



**CD 8.5.1 DISCIPLINE SYLLABUS FOR
UNIVERSITY STUDIES**

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FACULTY OF MEDICINE II

STUDY PROGRAM MEDICINE

**DEPARTAMENT OF ROMANIAN LANGUAGE AND MEDICAL
TERMINOLOGY**

APPROVED

at the meeting of the Commission for Quality
Assurance and Evaluation of the Curriculum

Faculty of Medicine

Minutes No 1 of 16.09.21

Chairman, PhD, associate professor

Suman Serghei _____

APPROVED

at the Council meeting of the Faculty of
Medicine II

Minutes No 1 of 21.09.21

Dean of the Faculty of Medicine II,

PhD, associate professor

Mircea Bețiu _____

APPROVED

at the meeting of the Departament of romanian language
and medical terminology

Minutes No. 2 of 10.09.2021

Head of chair, PhD, associate professor

Chiriac Argentina _____

SYLLABUS

DISCIPLINE Romanian language (for foreign students studying in English**

Integrated studies / Cycle I, License

Type of course: Extra-credits courses

Curriculum developed by the team of authors:

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I. INTRODUCTION

- II. General presentation of the discipline: place and role of the discipline in the formation of the specific competences of the professional / specialty training program:

Romanian language for foreign students at “Nicolae Testemitanu” State University of Medicine and Pharmacy of the Republic of Moldova is a subject that deepens the knowledge of Romanian language and medical terminology. Knowledge of the Romanian language by international students represents an imperative within the process of professional formation, contributing to the development of competences of written and oral communication, using specialized language, a necessity dictated by the importance of knowledge of language in providing the fluent communication and mutual understanding. The main purpose of the formation of communicative competences of medical students in Romanian language is the sociocultural approach within the process of study that offers to the students cognitive, scientific, linguistic marks and abilities to assure the written and oral messages reception in different situations.

This course offers opportunities of development different learning styles (cognitive: global, analytic, auditive, visual) and skills that promotes collaboration between students, students and patients, the student and the teacher or doctor.

At the end of the course, students will use the language strategically, providing relations between communicative intention and linguistic form. Students have already formed linguistic skills, corresponding to the B1-B2 level – on the European scale, according to the *Common European Framework of Reference for Languages* that will make possible the adequate participation to a conversation, expressing fluently and clearly their opinions.

III. Mission of the curriculum (aim) in professional training:

The curriculum of the Romanian language course for foreign students is a model of pluridisciplinarity and represents, in our case, the correlation of efforts and potentialities specific for different disciplines to offer a wide perspective on the proposed objective, being in the same time a model of interdisciplinarity because it proposes an intersection of different disciplinary fields (anatomy, biology, histology and medical disciplines). Interdisciplinarity will contribute to the achievement of the aim of Romanian medical terminology and of the formation of communicative skills (transversal), exploring the terminological vocabulary, focused on establishment of the diagnosis and updating some elements of injunctive and vulgarizer speech.

IV. Language (s) of the discipline: Romanian;

- V. Beneficiaries: students of the IInd year, faculty of Medicine .

II. MANAGEMENT OF THE DISCIPLINE

Code of discipline	G.04.O.030b** G.04.O.038b**
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Name of the discipline		Romanian language (for foreign students studying in English**	
Person(s) in charge of the discipline		Argentina Chiriac	
Year		Semester/Semesters	III-IV
Total number of hours, including:			
Lectures		Practical/laboratory hours	180 (90 for a semester)
Seminars		Self-training	
Form of assessment		Number of credits	6 (3 for a semester)

III. TRAINING AIMS WITHIN THE DISCIPLINE

At the end of the discipline study the student will be able to:

