

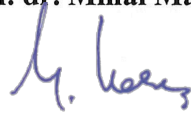
University of Life Sciences "Ion Ionescu de la Brad" Iași

Faculty: Veterinary Medicine

Specialty: Veterinary Medicine

Dean,

Prof. dr. Mihai Mareș



SUBJECT OUTLINE

1. Information on the programme

1.1. Higher education institution	Iasi University of Life Sciences (IULS)
1.2. Faculty	Veterinary Medicine
1.3. Department	Agribusiness
1.4. Field of study	Veterinary Medicine
1.5. Cycle of study ¹	Bachelor and Master (unitary study programme)
1.6. Specialization/ Study programme	Veterinary Medicine
1.7. Form of education	Full time

2. Information on the discipline

2.1. Name of the discipline	Romanian Language							
2.2. Course coordinator	Assoc. prof. Simona Catrinel Avarvarei							
2.3. Seminar/ laboratory/ project coordinator	Assoc. prof. Simona Catrinel Avarvarei							
2.4. Year of study	I	2.5. Semester	1;2	2.6. Type of evaluation	Exam	2.7. Discipline status	Content ²	UO
							Compulsoriness ³	OD

3. Total estimated time (teaching hours per semester)

3.1. Hours per week – full time programme	2	out of which: 3.2. lecture	-	3.3. seminar/ laboratory/ project	2
3.4. Total number of hours in the curriculum	56	Out of which: 3.5. lecture	-	3.6. seminar/laboratory	56
Distribution of the time allotted					hours
3.4.1. Study based on book, textbook, bibliography and notes					14
3.4.2. Additional documentation in the library, specialized electronic platforms and field					10
3.4.3. Preparing seminars/ laboratories/ projects, subjects, reports, portfolios and essays					10
3.4.4. Tutorials					8
3.4.5. Examinations					2
3.4.6. Other activities					
3.7. Total hours of individual study	44				
3.8. Total hours per semester	100				
3.9. Number of credits ⁴	4				

4. Prerequisites (is applicable)

4.1. curriculum-related	-
4.2. skills-related	English - B1 (CECRL)

5. Conditions (if applicable)

5.1. for the lecture	Lectures are interactive; students can ask questions regarding the content of the presentation.
5.2. for the seminar/ laboratory/ project	Seminars imply acquisition of lexical and grammatical structures both in written and oral expression

6. Specific competences acquired

Professional competences	The courses are aimed at training students' speaking, writing, listening and reading skills by using different types of texts and topics in such a way as to enable them to reach the level of independent use of the Romanian language.
Transversal competences	Teamwork; Intercultural communication; Integrating oneself into the Romanian tertiary education system.

7. Course objectives (based on the list of competences acquired)

7.1. Overall course objective	The students will be able to understand the basic aspects of standard talk on the basis of familiar topics and texts written in a usual language style, initiate and engage in conversations and express themselves clearly and confidently, give arguments, explain or narrate and write texts on topics of personal interest. Teaching is conceived from an interactive, modern perspective.
7.2. Specific objectives	Acquisition of both lexical and grammatical structures both in written and oral expression; Introduction into various historical and geographical aspects, folklore, literature and arts of the Romanian people.

8. Content semester I;II

8.2. SEMINARS Number of hours – 56	Teaching methods	Notes
<p>Introductory notions into the Romanian language and culture</p> <p>0.1. Romania and the Romanians 0.2. The Romanian language</p> <p>Alphabet and Phonetics</p> <p>1.1. The Romanian alphabet 1.2. Potential difficulties related to pronunciation and reading</p> <p>1.2.1. Pronunciation</p> <p>1.2.1.1. Vowels [ə] and [y] 1.2.1.2. Consonants [r], [t] and [d]</p> <p>1.2.2. Reading</p> <p>1.2.2.1. Unique letters 1.2.2.2. The letter i in final position 1.2.2.3. The letter e in the initial position 1.2.2.4. The ce, ci, ge, gi, che, chi, ghe, ghi groups</p> <p>Nominals</p> <p>2.1. Noun</p> <p>2.1.1. Gender of nouns in the singular</p> <p>2.1.1.1. Assigning gender</p> <p>2.1.1.1.1. Noun ending 2.1.1.1.2. Lexical meaning 2.1.1.1.3. The 'one-two' test</p> <p>2.1.2. Number</p> <p>2.1.2.1. Forming the plural</p> <p>2.1.2.1.1. Masculine: un – doi 2.1.2.1.2. Feminine: o – două 2.1.2.1.3. Neuter: un - două</p> <p>2.1.2.2. Plural endings</p> <p>2.1.2.2.1. The ending -i 2.1.2.2.2. The ending -le / -ele 2.1.2.2.3. The endings -e and -uri</p> <p>2.2. Article</p> <p>2.2.1. The definite and the indefinite article</p>	<p>Theoretical presentation of the practical work, followed by interactive discussions based on the approached theme; applied grammar drills</p>	<p>Two-hour seminar weekly</p>

