

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
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	English Language I (Technical Documents Elaboration)			Subject code	21.1
2.2 Course responsible / lecturer	Lecturer dr. Negoescu Monica - Monica.Negoescu@lang.utcluj.ro				
2.3 Teachers in charge of seminars / Laboratory / project	-				
2.4 Year of study	II	2.5 Semester	3	2.6 Type of assessment (E - exam, C - colloquium, V – verification)	E
2.7 Subject category	Formative category: DF – fundamental, DS – speciality, DC – complementary				DC
	Optionality: DOB – mandatory, DOP – optional (alternative), DFA – optional (free choice)				DOP

3. Estimated total time

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

4. Pre-requisites (where appropriate)

4.1 Curriculum	Language competence B1+/B2 level in CEFRL
4.2 Competence	Continuous learning

5. Requirements (where appropriate)

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

6. Specific competence

6.1 Professional competences	N/A
6.2 Cross competences	CT3 – Demonstrating the spirit of initiative and action for updating professional, economic, and organizational culture knowledge

7. Expected Learning Outcomes

Knowledge	Upon completion of the course, the student is able to: - Describe the principles and conventions specific to academic and scientific communication, including the rhetorical and functional structure of professional genres in the engineering field. - Explain the grammatical, stylistic, and formatting rules applicable to writing technical documents in a foreign language. - Identify the mechanisms of meaning construction in specialized discourse, including the use of technical terminology, logical relationships, and specific connectors.
Skills	Upon completion of the course, the student will be able to: - Use academic and scientific sources appropriately in the process of researching and writing specialized texts. - Produce academic and technical texts (reports, proposals, problem–solution texts, reviews, etc.), following conventions of style, coherence, and textual cohesion. - Apply techniques of paraphrasing, summarizing, and reformulating information from specialized texts, including through the responsible use of digital technologies and GenAI. - Adapt written discourse to the communicative context, audience, and purpose by appropriately using rhetorical functions and domain-specific linguistic resources.
Responsibilities and autonomy	The student has the ability to apply knowledge and skills autonomously and responsibly in order to communicate effectively and ethically in technical and academic fields.

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

8.1 General objective	Correct use of grammar conventions regarding the writing of technical documents in a foreign language
8.2 Specific objectives	At the end of this course, students should be able to: -Master documenting strategies, information processing; writing according to discourse patterns in academic and/or scientific contexts. - Use of specialized language in written texts on science and academic related topics. - Recognize and comprehend the rhetorical and functional structure of discipline appropriate (written) genres.

9. Contents

9.1 Lectures	Hours	Teaching methods	Notes
1. Academic and scientific communication: what information is and the mechanisms of its transmission. The informational load of a text – the difference between text and information. Specialized academic/scientific discourse, audience and discourse communities, rhetorical functions, and communicative purposes.	2	Lecture, conversation, recognition of language aspects, conventions and formatting in specialized texts. Practical exercises for writing/understanding specialized texts. Practical mini-projects.	Contents are organized and adapted to the groups' level
2. Elements of style in academic and specialized discourse (punctuation, style, lexical-grammatical complexity). Sentence contraction/expansion exercises, paraphrasing, written text correction, textual coherence and cohesion. Use of digital tools and GenAI technologies to improve style and textual coherence. Ethical aspects and the impact on foreign language learning.	4		
3. Methods of enriching scientific and technical vocabulary: derivation, semantic extension, metaphors and adaptations, meaning restrictions, coinage of new terms, borrowings and translations from other languages. Exercises in lexical	4		

transformation, identification of technical/academic terminology. Vocabulary consolidation.			
4. Logical relations and connectors in scientific text (causality, contrast, condition, concession, sequence, simultaneity, comparison, etc.). Practical exercises.	2		
5. Frequent rhetorical functions in technical documents: definition, classification, exemplification, warning, delimitation of responsibilities, sanctioning. Multimedia genres – blog/vlog/video podcast presenting products/services/technology. Product reviews, etc.	4		
6. Written/multimodal genres in scientific and academic discourse: descriptive/argumentative report, data report, evaluation–recommendation report, problem–solution text, project proposals, etc. Lexico-grammatical features and discourse structures.	4		
7. Understanding academic and scientific texts: paraphrasing and summarizing a specialized text. Extracting main ideas, secondary ideas, and supporting details. Using LLM/GenAI technologies for text summarization and paraphrasing – advantages, challenges, and ethical considerations.	4		
8. Presentation and discussion of the students’ documents	2		
Final test	2		
Bibliography: (The materials used in class will be provided electronically by the teacher through MSTeams platform or any other means agreed upon). Philip Rubens (2002) <i>Science and Technical Writing</i>. Routledge. Stephen Bailey (2003) <i>Academic Writing</i>, Routledge-Falmer. Morley, John, Peter Doyle and Ian Pole (2007). <i>University Writing Course</i>. Newbury: Express Publishing. Rogers, Louis & Jennifer Wilkin (2013). <i>Skillful Reading & Writing</i>. Oxford: Macmillan Education. Nigel A. Caplan (2012). <i>Grammar Choices for Graduate and Professional Writers</i>. McCarthy, M. and F. O'Dell (2017). <i>English Vocabulary in Use</i>. Cambridge: Cambridge University Press. M. and F. O'Dell (2019). <i>Academic Vocabulary in Use</i>. Cambridge: Cambridge University Press. Morley, J., P. Doyle and I. Pole (2007). <i>University Writing Course</i>. Newbury: Express Publishing. Policsek, C. (2023). <i>Entanglements of Writing</i>. Cluj-Napoca: UTPress. “The Online Writing Lab” at Purdue University http://owl.English.purdue.edu/owl Writing for a Purpose” http://learnenglish.britishcouncil.org/en/writing-purpose			

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

Improving the ability to draw up a technical and scientific document in English increases the chances of employment in companies that use this foreign language.

11. Evaluation

Activity type	Assessment criteria	Assessment methods	Weight in the final grade
Course	The ability to recognize and understand rhetorical and functional structures of professional written genres in the field of engineering sciences. The ability to produce a short text correctly in terms of format, linguistic, lexical, and discursive structures, as well as layout.	- final written test + applied topics	Written test 70% Applied topics 30 %
Minimum standard of performance: The final grade is calculated if at least 60% of each component of the final evaluation is solved correctly.			

Date of filling in: 29.04.2026	Responsible	Title, First name Last name	Signature
	Course	Lecturer dr. Monica NEGOESCU	
	Applications	-	

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