

## Annex 6

### DISCIPLINE DESCRIPTION

#### 1. Information on the study programme

|                                   |   |
|-----------------------------------|---|
| 1.1 Academic institution          | <b>UNIVERSITY OF ORADEA</b>                   |
| 1.2 Faculty                       | <b>FACULTY OF ENVIRONMENTAL PROTECTION</b>    |
| 1.3 Department                    | <b>ENGINEERING OF FOOD PRODUCTS</b>           |
| 1.4 Field of study                | <b>CONTROL AND EXPERTISE OF FOOD PRODUCTS</b> |
| 1.5 Cycle of study                | <b>BACHELOR</b>                               |
| 1.6 Study programme/Qualification | <b>CONTROL AND EXPERTISE OF FOOD PRODUCTS</b> |

#### 2. Information on the discipline

|                                       |   |                               |    |                        |           |                          |   |
|---------------------------------------|---|-------------------------------|----|------------------------|-----------|--------------------------|---|
| 2.1 Name of discipline                |   | Modern Languages II           |    |                        |           |                          |   |
| 2.2 Course holder                     |   | Assoc. prof. Anamaria Supuran |    |                        |           |                          |   |
| 2.3 Seminar/Laboratory/Project holder |   | Assoc. prof. Anamaria Supuran |    |                        |           |                          |   |
| 2.4 Year of study                     | I | 2.5 Semester                  | II | 2.6 Type of evaluation | Summative | 2.7 Regime of discipline | O |

(C) Compulsory; (O) Optional; (E) Elective

#### 3. Total estimate time (hours per semester of didactic activities)

|   |           |                             |    |  |          |
|---|-----------|-----------------------------|----|--|----------|
| 3.1 Number of hours per week  | 2         | out of which:<br>3.2 course | 1  | out of which 3.3<br>seminar/laboratory/project | 1        |
| 3.4 Total hours in the curriculum   | 28        | out of which:<br>3.5 course | 14 | out of which 3.6<br>seminar/laboratory/project | 14       |
| Time allotment  |           |                             |    |  | 22 hours |
| Study assisted by manual, course support, bibliography and notes                              |           |                             |    |  | 4        |
| Additional documentation in the library/ on specialised electronic platforms and in the field |           |                             |    |  | 6        |
| Preparation of seminars/laboratories/ topics/reports, portfolios and essays                   |           |                             |    |  | 4        |
| Tutorship   |           |                             |    |  | 2        |
| Examinations  |           |                             |    |  | 6        |
| Other activities.....   |           |                             |    |  |          |
| <b>3.7 Total hours of individual study</b>  | <b>22</b> |                             |    |  |          |
| <b>3.9 Total hours per semester</b>   | <b>50</b> |                             |    |  |          |
| <b>3.10 Number of credits</b>   | <b>2</b>  |                             |    |  |          |

#### 4. Prerequisites (where appropriate)

|                 |  |
|-----------------|--|
| 4.1 curriculum  | English language studied in highschool (grammar, vocabulary)     |
| 4.2 competences | Competences in using English language in written and verbal form |

### 5. Conditions (where appropriate)

|   |  |
|---|--|
| 5.1. related to course                      |  |
| 5.2. related to seminar/laboratory/ project |  |

| 6. Specific competences acquired |   |
|----------------------------------|---|
| Professional competences         | <ul style="list-style-type: none"> <li>▪ Effective communication in English in a professional and cultural context through the use of specific registers and linguistic variants both in speech and writing.</li> <li>▪ Usage of the techniques of translation and oral and written mediation from language A to language B and vice versa in general and semi-specialized areas</li> <li>▪ Adequate application of the general techniques of documentation, search, classification and storage of information, usage of software (electronic dictionaries, databases), rules of proofreading of texts, and document archiving</li> </ul> <p>Networking in different institutional contexts (school, economic enterprise, NGOs) and the use of semi-specialized and general knowledge in professional fields of the specialization</p>  |
| Transversal competences          | <ul style="list-style-type: none"> <li>▪ Optimal management of professional tasks and their execution in time rigorously, efficiently and accountable;</li> <li>▪ Applying the techniques of networking in a team; empathic interpersonal communication capacity and assumption of specific roles within the team work aimed at streamlining the group's work and saving resources, including human resources</li> <li>▪ Identification and use of effective learning methods and techniques; extrinsic and intrinsic motivations awareness of lifelong learning</li> <li>▪ Efficient use of various ways and techniques of learning - training for the acquisition of information and electronic bibliographic databases, both in Romanian and in an international language, and assess the need and usefulness of extrinsic and intrinsic motivations of lifelong education.</li> </ul> |

### 7. Objectives of discipline (coming from the specific competences acquired)

|                         |   |
|-------------------------|---|
| 7.1 General objective   | <ul style="list-style-type: none"> <li>▪ Acquiring general knowledge of English in food processing technology through the latest methods and means of teaching / learning (computer-assisted learning, use of video, DVD, cassette, etc.)</li> </ul>      |
| 7.2 Specific objectives | <ul style="list-style-type: none"> <li>▪ Acquiring general language in different contexts</li> <li>▪ To use appropriately language in an academic environment</li> <li>▪ The usage of electronic dictionaries and other sources of information</li> </ul> |