	Teaching methods	Notes
<p>2.2.1.1. The indefinite and the definite article in the singular</p> <p>2.2.1.1.1. Indefinite article</p> <p>2.2.1.1.2. Definite article</p> <p>2.2.1.2. The indefinite and the definite article in the plural</p> <p>2.2.1.2.1. Indefinite article</p> <p>2.2.1.2.2. Definite article</p> <p>2.2.1.3. Article usage and omission</p> <p>2.3. Adjective</p> <p>2.3.1. Adjectival agreement</p> <p>2.3.1.1. Forming the feminine and the plural of the adjectives</p> <p>2.3.1.2. Four-form adjectives</p> <p>2.3.1.3. Three-form adjectives</p> <p>2.3.1.4. Two-form adjectives</p> <p>2.3.1.5. One-form adjectives</p> <p>Degrees of comparison of the adjective</p> <p>2.3.2.1. The comparative degree</p> <p>2.3.2.1.1. The comparative of superiority</p> <p>2.3.2.1.2. The comparative of equality</p> <p>2.3.2.1.3. The comparative of inferiority</p> <p>2.3.2.2. The superlative degree</p> <p>2.3.2.2.1. The superlative relative of superiority</p> <p>2.3.2.2.2. The superlative relative of inferiority</p> <p>2.3.2.2.3. The superlative absolute</p> <p>2.3.2.3. Adjectives that do not form degrees of comparison</p> <p>2.4. Pronoun</p> <p>2.4.1. Personal pronouns</p> <p>2.4.1.1. The nominative case of the personal pronouns</p> <p>2.4.1.2. The accusative case of the personal pronoun</p> <p>2.4.1.3. Pronouns of politeness</p> <p>2.4.1.4. Reflexive pronouns</p> <p>2.4.1.5. Possessive pronouns and pronominal adjectives</p> <p>2.4.1.6. Demonstrative pronouns and pronominal adjectives</p> <p>2.4.1.7. Interrogative / relative pronouns and pronominal adjectives</p> <p>2.4.1.8. Indefinite and negative pronouns</p> <p>2.5. Cardinal numerals</p> <p>2.5.1. Other types of numerals</p> <p>3.1. Introduction to the verb</p> <p>3.1.1. Basic information about verb and conjugation</p> <p>3.1.2. Identifying the conjugation of a verb</p> <p>3.1.3. The infinitive</p> <p>3.2. Personal moods</p> <p>3.2.1. The indicative</p> <p>3.2.1.2. The compound perfect indicative</p> <p>3.2.1.2.1. Forming the compound perfect indicative</p> <p>3.2.1.2.2. Using the compound perfect indicative</p> <p>3.2.1.3. The imperfect indicative</p> <p>3.2.1.3.1. Forming the imperfect indicative</p> <p>3.2.1.3.2. Using the imperfect indicative</p> <p>3.2.1.4. The simple perfect indicative</p> <p>3.2.1.4.1. Forming the simple perfect indicative</p> <p>3.2.1.4.2. Using the simple perfect indicative</p> <p>3.2.1.5. The future indicative</p> <p>3.2.1.5.1. Forming the futures of the indicative</p> <p>3.2.1.5.1.1. Forming the future 1 indicative</p> <p>3.2.1.5.1.2. Forming the future 2 indicative</p> <p>3.2.1.5.1.3. Forming the future 3 indicative</p> <p>3.2.1.5.2. Using of the future indicative</p> <p>3.2.2. The imperative</p> <p>3.2.2.1. Forming the imperative</p> <p>4.1. Applied vocabulary</p>	<p>Theoretical presentation of the practical work, followed by interactive discussions based on the approached theme; applied grammar drills</p>	<p>Two-hour seminar weekly</p>

