

Syllabus

1. Data about the program of study

1.1 Institution	Technical University of Cluj-Napoca
1.2 Faculty	Automation and Computer Science
1.3 Department	Automation
1.4 Field of study	Automation, Applied Informatics and Intelligent Systems
1.5 Cycle of study	Bachelor of Science
1.6 Program of study	Automation and Applied Informatics (English)
1.7 Form of education	Full time

2. Data about the subject

2.1 Subject name	English Language 2			Subject code	14.10
2.2 Course responsible/lecturer					
2.3 Teachers in charge of applications	Assoc. Prof. Cecilia Policsek, Ph. D Cecilia.Policsek@lang.utcluj.ro				
2.4 Year of study	1	2.5 Semester	2	2.6 Assessment (E/C/V)	C
2.7 Type of subject	<i>DF – fundamental, DD – in the field, DS – specialty, DC – complementary</i>				DC
	<i>DI – compulsory, DO – elective, Dfac – optional</i>				DOP

3. Estimated total time

3.1 Number of hours per week	2	of which:	3.2 Course	0	3.3 Seminar	2	3.3 Laboratory	0	3.3 Project	0
3.4 Total hours in the teaching plan	28	of which:	3.5 Course	0	3.6 Seminar	28	3.6 Laboratory	0	3.6 Project	0
3.7 Time distribution (hours per semester) for:										
(a) Manual, lecture material and notes, bibliography										8
(b) Supplementary study in the library, online and in the field										0
(c) Preparation for seminars/laboratory works, homework, reports, portfolios, essays										10
(d) Tutoring										0
(e) Exams and tests										4
(f) Other activities:										0
3.8 Total hours individual study hours (sum of (3.3(a)...3.3(f)))				22						
3.9 Total hours per semester (3.2+3.4)				50						
3.10 Number of credits points				2						

4. Pre-requisites (where appropriate)

4.1 Curriculum	Completion of the subject English I
4.2 Competence	Knowledge of general English minimum B1+/B2 (CEFR)

5. Requirements (where appropriate)

5.1. For the course	N/A
5.2. For the applications	Class attendance is mandatory.

6. Specific competences

6.1 Professional competences	Communication in English in academic and professional contexts, at B1+/B2 level
6.2 Cross competences	Identifying roles and responsibilities within a team specialized in different areas, taking decisions and delegating tasks, by applying effective socializing and work techniques within teams.

7. Course objectives

7.1 General objective	Development of the ability to communicate in English, in technical professional contexts.
7.2 Specific objectives	After completing the seminar, the student will be able to: -- participate in meetings, work meetings and work activities, and express opinions, assessments, and recommendations within this framework; -- take notes on topics that belong to their area of expertise; -- read different types of technical documents and gather specific and general information; -- write and speak about their professional skills and needs, as well as about their professional development.

8. Expected learning results

Knowledge	Students will have improved their knowledge of the rules of relevance when delivering presentations within their area of specialization.
Skills	At the end of the seminar, students will have improved their skills in terms of delivering presentations on topics related to their area of specialization. Students will have improved their ability of working in pairs and teams.
Responsibility and autonomy	Students will have developed their understanding in terms of using learning sources critically and responsibly. They will have developed their awareness in terms of the importance of studying and applying the rules that govern the effective presentation of topics within their area of specialization.

9. Contents

9.1 Lecture	No. hours	Teaching methods	Notes
N/A			
Bibliography (<i>mandatory bibliography which contains at least a bibliographical reference that belongs to the subject area, which is available in a number of copies that covers the students' needs</i>).			
9.2 Applications (seminar/laboratory/project)	No. hours	Teaching methods	Notes
1.Describing the goal of communication within professional contexts, understanding different types of presentation: informative, descriptive and argumentative	2	Interactive teaching, work in teams/pairs, individual and group projects, case studies, debates, focus on problem-solving approaches	The exercises and tasks will be selected based on the level of expertise of each group, for each topic
2. Evaluating, anticipating and describing the needs of the audience when delivering technical/scientific presentations. Formulating and making communication needs: answering the needs of the audience	2		
3. Organizing information and structuring ideas: important ideas vs. details, supporting information and exemplifying and providing additional information.	2		
4. The format of the lecture/oral presentations: introduction, contents, conclusion, and questions and answers	2		
5. Preparing the presentation: introducing oneself, specifying the goal of the presentation, anticipating the key points, and mentioning the moments when the speaker will answer questions	2		
6. Voice control and oral production. Elements of prosody: word and sentence emphasis, pace, cadence, rhythm, and intonation.	2		

7. Using structures that increase the impact of the presentation: parallel structures, tripling, cumulative structures, harmonizing voice and body language.	2		
8. Preparing the visual support. PowerPoint slides—pros and cons, the technical visual support (graphs and tables, etc.)	2		
9. Presenting, describing and interpreting the information in a visual support: presenting numbers, describing trends through graphs or tables, and summarizing relevant data	2		
10. Presenting narrative information. Connectors of sequence and within sentences. Elements of coherence and cohesion.	2		
11. Formulating a powerful conclusion: revising the main points, concluding and formulating memorable messages.	2		
12. Encouraging questions and communicating effectively with the audience	2		
13. Student projects	2		
14. Written test	2		
Bibliography			
1.Boyle M. and L. Warwick (2018). <i>Skillful Reading & Writing</i> . Student’s Book 4. London: Macmillan.			
2.Craven, M. (2018). <i>Real Listening & Speaking 4</i> . Cambridge: Cambridge University Press.			
3.Esteras, S. R. (2012). <i>Infotech. English for computer users</i> . 4th Edition. Cambridge: Cambridge University Press.			
4. Grănescu , M. and S. Munteanu (2015). <i>Aspects of English Grammar in Technical Contexts</i> , U.T.Press (Biblioteca UTCN)			
5. Ibbotson, M. (2010). <i>Cambridge English for Engineering</i> . Cambridge: Cambridge University Press.			

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

A better command of a foreign language will ensure a more flexible adjustment of the students to the labor market, as well as the access to individual professional development. The introduction to the specificity of the language of the students' area of specialization will lead to better research abilities in terms of the chosen profession.

11. Evaluation

Activity type	Assessment criteria	Assessment methods	Weight in the final grade
Course			
Seminar	Students are accepted to take the test only if they have attended 80% of the classes and completed all the assignments recommended for individual study.	Written test Oral assessment Portfolio	Written test 30% Oral assessment: 30% Assessment of portfolios: 40%
Laboratory			
Project			
Minimum standard of performance: The final grade is calculated if each component of the final assessment is completed to at least 60%.			

Date of completion 24.06.2026		Title Firstname NAME	Signature
	Applications	Assoc. Prof. Cecilia Policsek, Ph. D.	

Date of approval by the Department Board

Head of Departament
Prof. eng. Honoriu Mugurel Ioan VĂLEAN,
Ph. D.

Date of approval by the Faculty Council

Dean
Prof. eng. Vlad MUREȘAN, Ph. D.