

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 | 7.00 |

2. Data about the subject

| | | | | | | | | | | | |
|-----|--------------------------------|---|-----|----------|---|-----|------------|-------|-----|------------------|-----|
| 2.1 | Subject name | Foreign language (english, german) | | | | | | | | | |
| 2.2 | Subject area | Foreign languages | | | | | | | | | |
| 2.3 | Course responsible/lecturer | Conf.univ.dr. Sonia Munteanu | | | | | | | | | |
| 2.4 | Teachers in charge of seminars | Conf.univ. dr Sonia Munteanu; Lect.dr. Mona Tripon; Asist.dr. Monica Negoescu | | | | | | | | | |
| 2.5 | Year of study | 1 | 2.6 | Semester | 1 | 2.7 | Assessment | grade | 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: | 2 |
| 3.4 | Total hours in the curriculum | 52 | 3.5 | of which, course: | - | 3.6 | applications: | 28 |
| 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 | | | | | | | | 24 |
| Tutoring | | | | | | | | |
| Exams and tests | | | | | | | | |
| Other activities | | | | | | | | |
| 3.7 | Total hours of individual study | 24 | | | | | | |
| 3.8 | Total hours per semester | 52 | | | | | | |
| 3.9 | Number of credit points | 2 | | | | | | |

4. Pre-requisites (where appropriate)

| | | |
|-----|------------|-----------------------------|
| 4.1 | Curriculum | none |
| 4.2 | Competence | Minimum B1, B2 level (CEFR) |

5. Requirements (where appropriate)

| | | |
|-----|----------------------|--|
| 5.1 | For the course | N/A |
| 5.2 | For the applications | Class attendance, individual study and homework completion |

6. Specific competences

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|--------------------------|--|
| Professional competences | Communication in specific discipline in a foreign language; conducting specific professional activities in multilinguistic teams. |
| 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 | 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 | <p>At the end of this seminar, the students will be able to:</p> <ul style="list-style-type: none"> - Participate and express their opinion, evaluation and recommendation in work-related meetings/events/activities; - Take notes on specialized topics within their field of specialization; - Read and extract specific and general information from a variety of technical texts; - Write and talk about their own work/professional skills and abilities, professional needs and development. |

8. Contents

| 8.1. Lecture (syllabus) | | Teaching methods | Notes |
|-------------------------|--|------------------|-------|
| 1. | | | |
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| Bibliography | | | |
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| 8.2. Applications/Seminars | | Teaching methods | Notes |
| 1. | Asking and answering questions in a professional meeting. Note-taking and summarizing information of oral input. | Presentation of contents, elicitation, small-project based learning tasks, problem solving tasks, group and pair work, peer evaluation, formative assessment | |
| 2. | Extracting and delivering information extracted from written specialized text (technical article, product specification, technical brochure, work memo, product review, report, and proposal) in written and spoken form to knowledgeable audience and non-specialists. | | |
| 3. | Comparing and contrasting features of product, process, events, activities. | | |
| 4. | Expressing opinion, in writing or speaking, on topics of general professional or job related topics. Complaining about product quality or service. | | |
| 5. | Expressing various degrees of certainty, assessing situations, events and objects. Expressing outcomes and conditions. Supplying information to support/refute an argument. | | |
| 6. | Describing events, their time frames, sequence and duration. | | |
| 7. | Preparing a job application file and interview: introducing self and describing experience, skills and abilities in writing and speaking, asking and answering questions about job preferences, professional needs and development. | | |
| 8. | Making proposals, in writing or speaking, reacting appropriately to others' proposals, agreeing and disagreeing. | | |
| 9. | Participating and managing participation in work related meetings on familiar topics within their field of specialization. | | |
| 10. | Using hedges, polite and appropriate language for various work-related situations, repairing communication breakdowns or misunderstandings. | | |
| 11. | Predicting development of events, highlighting main trends and secondary tracks or less important details. | | |
| 12. | Supplying spoken and written feedback on technical/work related topics. | | |
| 13. | Expressing modality: necessity, obligation, recommendation on work related topics. | | |
| 14. | End-term test | | |
| Bibliography | | | |
| 1. Bonamy, D. (2011) <i>Technical English 4</i> , course book, workbook, CDs, Pearson, Longman. | | | |
| 2. Esteras, S. R & al. (2010) <i>Professional English in Use For Computers and the Internet</i> , CUP. | | | |
| 3. Biber, D & al. (2009) <i>Longman grammar of spoken and written English</i> , Longman. | | | |
| 4. Glendinning, <i>Technology</i> , vol I-II, Oxford University Press, 2008. | | | |
| 5. Ibbottson, M. (2010) <i>Cambridge English for Engineering</i> , CUP. | | | |

6. Tripon, Mona: Faszination Technik. Sprachtrainer Deutsch für Studenten technischer Universitäten. Editura Napoca Star, Cluj-Napoca, 2012. ISBN 978-973-647908-3
7. Dengler/Rusch/Schmitz/Sieber: Netzwerk A1-B1. Deutsch als Fremdsprache. Langenscheidt, 2014.
8. Fearn, A./Buhlmann R.: Technisches Deutsch für Ausbildung und Beruf. Lehr-und Arbeitsbuch. Verlag Europa-Lehrmittel, 2013.

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 | - | - | - |
| Applications | Completion of mid-term and end-term evaluation, homework or individual study solving, attendance to seminar | On-going class-work evaluation; One mid-term test and one end-term test (integrated skills) | Class-work evaluation – 30% Mid-term test – 30% End-term test – 40% |
| 10.4 Minimum standard of performance – at least 50% of all components of tasks solved correctly | | | |

Date of filling in
1 October 2016

Teachers in charge of seminars
Conf.univ. dr Sonia Munteanu; Lect.dr.
Mona Tripon; Asist.dr. Monica Negoescu

Date of approval in the department
1 October 2016

Head of department
Conf.univ.dr. Ruxanda Literat

SYLLABUS

1. Data about the program of study

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|-----|--------------------------------|---|
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| 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 | <p>Identification of continuous training opportunities, capitalization on resources and learning techniques for own development</p> <p>Capacity of reading and writing documents in a foreign language, useful for academic and/or - professional career</p> <p>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 | 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 | <p>At the end of this course, the students will be able to:</p> <ul style="list-style-type: none"> - 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, | | |

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| | 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 | | | |
| <ol style="list-style-type: none"> 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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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 | | | |
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Date of filling in
1 October 2016

Teachers in charge of seminars

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Date of approval in the department
1 October 2016

Head of department
Conf.univ.dr. Ruxanda Literat