- **at the level of knowledge and understanding:**
 - to explain the mission of the institution where they study;
 - to motivate the necessity and the importance to begin such a study (formation of motivation);
 - to understand, to have knowledge of grammar, knowledge for everyday use and knowledge of medical terminology in Romanian;
 - to promote educational habits, to distinguish value from nonvalue, to respect the Romanian language, exploring it as a language of new information source (medical terminology), as an indispensable aspect in creation of a personality of a doctor in each student;
 - to educate healthy tolerance principles of respect and understanding of neighbor peoples;
 - to be able to listen, to discuss, to present, to deny and to justify one's thoughts;
 - to assume responsibilities for auto development and to train continuous study skills.
- **at the application level:**
 - to argue the necessity to study the course of the Romanian language and medical terminology creating a favorable psychological climate and preventing eventual blockages;
 - to promote training in establishing a diagnosis: learning the material, having a good command of the Romanian language and medical terminology will serve for etymological, morphological and lexical analysis, to know medical terminology better;
 - to compare the standard medical terminology (international) with the Romanian one, identifying their advantages and disadvantages;
 - to classify information accumulated at the classes in basic information (compulsory lexical minimum) and adjuvant one, to systematize the information;
 - to exercise in Romanian - exercising indicates a superior step in the Romanian language learning and it is an important aspect of the communication process.
- **at the integration level:**



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- to study, to know, to be acquainted with the latest news in Moldova; to learn to study regularly, to approach on one's own cultural values;
- to study to act getting a pragmatic competence in medicine (as the field of activity);
- to learn how to face various and complex socio-professional levels of communication: doctor – patient; doctor – doctor; doctor - society;
- to learn to value the personality, to improve continuously oneself accumulating medical terminology, promoting an ethic moral status of the doctor by means of developing objectivity and a higher professionalism in students;
- to live the cultural, professional, socio-economic values, to promote them, but also to amplify them through their own acts of investigation;
- to determine medicinal social objectives, appreciating the objectives of medicine by socio-economic development;
- to appreciate the importance of knowledge assimilated at “Nicolae Testemitanu” State University of Medicine and Pharmacy in doctor's profession;
- to compare the state of medicine in the Republic of Moldova correlating it with world medicine.

IV. PROVISIONAL TERMS AND CONDITIONS

The Romanian language and medical terminology in groups of foreign students is a subject that forms abilities of receiving and learning Romanian medical terminology by non-native students. The knowledge that it offers is indispensable for a further social- professional integration of future doctors and will assure adequate knowledge to work as doctors in Republic of Moldova and abroad.

The acquisition of the terminological lexicon will train the students communication skills (oral and written), translation, visual reception, auditory of the message / text with medical topics in Romanian, etc.

V. THEMES AND ESTIMATE ALLOCATION OF HOURS

Lectures, practical hours/ laboratory hours/seminars and self-training

The IInd year, IIIrd semester:

No. d/o	THEME			
		Number of hours		
		Lectures	Practical hours	Self- training
	MODULE I. “Nicolae Testemitanu” State University of Medicine and Pharmacy of the Republic of Moldova			
1.	USMF "Nicolae Testemitanu". USMF anthem "Nicolae Testemitanu". Notorious personalities in the field of medicine Phonetics. The Latin alphabet of the Romanian language. Graphic and phonological system. Diphthongs and triphthongs. Vowels in the hiatus		6	
2.	From the history of medicine. Notable achievements in the field of medicine. The development of medicine in the Republic of Moldova		6	



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No. d/o	THEME			
		Number of hours		
	and in other countries. The accent. Functions and role of emphasis. Types of accent. Orthographic and punctuation marks of the Romanian language			
	MODULE II. The structure of the human body. Cell and tissues			
3.	Cell: plasma membrane, cytoplasm, cell nucleus. Stem cell transplantation Personal pronouns and politeness. The paradigm of the verbs <i>to be</i> and <i>to have</i>		6	
4.	Tissues. Cell and tissue donation and / or tissue sampling procedures The noun. Gender and number. The article. Definite and indefinite articles		6	
5.	The structure of the human body Dialogue: At the family doctor Other types of articles (possessive, adjective)		6	
	MODULE III. Diseases and types of treatment			
6.	International classification of diseases Dialogue: At the pharmacy The noun. Grammatical categories. Noun cases		6	
7.	The diagnosis. Types of diagnosis Dialogue: At the imagist Declension of common and proper nouns		6	
8.	Disease management. Types of treatment Dialogue: At the surgeon Declension of compound nouns. Formation of nouns		6	
9.	Formative assessment		2	
	MODULE IV. The integumentary system			
10.	The integumentary system Names of diseases that affect the integumentary system Roots for the formation of medical terms for the integumentary system (symptomatic terms, terms for diagnostic tests and procedures). Classes of drugs Dialogue: At the dermatologist		6	