### 8. Content\*/

| 8.1 Course                              | Methods of teaching | No. of hours/Remarks |
|---|---------------------|----------------------|
| 1. Verb – Present Perfect; Past Perfect | Lecture             | 4                    |
| 2. Active and Passive Voice             | Lecture             | 2                    |
| 3. If- Clauses                          | Lecture             | 2                    |
| 4. Direct and Indirect Speech           | Lecture             | 2                    |

|  |   |                          |
|--|---|--------------------------|
| 5. Prepositions  | Lecture   | 1                        |
| 6. Conjunctions  | Lecture   | 1                        |
| 7. Adjective. Degrees of comparisons   | Lecture   | 2                        |
| Bibliography   |   |                          |
| <ol style="list-style-type: none"> <li><b>Cohen, A. &amp; Macaro, E. (Eds.) (2007).</b> <i>Language learner strategies: Thirty years of research and practice.</i> Oxford: Oxford University Press.</li> <li><b>Dörnyei, Z. (2001).</b> <i>Motivational strategies in the language classroom.</i> Cambridge, UK: Cambridge University Press</li> <li><b>Fotos, S. &amp; Browne, C. M. (Eds.) (2004).</b> <i>New perspectives on CALL for second language classrooms.</i> Mahwah, NJ: Lawrence Erlbaum</li> <li><b>James, P. (2001).</b> <i>Teachers in action: Tasks for in-service language teacher education and development.</i> Cambridge: Cambridge University Press</li> </ol> |   |                          |
| 8.2 Seminar  | Methods of teaching   | No. of hours/<br>Remarks |
| 1. Verb–Present Perfect Tense Simple and Continuous. Nutrients- general information  | Explanations, exercises<br>exemples, dialogue, role<br>play | 2                        |
| 2. Verb –Past Perfect Tense Simple and Continuous. Carbohydrates.  | Explanations, exercises<br>exemples, dialogue, role<br>play | 2                        |
| 3. Active and Passive Voice. Fats  | Explanations, exercises<br>exemples, dialogue, role<br>play | 2                        |
| 4. If-Clauses. Vitamins  | Explanations, exercises<br>exemples, dialogue, role<br>play | 2                        |
| 5. Direct and Indirect Speech. Minerals  | Explanations, exercises<br>exemples, dialogue, role<br>play | 2                        |
| 6. Prepositions. Proteins.   | Explanations, exercises<br>exemples, dialogue, role<br>play | 2                        |
| 7. Adjective. Degrees of Comparison. Water   | Explanations, exercises<br>exemples, dialogue, role<br>play | 2                        |
| <hr/>  |   |                          |
| 8.3 Laboratory   |   |                          |
|  |   |                          |
|  |   |                          |
| 8.4 Project  |   |                          |
|  |   |                          |
| Bibliography   |   |                          |
| <ol style="list-style-type: none"> <li><b>Cohen, A. &amp; Macaro, E. (Eds.) (2007).</b> <i>Language learner strategies: Thirty years of research and practice.</i> Oxford: Oxford University Press.</li> <li><b>Dörnyei, Z. (2001).</b> <i>Motivational strategies in the language classroom.</i> Cambridge,</li> </ol>  |   |                          |

UK: Cambridge University Press

3. Fotos, S. & Browne, C. M. (Eds.) (2004). *New perspectives on CALL for second language classrooms*. Mahwah, NJ: Lawrence Erlbaum

4. James, P. (2001). *Teachers in action: Tasks for in-service language teacher education and development*. Cambridge: Cambridge University Press

\* The content, respectively the number of hours allocated to each course / seminar / laboratory / project will be detailed during the 14 weeks of each semester of the academic year.

**9. Corroboration of discipline content with the expectations of the epistemic community, professional associations and representative employers from the field corresponding to the study programme**

- By acquiring knowledge in English, students will have a consistent portfolio in accordance with the partial competencies required for possible occupations foreseen by RNCIS
- The course exists in the curriculum of similar universities and faculties in Romania
- The course content is very well appreciated by the specialized institutions that have as employees the graduates of this course

**10. Evaluation**

| Type of activity                     | 10.1 Evaluation criteria   | 10.2 Evaluation methods          | 10.3 Share in the final grade |
|--------------------------------------|--|----------------------------------|-------------------------------|
| 10.4 Course                          |  |                                  |                               |
| 10.5 Seminar                         | for 5 grade – 50% knowledge of seminar content<br>for 6 grade – 60% knowledge of seminar content<br>for 7 grade – 70% knowledge of seminar content<br>for 8 grade – 80% knowledge of seminar content<br>for 9 grade – 90% knowledge of seminar content<br>for 10 grade –100% knowledge of seminar content<br>(student makes the proof of being familiar with the bibliography) | Summative evaluation – oral exam | 100%                          |
| 10.6 Laboratory                      |  |                                  |                               |
| 10.7 Project                         |  |                                  |                               |
| 10.8 Minimum standard of performance |  |                                  |                               |
|                                      |  |                                  |                               |

Date of completion

Signature of course holder\*\*

Signature of seminar  
laboratory/project holder \*\*

28.09.2020

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Date of approval in the department

Signature of the Head of Department

.....01.10.2020.....

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Dean signature

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