**Universitatea Naţională de Ştiinţă şi Tehnologie Politehnica Bucureşti**
**Facultatea de Electronică, Telecomunicaţii şi**
**Tehnologia Informaţiei**

# COURSE DESCRIPTION

## 1. Program identification information

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|---|---|
| 1.1 Higher education institution | **National University of Science and Technology Politehnica Bucharest** |
| 1.2 Faculty | **Electronics, Telecommunications and Information Technology** |
| 1.3 Department | **Applied Electronics and Information Engineering** |
| 1.4 Domain of studies | Electronic Engineering, Telecommunications and Information Technology |
| 1.5 Cycle of studies | Bachelor/Undergraduate |
| 1.6 Programme of studies | Applied Electronics |

## 2. Date despre disciplină

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|---|---|---|---|---|---|---|---|
| 2.1 Course name (ro)<br>(en) | | | | Limba străină 1 - engleză<br>Foreign language 1 - English | | | |
| 2.2 Course Lecturer | | | | | | | |
| 2.3 Instructor for practical activities | | | | Associate professor PhD Elisabeta Simona CATANĂ, Assistant professor PhD Andra Porumbeanu, Lecturer PhD Doina Irina Simion, PhD Candidate Claudia Davidson-Novosivschei | | | |
| 2.4 Year of studies | 1 | 2.5 Semester | 1 | 2.6. Evaluation type | V | 2.7 Course regime | Op |
| 2.8 Course type | | C | 2.9 Course code | 04.C.01.A.031 | | 2.10 Tipul de notare | Nota |

## 3. Total estimated time (hours per semester for academic activities)

| | | | | | |
|---|---|---|---|---|---|
| 3.1 Number of hours per week | 2 | Out of which: 3.2 course | 0.00 | 3.3 seminary/laboratory | 2 |
| 3.4 Total hours in the curricula | 28 | Out of which: 3.5 course | 0 | 3.6 seminary/laboratory | 28 |
| Distribution of time: | | | | | hours |
| Study according to the manual, course support, bibliography and hand notes<br>Supplemental documentation (library, electronic access resources, in the field, etc)<br>Preparation for practical activities, homework, essays, portfolios, etc. | | | | | 20 |
| Tutoring | | | | | 0 |
| Examinations | | | | | 2 |
| Other activities (if any): | | | | | 0 |

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| 3.7 Total hours of individual study | 22.00 |
| 3.8 Total hours per semester | 50 |
| 3.9 Number of ECTS credit points | 2 |

## 4. Prerequisites (if applicable) (where applicable)

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| 4.1 Curriculum | - |
| 4.2 Results of learning | The seminars of ***Foreign Language 1 English*** are designed for the students whose level of competence is at least B1 – according to the Common European Framework of Reference for Languages |

**5. Necessary conditions for the optimal development of teaching activities** (where applicable)

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| 5.1 Course | - |
| 5.2 Seminary/ Laboratory/Project | Compulsory attendance at the seminars according to the rules and regulations of Bachelor Studies in the National University of Science and Technology POLITEHNICA Bucharest |

**6. General objective** *(Reffering to the teachers' intentions for students and to what the students will be thought during the course. It offers an idea on the position of course in the scientific domain, as well as the role it has for the study programme. The course topics, the justification of including the course in the currcula of the study programme, etc. will be described in a general manner)*

The main objective of the *Foreign Language 1 English* seminar for the 1st year students in the 1st semester of Bachelor Studies in the field of *Electronic Engineering, Telecommunications and Information Technology* is to develop the fundamental skills that are necessary for professional communication at the B2-C1 level according to the Common European Framework of Reference for Languages: reading and listening comprehension at the B2-C1 level, the fluent and accurate speaking, the accurate writing of professional documents (the argumentative essay, the report) in the formal register.

**7. Competences** *(Proven capacity to use knowledge, aptitudes and personal, social and/or methodological abilities in work or study situations and for personal and proffesional growth. They refflect the empolyers requirements.)*

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|---|---|
| **Specific Competences** | • The students' capacity to use grammar structures without errors in their own contexts of communication;<br>• The students' capacity to communicate fluently, having an adequate pronunciation;<br>• The students' capacity to understand a written text or a conversation at the B2-C1 level;<br>• The students' capacity to use vocabulary with a complex structure in their own contexts of communication;<br>• The students' capacity to give an academic presentation in the formal register and with an appropriate structure;<br>• The students' capacity to write an argumentative essay and a report with a correct structure and in an accurate way. |
| **Transversal (General) Competences** | · The polite, ethical behaviour, observing the rules of the university and the legislation in force, developing their reputation in accordance with the students' status and with the requirements of their future profession.<br>· Establishing a successful professional communication in an academic environment;<br>Proving their ability to take initiative and action to enhance their English language knowledge using printed and electronic documentary resources in English. |