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No. d/o	THEME			
		Number of hours		
	The adjective. The grammatical categories of the adjective. The degrees of comparison of the adjective. Variable and invariable adjectives			
	MODULE V. The skeletal system			
11.	The skeletal system Names of diseases that affect the skeletal system. Roots of the formation of medical terms for the skeletal system (symptomatic terms, terms for diagnostic tests and procedures). Classes of drugs Dialogue: At the orthopedist The adjective. Declension of noun + adjective; adjective + noun		6	
	MODULE VI. The muscular system			
12.	The muscular system Names of diseases that affect the muscular system Roots for the formation of medical terms for the muscular system (symptomatic terms, terms for diagnostic tests and procedures). Classes of drugs Physical therapy and its benefits Degrees of comparison of the adjectives. Adjectives without degrees of comparison		6	
	Module VII. Nervous system			
13.	Nervous system Names of diseases that affect the nervous system. Roots of the formation of medical terms for the nervous system (symptomatic terms, terms for diagnostic tests and procedures). Classes of drugs Dialogue: At the neurologist Pronouns. Grammatical categories of the pronouns. Types of pronouns		8	
	Module VIII. The visual analyzer - the eye			
14.	The visual analyzer - the eye Names of diseases that affect the eye Roots of the formation of medical terms for the eye (symptomatic terms, terms for diagnostic tests and procedures). Classes of drugs Dialogue: At the ophthalmologist The numeral. Grammatical categories. Types of numerals. Cardinal and ordinal numerals		6	
15.	Recapitulation		4	



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No. d/o	THEME			
		Number of hours		
16.	Final assessment		4	
Total			90	
<i>The IInd year, IVth semester:</i>				
		Lectures	Practical hours	Self- training
	MODULE IX. The ear, the mechanism of hearing			
17.	The ear, the mechanism of hearing Names of diseases that affect the hearing system Roots in the formation of medical terms for the auditory system (symptomatic terms, terms for diagnostic tests and procedures). Classes of drugs Dialogue: A the otolaryngologist The verb. Conjugations of the verb. Impersonal modes of the verb: infinitive and gerund		6	
	MODULE X. The endocrine system			
18.	The endocrine system. Names of diseases that affect the endocrine system Roots for the formation of medical terms for the endocrine system (symptomatic terms, terms for diagnostic tests and procedures). Classes of drugs Dialogue: The endocrinologist Impersonal modes of the verb: participle and supine		6	
	MODULE XI. The Respiratory system - lungs			
19.	Respiratory system - lungs. Names of diseases that affect the respiratory system Roots of the formation of medical terms for the respiratory system (symptomatic terms, terms for diagnostic tests and procedures). Classes of drugs Dialogue: The pulmonologist The verb. Personal modes of the verb. Indicative mode, present and past tense		8	
	MODULE XII. The Cardiovascular system - blood and heart			
20.	The Cardiovascular system - blood. Names of diseases that affect the blood		16	



