European Framework for Languages
4.2	Competence	Team work

5. Requirements (where appropriate)

5.1	For the course	N/A
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5.2	For the applications	Seminar attendance compulsory
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6. Specific competences

Professional competences	<ul style="list-style-type: none"> - Identification of distinctive features of the foreign language for specific purposes - Use of basic elements in the science discourse (lexis, linguistic and grammar structures).
SS competence	Identification of roles and responsibilities in a multi-specialised team, decision making, task distribution, implementation of communication and relationship techniques, within the team, while using a foreign language.

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

7.1	General objective	Development of communicative competence in an engineering professional context
7.2	Specific objectives	<ul style="list-style-type: none"> - Mastering basic vocabulary and language structures typical of sciences studied - Development of the skill of writing short technical texts

8. Contents

8.1. Lecture (syllabus)		Teaching methods	Notes
8.2. Applications/Seminars)		Teaching methods	Notes
1	Description of different types of graphs and the information therein.		
2	Writing an official e-mail. Extracting information and writing reports		
3	Analysis of different styles (expository, narrative and persuasive) and recognizing fragments		
4	Writing a summary to a scientific text/article		
5	The aim of professional communication; understanding and differentiating among various types of presentations: for briefing purposes, descriptive or persuasive	Conversation,	
6	Assessing, anticipating and describing the audience's needs and expectations in scientific contexts. Meeting the audience's expectations in terms of communication	improving the	
7	Organizing the information and structuring ideas: important ideas vs details, supporting the information	reading, writing, speaking,	

8	and giving examples, additional information The format of the oral presentation: introduction, body and conclusions; Q&As —Using structures that increase the impact of the presentation: parallel structures, harmonizing gestures	listening skills,
9	and voice Preparing the visuals: Power Point slides—dos and don'ts; the technical visual support (graphs, tables etc.) Presenting, describing and interpreting the information	working in pairs
10	from the visuals. Wording a strong conclusion: summarizing the main	and groups
11	points, drawing conclusions, memorable messages. Invitations to Q&As, communicating with the audience,	
12	expressing an opinion, attitude Formal vs. Informal language. Politeness in a foreign	
13	language. Using humor, irony and references to personal experience to convey deep meaning and gaining the audience's support	
14	Final test	

Bibliography

1. Adrian Wallwork (2010), *English for Presentations at International Conferences*, Springer.
2. Andrew Bradbury (2006) *Successful Presentation Skills*, Kogan Page, London.
3. Angela M. Thody (2006) *Writing and Presenting Research*, Sage Publications.
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11. Creusy, O., Gillibert, S. (2009). *Réaliser son plan de communication*, Paris, Eyrolles.
12. Fayet, M., Commeignes, J.-D. (2008). *Méthodes de communication écrite et orale*, Paris, Dunod

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 help students in a more flexible integration in the labour market, and have improved personal development. The introduction in the language for specific purposes will facilitate reading more documents in the field of study.

10. Evaluation

Activity type	10.1	Assessment criteria	10.2	Assessment methods	10.3	Weight in the final grade
Course						
Applications		Assignments and tests are corrected and marked if submitted in due time. The undergraduate will be allowed to sit in the final test if he/she attends seminars in a proportion of 80% of the time.		Written test, Oral test		100%.

10.4 Minimum standard of performance

The undergraduate will be allowed to sit in the final test, if he/she attends seminars in a proportion of 80% of the time.

Final score: attendance= 1pct, written test =5 pct, oral test =4 pct.

Pass score is received if 60 % of both tests is produced by the undergraduate.

Date of filling in
Oct .2016

Teachers in charge of
seminars assist.dr. Augustza Szasz

Date of approval in the department
Oct .2016

Head of department
Assoc. Prof. dr. Ruxanda Literat