**8. Learning outcomes** *(Synthetic descriptions for what a student will be capable of doing or showing at the completion of a course. The learning outcomes reflect the student's acomplishments and to a lesser extent the teachers' intentions. The learning outcomes inform the students of what is expected from them with respect to performance and to obtain the desired grades and ECTS points. They are defined in concise terms, using verbs similar to the examples below and indicate what will be required for evaluation. The learning outcomes will be formulated so that the correlation with the competences defined in section 7 is highlighted.)*

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|---|---|
| **Knowledge** | *The result of knowledge aquisition through learning. The knowledge represents the totality of facts, priciples, theories and practices for a given work or study field. They can be theoretical and/or factual.*<br>The students will advance their knowledge of grammar, general vocabulary and their skills of fluent and accurate speaking, their skills of academic writing for professional verbal and written communication at the B2-C1 level. |
| **Skills** | *The capacity to apply the knowledge and use the know-how for completing tasks and solving problems. The skills are described as being cognitive (requiring the use of logical, intuitive and creative thinking) or practical (implying manual dexterity and the use of methods, materials, tools and intrumentation).*<br>• The students' capacity to use their knowledge of English in any context of verbal and written communication in their future career in the field of *Electronic Engineering, Telecommunications and Information Technology;*<br>• The students' capacity to understand a written text or a listened conversation, solving specific exercises at the B2-C1 level;<br>• The students' capacity to use a wide range of vocabulary at the B2-C1 level including collocations and idioms and using their creative and logical thinking in contexts of communication that are specific to their future career in their domain of studies;<br>• The students' capacity to communicate fluently, having an accurate pronunciation;<br><br>The students' capacity to express their opinions in a formal manner and argue for their viewpoints in an accurate and professional manner in written and verbal contexts, respecting their interlocutor, being polite and using an adequate vocabulary in the formal register. |
| **Responsability and autonomy** | *The student's capacity to autonomously and responsably apply their knowledge and skills.*<br>• The students' capacity to use their knowledge of English in a responsible manner in any context of professional communication at the B2-C1 level;<br>• The students' capacity to observe the rules of academic ethics, accurately citing all the resources used for accomplishing their seminar activities and for writing their papers in English;<br>• The students'capacity to cooperate and work in a team during the seminars of ***Foreign Language 1 English***, making sensible decisions, using an adequate vocabulary, being polite and respecting all interlocutors;<br><br>The students' capacity to observe the deadlines for the seminar activities. |

**9. Teaching techniques** *(Student centric techniques will be considered. The means for students to participate in defining their own study path, the identification of eventual fallbacks and the remedial measures that will be adopted in those cases will be described.)*

Taking into consideration the fact that the general objective ***of the Foreign Language 1 English*** seminar is to develop the students' competence of professional communication in verbal and written contexts at the B2-C1 level, we will use the student-centred approach and the communicative method. The student-centred approach will get the students involved in the seminar activities, enhancing their critical and creative thinking in their communication activities during the seminars and in other professional communication contexts in English in their future career. The student-centred approach will enable the students to discover the meaning of the new words and of certain language structures based on the contexts, answering the concept questions asked by the professor according to the methodology of teaching English based on the Cambridge standards. We will use methods of lecturing, textbooks and we will solve various types of exercises.

**10. Contents**

| **SEMINARY** | | |
|---|---|---|
| **Crt. no.** | **Content** | **No. hours** |
| 1 | Reading comprehension activities. Approaching an academic / technical text.<br>a) Vocabulary practice. Exercises.<br>b) Arguing for one's viewpoints on a written text and on a given topic.<br>c) Listening activities, speaking, reading and grammar activities. Exercises. | 4 |
| 2 | Academic writing. Argumentative essays. Reports<br>Grammar revision: verb tenses, the conditional, the passive voice, the inversion, modal verbs, the gerund.<br>Grammar practice. Exercises. | 8 |
| 3 | Specific language development<br>a) Specific and remedial language (General English and English for Specific Purposes): the Noun Group and the Verb Group.<br>b) Collocations and idioms in a range of communicational and cultural contexts. | 4 |
| 4 | Oral presentation techniques:<br>Phases (preparation, introduction, development, closing), specific language, rhetorical devices, cohesion techniques (listing, linking, sequencing), graph presentation. | 6 |
| 5 | Individual Project: Giving a technical/academic presentation (free choice from listed themes) based on a structured PowerPoint and other visual aids. | 2 |
| 6 | Revision | 2 |
| 7 | Final written test | 2 |
| | **Total:** | 28 |