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No. d/o	THEME			
		Number of hours		
	<p>The Cardiovascular system - heart. Names of diseases that affect the heart</p> <p>Roots of the formation of medical terms for the cardiovascular system (symptomatic terms, terms for diagnostic tests and procedures). Classes of drugs</p> <p>Dialogue: At the hematologist (blood)</p> <p>Dialogue: At the cardiologist</p> <p>Indicative mode, future tense (standard and colloquial future). The conjunctive mood, the present and the past tense</p>			
	MODULE XIII. The Lymphatic system.			
21.	<p>The Lymphatic system. Names of diseases that affect the lymphatic system</p> <p>Roots of the formation of medical terms for the lymphatic system (symptomatic terms, terms for diagnostic tests and procedures).</p> <p>Classes of drugs</p> <p>Dialogue: At the hematologist (lymph nodes)</p> <p>Conditional mode, present and past tense</p>		6	
	MODULE XIV. The Immune system.			
22.	<p>The Immune system. Names of diseases that affect the immune system</p> <p>Roots for the formation of medical terms for the immune system (symptomatic terms, terms for diagnostic tests and procedures).</p> <p>Classes of drugs</p> <p>Dialogue: At the allergist</p> <p>Imperative mode. Affirmative and negative form</p>		8	
23.	Formative assessment		2	
	MODULE XV. The Digestive system			
24.	<p>The Digestive system – the stomach. Names of diseases that affect the stomach</p> <p>The liver. Names of diseases that affect the liver</p> <p>The Gallbladder. Names of diseases affecting the gallbladder</p> <p>The pancreas. Names of diseases that affect the pancreas</p> <p>Roots of formation of medical terms for the gastrointestinal system (symptomatic terms, terms for diagnostic tests and procedures).</p> <p>Classes of drugs</p> <p>Dialogue: At the gastrologist</p> <p>Dialogue: At the hepatologist</p> <p>The Gallbladder removal</p> <p>Pancreatic transplantation, innovations in medicine</p> <p>The adverb. Expressing the aspects of time, place and mode. Degrees of comparison of the adverb</p> <p>The conjunction. Conjunctive phrases</p>		24	



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No. d/o	THEME			
		Number of hours		
	MODULE XVI. The Urinary system - kidneys.			
25.	The Urinary system - kidneys. Names of diseases affecting the kidneys Roots of formation of medical terms for the urinary system (symptomatic terms, terms for diagnostic tests and procedures). Class of drugs Dialogue: At the nephrologist The preposition. Prepositional phrases The interjection. Interjectional phrases		6	
15.	Recapitulation		4	
16.	Final assessment		4	
Total			90	

VI. OBJECTIVES AND CONTENT UNITS

Objective	Content units
MODULE I. “Nicolae Testemitanu” State University of Medicine and Pharmacy of the Republic of Moldova	
<ul style="list-style-type: none"> • To know important data from the history of USMF „Nicolae Testemitanu”; • to know the authors of the text and music of the USMF Anthem; • to memorize the USMF Anthem; • to determine the role of the University of Medicine in the higher education system; • to define the notion of medicine; • to explain the object of medicine; • to know the stages of the medical act; • to identify the main innovations of medicine in the Republic of Moldova; • to delimit vowels, consonants, diphthongs, triphthongs and hiatus vowels; • to distinguish the particularities of the graphic and phonological system of the Romanian language • to recognize the functions and role of the accent; 	<ol style="list-style-type: none"> 1. USMF "Nicolae Testemitanu". 2. The anthem of USMF "Nicolae Testemitanu". 3. From the history of medicine. 4. Phonetics and Accent 5. Notable achievements in the field of medicine 6. The development of medicine in the Republic of Moldova and in other countries.



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Objective	Content units
<ul style="list-style-type: none"> • to understand the particularities of the orthographic and punctuation marks of the Romanian language; • to apply the studied spelling and punctuation rules; • to identify and comment on the importance of well-known personalities in the field of medicine 	
MODULE II. The structure of the human body. Cell and tissues	
<ul style="list-style-type: none"> • To define the notions of cell, tissue; • to recognize cell and tissue types; • to compare the structure of the plant cell and the animal cell; • to distinguish the properties and functions of the cell; • to explain the structure of tissues and their role; • to define the basic segments of the human body; • to define the notions of organ, system, apparatus; • to distinguish the component parts of each segment of the human body; • to define personal and polite pronouns; • to use the verbs to be and to have in speaking and writing; • to distinguish the parts of speech; • to differentiate nouns according to gender, number and case • to define the notion of article; • to differentiate possessive and demonstrative articles; • to write reports on stem cells and tissue transplantation. 	<ol style="list-style-type: none"> 1. Cell: plasma membrane, cytoplasm, nucleus 2. Tissues 3. The structure of the human body 4. Personal pronouns and politeness. The paradigm of the verbs to be and to have. The noun. Gender and number of nouns. The article. Definite and indefinite noun article. Other types of articles (possessive, adjective) 5. Stem cell transplantation 6. Cell donation and / or tissue sampling procedures
Formative assessment	<ul style="list-style-type: none"> • To define the basics notions; • to argue the formation of medical terms; • to apply in the writing of dialogues / monologues the acquired knowledge; • to elucidate grammatical and lexical features.
MODULE III. Diseases and types of treatment	
<ul style="list-style-type: none"> • To define the notion of disease; 	<ol style="list-style-type: none"> 1. International classification of diseases 2. Diagnosis. Types of diagnosis



