

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	Computer Science - English
1.4 Field of study	Computer Science and Information Technology
1.5 Cycle of study	Bachelor of Science
1.6 Program of study/Qualification	Computer Science/ Engineer
1.7 Form of education	Full time

2. Data about the subject

2.1 Subject name	German Language II				Subject code	13.3
2.2 Course responsible / lecturer	-					
2.3 Teachers in charge of seminars / Laboratory / project	Lector dr. Mona Tripon - Mona.Tripon@lang.utcluj.ro					
2.4 Year of study	I	2.5 Semester	1	2.6 Type of assessment (E - exam, C - colloquium, V – verification)	C	
2.7 Subject category	Formative category: DF – fundamental, DS – speciality, DC – complementary					DC
	Optionality: DOB – mandatory, DOP – optional (alternative), DFA – optional (free choice)					DOB

3. Estimated total time

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

4. Pre-requisites (where appropriate)

4.1 Curriculum	None
4.2 Competence	Minimum A2/B1 level (CEFR)

5. Requirements (where appropriate)

5.1. For the course	-
5.2. For the applications	Class attendance, individual study and homework completion

6. Specific competence

6.1 Professional competences	N/A
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6.2 Cross competences	CT2 – Identifying, describing and conducting processes in the projects management field, assuming different roles inside the team and clearly and concisely describing, verbally or in writing, in Romanian and in an international language, the own results from the activity field.
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7. Expected Learning Outcomes

Knowledge	- Knows how to apply the rhetorical structure of a professional speech; - Knows how to adapt the vocabulary, grammar and informational content of the speech to the audience's expectations; - Has a basic understanding of active listening.
Skills	- Can provide a clear and detailed description of a wide range of topics related to their field of interest; - Can develop arguments, highlighting relevant points, in a manner appropriate to their level of language proficiency; - Can handle objections appropriately; - Can interact and provide constructive feedback during presentation activities; - Can effectively use digital and multimedia tools and technologies to prepare and deliver a speech.
Responsibilities and autonomy	The student is able to independently and responsibly apply the knowledge and skills required to prepare and deliver an oral presentation in technical and academic contexts.

8. Discipline objective (as results from the *key competences gained*)

8.1 General objective	Students should acquire knowledge and integrated skills to communicate in German in professional (technical and engineering) contexts and on job related topics.
8.2 Specific objectives	At the end of this seminar, the students will be able to: - 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.

9. Contents

9.2 Applications - Seminars/Laboratory/Project	Hours	Teaching methods	Notes
1. Describing the purpose of communication in a professional context. Distinguishing between different types of presentations: informative, descriptive, persuasive.	2	Problem- solving tasks, group and pair work, peer evaluation, formative assessment. Teaching using digital and multimedia technologies.	Contents are organized and adapted to the groups' level.
2. Assessing, anticipating, and describing the audience's needs and expectations when communicating on technical/scientific topics.	2		
3. Organizing information and structuring ideas: key ideas vs. details, supporting information and providing examples, supplementary information.	2		
4. The structure of a presentation: introduction, content, conclusions, and Q&A.	2		
5. Defining the purpose of the lecture, organizing the content, and highlighting key points. Critical reflection on the risks associated with using Gen-AI technologies when creating a presentation.	2		
6. Elements of prosody: stressing words and sentences, cadence, rhythm, and intonation.	2		
7. Using structures that enhance the impact of the lecture.	2		

Humanizing a speech			
8. Choosing visual aids appropriate to the content. Advantages and disadvantages of using digital and multimedia resources.	2		
9. Presenting, describing, and interpreting information from visual aids: numerical data, describing graphs or tables, summarizing and/or highlighting relevant data/numerical values, commenting on images.	2		
10. Sequence markers and syntactic connectors. Transitional elements, discourse markers.	2		
11. Crafting a compelling conclusion. Inviting questions, communicating effectively with the audience, expressing opinions, the importance of attitude.	2		
12. Viewing integrated digital materials: interactive PDFs, online presentations, virtual simulations. Practicing techniques for presenting multimedia content.	2		
13. Student presentations I	2		
14. Student presentations II	2		
Bibliography: The materials used in class will be provided electronically by the teacher through MSTEams platform or any other means agreed upon. 1. Diensel, Sabine/Geiger, Susanne: <i>Großes Übungsbuch Grammatik A2-B2</i>. Hueber Verlag. 1 Auflage, 2009. ISBN 978-3-19-101721-7 2. Fearn, A./Buhlmann R.: <i>Technisches Deutsch für Ausbildung und Beruf. Lehr- und Arbeitsbuch</i>. Verlag Europa-Lehrmittel, 2013. 3. Hohmann, Sandra: <i>Einfach Schreiben! Deutsch als Zweit- und Fremdsprache A2-B1</i>, Ernst Klett Verlag Stuttgart, 2016. ISBN 978-3-12-676231-1 4. Tripon, Mona: <i>Faszination Technik. Sprachtrainer Deutsch für Studenten technischer Universitäten</i>. Editura Napoca Star, Cluj-Napoca, 2012. ISBN 978-973-647908-3			

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, improving 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-art knowledge in students' professional field.

10. Evaluation

Activity type	Assessment criteria	Assessment methods	Weight in the final grade
Course	-	-	-
Seminar	Completion of end-term evaluation, homework or individual study solving, attendance to seminar	Final oral test + applicative themes (written)	Oral test 60% Applicative themes 40%
Laboratory	-	-	-
Project	-	-	-
Minimum standard of performance: at least 50% of all components of tasks solved correctly			

Date of filling in: 27.04.2026	Responsible	Title,FirstnameLastname	Signature
	Curs	-	
	Aplicații	Lect.dr. Mona TRIPON	

Date of approval in the department	Head of department, Assoc.prof.dr. Ruxanda Literat
Date of approval in the Faculty Council	Dean, Prof.dr.eng. Vlad Mureșan