 UNIVERSITATEA TEHNICĂ A MOLDOVEI	<b>FIȘA DISCIPLINEI</b>	<b>Cod: FD/M 8.1</b>	
		<b>Ediția</b>	<b>1</b>
		<b>Revizia</b>	<b>0</b>
		<b>Pagina</b>	

MD-2012, CHIȘINĂU, STR. 31 AUGUST 1989, 78, TEL: 022 2376-18 | FAX: 022 23-76-18, [www.utm.md](http://www.utm.md)

### G.O.002 Foreign Language (English)

#### 1. Discipline/module information

<b>Faculty</b>	Computers, Informatics, and Microelectronics				
<b>Department</b>	Software Engineering and Automation				
<b>Cycle of studies</b>	Cycle I, Bachelor's Degree				
<b>Study programme</b>	0613.3 Software Engineering				
<b>Year of study</b>	<b>Semester</b>	<b>Evaluation type</b>	<b>Formative category</b>	<b>Optionality category</b>	<b>ECTS credits</b>
I (full-time study)	I	E	G-discipline for the development of general skills & competencies	O – mandatory course unit	2

#### 2. Total estimated time

Total hours in the study plan	Including				
	Contact hours:		Individual work		
	Lectures	Practical classes	Year project	Study of theoretical material	Preparing applications
60		30		30	

#### 3. Prerequisites to access the discipline/module

According to the study plan	Students should have language knowledge and comprehension skills at a minimum of an upper-intermediate (B2) level. International certifications such as Cambridge, TOEFL, or IELTS are encouraged.
According to the competencies	Use of language as a tool for oral and written communication

#### 4. Conditions for carrying out the educational process

Lectures/ courses	--
Practical lessons	<ul style="list-style-type: none"> <li>- To enhance the delivery of the content in the classroom essential equipment includes a projector, a reliable internet connection, speakers, and either a flipchart or a blackboard for writing. Additionally, for practical lessons, tangible materials such as paper, scissors, stick notes, markers/whiteboard markers etc. may be required. Punctuality is essential, and students are reminded that phone conversations are not allowed during the course.</li> <li>- Students will engage with a set of problems and case studies developed by the instructor, complete individual tasks on ELSE (MOODLE) platform, and perform individual work using provided materials.</li> </ul>

#### 5. Specific competencies acquired

Professional competencies	<ul style="list-style-type: none"> <li>- Develop self-awareness and interpersonal communication.</li> <li>- Enhance teamwork and collaboration.</li> <li>- Master professional CV and résumé writing.</li> <li>- Improve effective cover and motivation letter writing and presentation.</li> <li>- Foster creative thinking and productivity enhancement.</li> </ul>
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Transversal competencies	The course aims to the development of the following transversal competencies: <ul style="list-style-type: none"> <li>- TC1. Demonstrate responsible execution of professional tasks under conditions of autonomy.</li> <li>- TC2. Perform roles and activities specific to teamwork and distributes tasks among members at subordinate levels.</li> <li>- TC3. Recognize the need for continuous learning with the efficient use of resources and learning techniques for personal and professional development.</li> </ul>
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### 6. Course/Module objectives:


General Objective:	To equip students with advanced language skills and professional communication tools.
Specific Objectives	The English course will be oriented towards achieving the following specific objectives: <ul style="list-style-type: none"> <li>- Develop self-awareness by using tools like the MBTI Personality Type Indicator and the Johari Window to improve communication and interpersonal skills.</li> <li>- Enhance teamwork and collaboration abilities through participation in Project-Based Learning (PBL) activities.</li> <li>- Master the creation of professional documents by learning to write an effective Europass CV, résumé, and tailored cover/motivation letters.</li> <li>- Improve creative thinking and productivity by utilizing techniques like Mind Maps to solve problems and enhance academic efficiency.</li> <li>- Strengthen professional English language proficiency for both oral and written communication in diverse professional settings.</li> </ul>

### 7. Content of the discipline/module

Course topics		Number of hours	
		full-time study	part-time study
1.	The Power of Knowing Each Other	4	
2.	Self-Discovery: Exploring MBTI Personality Types and the Johari Window	4	
3.	The Role of Team Collaboration in PBL for Software Engineering Students.t	4	
4.	Crafting an Impactful Europass CV.	6	
5.	Mastering the Art of Résumé Writing for IT Careers.	4	
6.	Building Professional Cover / Motivation Letters	6	
7.	Enhancing Creativity and Productivity through Mind Mapping	2	
<b>Total hours:</b>		<b>30</b>	