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Objective	Content units
<ul style="list-style-type: none"> • to analyze the diseases according to the classification criteria; • to describe a disease depending on its stages of evolution; • to define the notion of diagnosis; • to know the stages of establishing the diagnosis; • to recognize the diagnosis of a disease; • to define the notion of treatment; • to know the main types of treatment; • to describe a type of treatment; • to identify alternative treatment methods; • to define the notion of noun; • to know the cases of the noun; • to differentiate the cases of the noun; • to explain the peculiarities of the declension of feminine nouns; • to study the declension of common and proper nouns; • to recognize compound nouns and their declension. 	3. Disease management. Types of treatment 4. Noun cases. Declension of common nouns, proper and compound.
MODULE IV. The integumentary system	
<ul style="list-style-type: none"> • To define the basic notions from the text: skin, integumentary system, dermis, epidermis, hypodermis, etc.; • to know the etymology of medical terms on the given topic; • to use roots to form medical terms for the integumentary system; • to define the notion of adjective; • to distinguish the grammatical categories of the adjective; • to know the degrees of comparison of adjectives; • to write a dialogue between the dermatologist and the patient, using various adjectives. 	1. The integumentary system. Names of diseases that affect the integumentary system 2. The adjective. Grammatical categories of adjectives. Variable and invariable adjectives
MODULE V. The skeletal system	
<ul style="list-style-type: none"> • To explain the etymology of basic terms; • to know the structure of the skeleton; • to identify the functions of the skeletal system; • to know diseases of the skeletal system; • to write a dialogue: "At the orthopedist" based on the accumulated knowledge; 	1. The skeletal system. Names of diseases that affect the skeletal system 2. The adjective. Declension of noun + adjective, adjective + noun



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Objective	Content units
<ul style="list-style-type: none"> • to define the notion of Adjective; • to use the declension of noun + adjective / adjective + noun in oral and written conversation. 	
MODULE VI. The muscular system	
<ul style="list-style-type: none"> • To define the notion of muscle, muscular system; • to distinguish the classification of muscles; • to identify names of diseases that affect the muscular system; • to write a dialogue based on the accumulated knowledge; • to define the notion of adjective; • to know the degrees of comparison of adjectives; • to recognize adjectives without degrees of comparison; • to prepare reports on physical therapy. 	<ol style="list-style-type: none"> 1. The muscular system. Names of diseases that affect the muscular system 2. The adjective. Degrees of comparison of adjectives. Adjectives without degrees of comparison 3. Physical therapy and its benefits
Formative assessment	
<ul style="list-style-type: none"> • To speak about the studied systems; • to specify the particularities of the formation of medical terms; • to elaborate dialogues / monologues using the acquired knowledge; • to elucidate grammatical and lexical features. 	
Module VII. Nervous system	
<ul style="list-style-type: none"> • To define the nervous system; • to know the specific terms; • to identify brain functions; • to define diseases that affect the nervous system; • to write a dialogue At the neurologist, using terms specific to the given topic; • to define the notion of pronouns; 	<ol style="list-style-type: none"> 1. The nervous system. Names of diseases that affect the nervous system 2. Pronouns. Grammatical categories of pronouns. Types of pronouns
Module VIII. The visual analyzer - the eye	
<ul style="list-style-type: none"> • To know the structure and topography of the eye; • to establish the functions of the eye; • to describe eye diseases; • to incorporate the lexical minimum in a dialogue "At the ophthalmologist"; • to define the notion of numeral; 	<ol style="list-style-type: none"> 1. The visual analyzer - the eye. Names of diseases affecting the eye 2. The numeral. Grammatical categories. Types of numeral. Cardinal and ordinal numeral.