**Bibliography:**
1. ***Effective Professional Communication in English***. Autori: Cristina Mihaela Nistor (coordonator), Burghelea-Arabu Alexandra, Elisabeta Simona Catană, Anca Greculescu, Mihaela Lăcrămioara Ivan, Popa Fabiola, Alexandra Georgiana Sălcianu, Simona Mazilu, Mihaela Pricope, Brânduşa Răileanu, Silvana Diana Stoica, Isabel Tischer. Bucureşti: Editura Printech, 2024.
2. Betsis, Andrew. Windsor, Maria. Lethem, Linda. ***Vocabulary Success. C1 Advanced***. Global ELT, 2020.
3. Brieger, Nick. Pohl, Alison. ***Technical English. Vocabulary and Grammar***. Hampshire: National Geographic Learning as part of Cengage Learning, 2012.
4. Cotton, David. Falvey, David. Kent, Simon. ***Upper Intermediate Market Leader. Business English Coursebook.*** Third Edition. Pearson Education Limited, 2011.
5. Evans Virginia. Dooley, Jenny. Taylor, Carl. ***Career Paths. Electronics.*** Express Publishing, 2012.
6. Hewings, Martin. Haines, Simon. ***Cambridge English Grammar and Vocabulary for Advanced with Answers.*** Cambridge University Press, 2015.
7. Michael McCarthy, Felicity O'Dell. ***Academic Vocabulary in Use***. ***Advanced.*** Third Edition. Cambridge University Press, 2017.
8. O'Dell, Felicity, McCarthy, Michael. ***English Idioms in Use. Advanced.*** Cambridge: Cambridge University Press, 2010.
9. O'Dell, Felicity, McCarthy, Michael. ***English Collocations in Use. Advanced***. Second Edition. Cambridge University Press, 2017.
10. Powell, Mark. ***Dynamic Presentations.*** Cambridge: Cambridge University Press, 2011.
11. ***English for Professional Communication***. Autori: Mihaela Blându, Simona Catană**,** Yolanda Catelly, Doina Comaneţchi, Camelia Constantinescu, Simona Cosoreci, Dariana Cristea, Simona Grosu, Cristina Iliescu, Simona Mihai, Viorela Nestor, Fabiola Popa, Monica Pricope, Lacrămioara Radeş, Brânduşa Răileanu, Elena Savu, Doina Simion, Sabina Stănilă, Dana Urs. Project coordinator& copy editor: Mihaela Blându. Bucureşti: Editura Printech, 2004.

**11. Evaluation**

| Activity type | 11.1 Evaluation criteria | 11.2 Evaluation methods | 11.3 Percentage of final grade |
|---|---|---|---|
| 11.4 Course | | | |
| 11.5 Seminary/laboratory/project | Knowing the grammar rules and the vocabulary items for understanding written texts and listened messages, being able to give clear arguments and an effective presentation. | Checking the way the exercises are solved, the way the seminar tasks are accomplished during each seminar. | 80 |
| | Knowing the techniques of giving an oral academic presentation, using the formal register and an adequate structure for being coherent. | Final written test | 20 |
| 11.6 Passing conditions | | | |
| scoring 50 % out of the total | | | |

**12. Corroborate the content of the course with the expectations of representatives of employers and representative professional associations in the field of the program, as well as with the current state of knowledge in the scientific field approached and practices in higher education institutions in the European Higher Education Area (EHEA)**

Developing their communication competence by focusing on fluency and accuracy, the students will be able to use English successfully in their future career in their domain, knowing a series of communication and argumentation strategies at the B2-C1 level.

Developing their skills of academic writing in English, the students will be able to accomplish a series of writing tasks included in their job description. For example, they will know how to write a report.

Developing their oral presentation techniques, the students will be able to use the acquired knowledge in order to give different types of presentations for different purposes in their future career.

| Date | Course lecturer | Instructor(s) for practical activities |
|---|---|---|
| 21.09.2026 | | Conf. Dr. Elisabeta Simona Catana |
| | | As. Dr. Andra Porumbeanu |
| | | Lect.dr. Doina Irina Simion |
| | | Drd. Claudia Davidson-Novosivschei |

| Date of department approval | Head of department |
|---|---|
| 22.09.2026 | Conf. Dr. Bogdan Cristian Florea |

| Date of approval in the Faculty Council | Dean |
|---|---|

**Universitatea Naţională de Ştiinţă şi Tehnologie Politehnica Bucureşti**
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22.09.2026

Prof. Dr. Mihnea Udrea

