**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 | **Electronic Devices, Circuits and Architectures** |
| 1.4 Domain of studies | Electronic Engineering, Telecommunications and Information Technology |
| 1.5 Cycle of studies | Bachelor/Undergraduate |
| 1.6 Programme of studies | Microelectronics, Optoelectronics and Nanotechnologies |

## 2. Date despre disciplină

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 2.1 Course name (ro)<br>(en) | | | | Comunicare<br>Communication | | | |
| 2.2 Course Lecturer | | | | Lecturer Dr. Gabriela Beatrice COTET | | | |
| 2.3 Instructor for practical activities | | | | Lecturer Dr. Gabriela Beatrice COTET | | | |
| 2.4 Year of studies | 1 | 2.5 Semester | 2 | 2.6. Evaluation type | V | 2.7 Course regime | Op |
| 2.8 Course type | | C | 2.9 Course code | 04.C.02.A.021 | | 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 | 2 | 3.3 seminary/laboratory | 0 |
| 3.4 Total hours in the curricula | 28 | Out of which: 3.5 course | 28 | 3.6 seminary/laboratory | 0 |
| 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 | Not applicable |
| 4.2 Results of learning | Not applicable |

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

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| 5.1 Course | The existence of an amphitheater appropriately equipped with a video projector, internet connection, an online meeting platform ensuring at least 1 m2/student |

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|---|---|
| 5.2 Seminary/ Laboratory/Project | Not applicable |

**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 ability to build communication structures that reflect the relationship between the speaker and their discussion partner (various medical fields, physical therapy, etc.) in order to understand very well what problems they have and what kind of rehabilitation equipment needs to be built for them.

**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.)*

| | |
|---|---|
| **Specific Competences** | The ability to build communication structures that reflect the relationship between the speaker and their discussion partner (various medical fields, physical therapy, etc.) in order to understand very well what problems they have and what kind of rehabilitation equipment needs to be built for them. |
| **Transversal (General) Competences** | Developing interpersonal relationship skills—the behavioral forms that must be mastered so that an individual is able to participate in an efficient and constructive way in social life and in conflict resolution.<br>Cultural expression—appreciating the importance of the creative expression of ideas, experiences, and emotions through various media, including music and body expression |

**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>Using specialized knowledge to explain and interpret new situations, in broader contexts associated with the field under study<br>Applying knowledge about human behavior.<br>Ensuring that the proposed actions reduce risks and improve health and safety in accordance with the established plan. |
| **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>Integrated use of the conceptual and methodological toolkit in incompletely defined situations to solve new theoretical and practical problems<br>Appropriate and pertinent use of evaluation criteria and methods to formulate judgments and substantiate constructive decisions |
| **Responsability and autonomy** | *The student's capacity to autonomously and responsably apply their knowledge and skills.*<br>Carrying out complex professional tasks under conditions of autonomy and professional independence<br>Self-control of the learning process, diagnosing training needs, and reflective analysis of one’s own professional activity |

**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.)*

Courses are taught at the board and using a laptop and video projector. Students benefit from the electronic course support via the MOODLE platform

**10. Contents**

| **COURSE** | | |
|---|---|---|
| **Chapter** | **Content** | **No. hours** |
| 1 | Introduction to communication theory | 4 |
| 2 | Communication and language | 4 |
| 3 | Communication in a cultural environment | 4 |
| 4 | Organizational communication | 4 |
| 5 | Psychology of communication. | 4 |
| 6 | Management of crisis situations | 4 |
| 7 | Transactional analysis. Neuro-linguistic programming | 4 |
| | **Total:** | 28 |

**Bibliography:**

[1] Burton, Graeme, Richard Dimbleby, Between Ourselves. *An Introduction to Interpersonal communication*, second edition, Arnold, 1995.
[2]. Buzan, Tony. (2000). *The Mind Map Book*
[3]. De Lassus, Rene, *Analiza tranzactională*, Bucuresti, Teora, 2000
[4]. De Lassus, Rene, *Programarea neurolinvistica si arta comunicării*, Bucuresti, Teora 2004
[5]. Dinu, M. *Comunicarea – _repere fundamentale*, Editura Algos, 2000
[6] Geert Hofstede, *Cultures and Organizations:Software of the Mind*, 2010, McGraw Hill, 3rd Edition

**Bibliography:**

**11. Evaluation**

| Activity type | 11.1 Evaluation criteria | 11.2 Evaluation methods | 11.3 Percentage of final grade |
|---|---|---|---|
| 11.4 Course | Delivering a presentation from the course topics with personal contributions (final evaluation) | Presentation | 20 |
| | Course attendance and interactivity | Open discussions and debates | 40 |
| | Assessment of knowledge | Semester paper | 40 |
| 11.5 Seminary/laboratory/project | | | |
| 11.6 Passing conditions | | | |
| - active participation in the course<br>- obtaining at least 50% of the points assigned to laboratory work during the semester;<br>- obtaining at least 50 points from the activity during the semester and from the result of the final evaluation | | | |

**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)**

The course **Communication** aims to develop skills in expression, active listening, negotiation, presentation, and interpersonal relations within professional and organizational contexts specific to the technical field.
For future electronics engineers and telecommunications specialists, effective communication is essential in:

- working in multidisciplinary teams;
- preparing technical and scientific documentation;
- presenting project results;
- collaborating with clients, partners, or institutions;
- ensuring knowledge transfer and innovation.

Thus, the course directly contributes to forming the transversal competencies within the European engineer profile.

| Date | Course lecturer | Instructor(s) for practical activities |
|---|---|---|
| 21.09.2026 | Lecturer Dr. Gabriela Beatrice COTET | Lecturer Dr. Gabriela Beatrice COTET |

| Date of department approval | Head of department |
|---|---|
| 22.09.2026 | Prof. Dr. Claudius Dan |

| Date of approval in the Faculty Council | Dean |
|---|---|
| 22.09.2026 | Prof. Dr. Mihnea Udrea |