4.1.1. Să facem cunoștință! 4.1.2. Despre mine 4.1.3. Locuința mea 4.1.4. Activități în timpul liber 4.1.5. Poftă bună! 4.1.6. Călători și călătorii 4.1.7. La universitate 4.1.8. Familia mea 4.1.9. Despre corpul uman 4.1.10. O zi în orașul meu 4.1.11. Timpul 4.1.12. Orientarea în spațiu 4.1.13. Prin piață 4.1.14. Activități zilnice 4.1.15. La restaurant 4.1.16. La spital 4.1.17. Activități culturale 4.1.18. Sărbători	Teaching methods Theoretical presentation of the practical work, followed by interactive discussions based on the approached theme; applied grammar drills	Notes Two-hour seminar weekly
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Compulsory bibliography:

1. Hedeșan, Otilia (coord.), Elena Jebelean, Florentina Leucuția, Nicoleta Mușat, Dana Percec, Corina Popa, Bun venit în România! Manual de limbă română și de orientare culturală pentru străini, Timișoara, Editura Mirton, 2010.

Optional bibliography:

1. https://www.coe.int/t/dg4/linguistic/Source/CEFR_moldave.pdf.
2. Cismașiu, Liliana, Limba română 1, Timișoara, Tipografia UVT, 2005.
3. Dafinoiu, Valentina-Cristina, Pascale Laura-Elena, Limba română. Manual pentru studenții străini din anul pregătitor (Nivel A1-A2), Ediția a III-a revizuită și adăugită, București, Editura Universitară, 2015.
4. Doca, Gheorghe, Alvaro Rocchetti, Comprendre et pratiquer Le Roumain, București, Editura Teora, 2002.
5. Groza, Liviu; Oana Chelaru-Murăruș, Dana Niculescu, Camelia Stan, Camelia Ușurelu, Andra Vasilescu (coord.), Limba română ca limbă străină. Dosare pedagogice, București, Editura Universității din București, 2006.
6. Ilescu, Ada, Manual de limba română ca limbă străină, București, EDP, 2002.
7. Kohn, Daniela, Puls. Manual de limba română pentru străini. Curs, Iași, Editura Polirom, 2009.
8. Platon, Elena, Ioan Sonea, Dina Vîlcu, Manual de limba română ca limbă străină (RLS). A1 - A2, Cluj-Napoca, Editura Casa Cărții de Știință, 2012.
9. Pop, Liana, Româna cu sau fără profesor, Cluj-Napoca, Editura Echinoc, 2003.
10. Seria de metode Autodidact/ <http://granturi.ubbcluj.ro/autodidact/>
11. Suci, Raluca, Virginia Fazakaș, Le roumain à première vue. Manuel pour débutants, București, Editura Compania, 2008.

9. Corroborating the course content with the expectations of the epistemic community representatives, of the professional associations and of the relevant employers in the corresponding field

The theme of this course is developed in accordance with the Common European Framework of Reference for Languages and meets the requirements of A2-B1 language proficiency levels. Content of the Romanian Language Practical Course: oral and written communication aims to develop general and specific skills. These skills are in line with current requirements, with students gaining the ability to understand and communicate (oral and written) in various everyday situations (education, job, etc.)

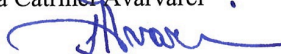
10. Assessment

Type of activity	10.1. Assessment criteria	10.2. Assessment methods	10.3. Percentage of the final grade
10.4. Final assessment	The ability to master the lines of critical argumentations studied throughout the year.	MCQ test	70%
10.5. Seminar	The ability to use the methods, models and tests of critical thinking correctly.	Ongoing assessment	30%
10.6. Minimum performance standards Solving some communication items in Romanian with a minimum degree of difficulty. Minimum comprehension,			

- ¹ Cycle of studies- choose of the three options: Bachelor/Master/Ph.D.
- ² Discipline status (content)- for the undergraduate level, choose one of the options:- **FD** (fundamental discipline), **BD** (basic discipline), **CS** (specific disciplines-clinical sciences), **AP** (specific disciplines-animal production), **FH** (specific disciplines-food hygiene), **UO** (disciplines based on the university's options).
- ³ Discipline status (compulsoriness)- choose one of the options – **CD** (compulsory discipline) **OD** (optional discipline) **ED** (elective discipline).
- ⁴ One credit is equivalent to 25-30 hours of study (teaching activities and individual study).

Date
17.09.2021

Seminar coordinator
Assoc. prof. Simona Catrinel Avarvarei .



Head of the Department
Assoc. prof. Carmen Luiza Costuleanu