### 8. References

Mandatory	<ol style="list-style-type: none"> <li>1. Iwohna Dubicka Margaret O'Keefe. Market Leader 3<sup>rd</sup> Edition Advanced. Business English Course Book. Pearson Longman, 2014.</li> <li>2. Jonh Rogers. Market Leader 3<sup>rd</sup> Edition Advanced. Business English Practice File. Pearson Longman 2014.</li> <li>3. Sarah Cunningham Peter Moor, Jonathan Bygrave, Damian Williams Cutting Edge New Edition, Pearson. 2014. Teacher's Book.</li> <li>4. Sarah Cunningham Peter Moor, Jonathan Bygrave, Damian William. Cutting Edge New Edition, 2014. Student's Book.</li> <li>5. Sarah Cunningham Peter Moor, Jonathan Bygrave, Damian Williams Cutting Edge New Edition, 2014. Workbook.</li> <li>6. Murphy Raymond. Practical English Usage 3rd Edition. Oxford. 2005</li> </ol>
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	<p>7. Michael Swan. Practical English Usage 3rd Edition. Oxford University Press, 2005.</p> <p>8. Michael Swan, David Baker. GRAMMAR SCAN. Diagnostic tests for Practical English Usage. Third Edition. OXFORD University Press. 2010</p>
Additional (optional)	<p><b>Textbooks:</b></p> <ul style="list-style-type: none"> <li>• Language LEADER. Advanced. Coursebook. David Cotton, David Falvey, Simon Kent. PEARSON, Longman, 2019,</li> <li>• PRACTICAL ENGLISH GRAMMAR A. J. Thompson, Oxford University Press</li> <li>• PRACTICAL ENGLISH GRAMMAR, Exercises I. Oxford University Press</li> <li>• PRACTICAL ENGLISH GRAMMAR Exercises II. Oxford University Press</li> <li>• Skills to pay the bills. Mastering Soft Skills for Workplace Success.</li> </ul> <p><b>Websites:</b></p> <ul style="list-style-type: none"> <li>• <a href="https://europa.eu/europass/en/create-europass-cv">https://europa.eu/europass/en/create-europass-cv</a></li> <li>• <a href="http://breakingnewsenglish.com/">http://breakingnewsenglish.com/</a></li> <li>• <a href="https://onlinedegrees.sandiego.edu/complete-list-teaching-methods/">https://onlinedegrees.sandiego.edu/complete-list-teaching-methods/</a></li> <li>• <a href="https://www.linguahouse.com/esl-lesson-plans/esl-course-plans/business-english-course-plans/english-for-business">https://www.linguahouse.com/esl-lesson-plans/esl-course-plans/business-english-course-plans/english-for-business</a></li> <li>• <a href="https://www.thoughtco.com/esl-business-english-4133088">https://www.thoughtco.com/esl-business-english-4133088</a></li> </ul>

## 9. Use of Generative AI

<b>Permission regulations</b>	<p>The use of generative AI in assignments and projects is allowed, provided that students adhere to the following rules:</p> <ul style="list-style-type: none"> <li>• Generative AI can be used for generating ideas, text structures, but all generated material must be reviewed and adjusted by the student to ensure it meets academic requirements.</li> <li>• Any use of generative AI must be disclosed in the appendix section of each paper, using the following statement: "In preparing this paper, the author used [TOOL/SERVICE NAME] for the purpose of [REASON]. After using this tool/service, the author reviewed and edited the content as necessary and assumes full responsibility for the content of the paper".</li> </ul>
<b>Usage restrictions</b>	<p>Students must not consider generative AI as a reliable source of information, as it does not provide clear references or documented sources.</p> <ul style="list-style-type: none"> <li>• Direct citation of AI-generated content in academic papers as if it were a primary source is not allowed.</li> <li>• Activities where the use of generative AI is prohibited are specified by the instructor, typically including mid-terms and final assessments or tasks that do not involve the development of professional skills.</li> </ul>

## 10. Evaluation

Education form	Periodic evaluations		Current evaluation	Individual study	Final Examination
	Midterm 1	Midterm 2			
Full-time study	-	20%	20%	20%	40%
Minimum performance standard					
Attendance and involvement (activity) during practical lessons.					
Obtaining the minimum grade '5' for each type of evaluation.					

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### 11. Evaluation criteria

Activity type	Evaluation component	Evaluation method. Evaluation criteria.	Ratio in the final grade of the activity	Ratio in evaluating the discipline
<b>Full-time study</b>				
<b>Midterm 1</b>	-			
<b>Midterm 2</b>	Practical content: topics 1-7	Digital Portfolio presentation	100%	<b>20%</b>
<b>Current evaluation</b>	Attitude	Self-assessment grid: <ul style="list-style-type: none"> <li>• <i>Attendance</i></li> <li>• <i>Active participation in class</i></li> <li>• <i>Responsibility, respect and collaboration</i></li> </ul>	10% 60% 30%	<b>20%</b>
<b>Individual work /Project</b>	Assignments on the ELSE platform	Timely completion and submission of assignments on the ELSE platform: <ul style="list-style-type: none"> <li>• <i>Essay: A reflection on my first days at TUM, FAF.</i></li> <li>• <i>Reflecting on Personal Insights: MBTI and Johari Window Results</i></li> <li>• <i>Submitting the 1st &amp; 2nd drafts of the CV in Europass format</i></li> <li>• <i>Completing the peer assessment rubric for the Europass CV</i></li> <li>• <i>Writing a Cover Letter: Applying for a job</i></li> </ul>	20% 20% 20% 20% 20%	<b>20%</b>
<b>Final Evaluation</b>	Practical content	<ul style="list-style-type: none"> <li>• Guided Writing Assignment.</li> </ul>	100%	<b>40%</b>