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Objective	Content units
<ul style="list-style-type: none"> to identify the types of numeral and the grammatical categories of the numeral; to differentiate between cardinal and ordinal numerals according to gender. 	
Formative assessment <ul style="list-style-type: none"> to define the basic notions; to argue the formation of medical terms; to use in writing of dialogues / monologues the acquired knowledge; to elucidate grammatical and lexical features. 	
Final assessment <ul style="list-style-type: none"> To participate in a conversation about everyday life or doctor and patient without prior training; to understand the texts written in a common language or related to the professional activity; to understand the essential points in clear standard speech on professional topics. 	
The IInd year, IVth semester:	
MODULE IX. The ear, the mechanism of hearing	
<ul style="list-style-type: none"> To know the structure of the auditory system; to write a dialogue At the otolaryngologist, in which to use the lexical minimum; to define the notion of verb; to apply the studied spelling and punctuation rules. 	1. The ear, the mechanism of hearing. Names of diseases affecting the ear 2. The verb. Impersonal modes of the verb: infinitive and gerund
MODULE X. The endocrine system	
<ul style="list-style-type: none"> To know the structure and formation of the endocrine system; to explain the classification of the endocrine glands; to identify names of diseases that affect the endocrine system; to describe a disease of the endocrine system; 	1. The endocrine system. Names of diseases that affect the endocrine system 2. Impersonal modes of the verb: participle and supine
MODULE XI. The Respiratory system - lungs	



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<ul style="list-style-type: none"> • To define the notion of respiratory system; • to explain the anatomical structure of the lungs; • to describe a disease of the respiratory system; • to know the personal modes of the verb; <p>To use verbs in the indicative mode, present and past tense.</p>	<ol style="list-style-type: none"> 1. Respiratory system - lungs. Names of diseases affecting the lungs 2. The verb. Personal modes of the verb. Indicative mode, present and perfect tense
Formative assessment	
<ul style="list-style-type: none"> • to define the basic notions; • to argue the formation of medical terms; • to apply in the writing of dialogues / monologues the acquired knowledge; • to demonstrate knowledge highlighting grammatical peculiarities. 	
MODULE XII. The Cardiovascular system - blood and heart	
<ul style="list-style-type: none"> • To explain the etymology of medical terms referring to the cardiovascular system; • to describe diseases of the cardiovascular system; • to write dialogues At the hematologist and At the cardiologist; • to distinguish symptomatic and diagnostic terms; • to learn the grammar topic: Indicative mode, future tense (standard and colloquial future). The conjunctive mood, the present and the past tense. 	<ol style="list-style-type: none"> 1. The cardiovascular system - the blood. Names of diseases that affect the blood. 2. Cardiovascular system - heart. Names of diseases that affect the heart. 3. Indicative mode, future tense (future standard and colloquial). The conjunctive mood, the present and the perfect tense.
MODULE XIII. The Lymphatic system.	
<ul style="list-style-type: none"> • To explain the notion of lymphatic system; • to recognize the composition and properties of lymph; • to know the lymph functions; • to know the roots of the formation of medical terms for the lymphatic system; • to study the Conditional mode, present and past tense. 	<ol style="list-style-type: none"> 1. The lymphatic system. Names of diseases that affect the lymphatic system. 2. Conditional mode, present and perfect tense.
MODULE XIV. The Immune system.	
<ul style="list-style-type: none"> • To define the notion of immune system; • to explain the structure of the immune system; 	<ol style="list-style-type: none"> 1. The immune system. Names of diseases that affect the immune system. 2. Imperative mode: positive and negative form.



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<ul style="list-style-type: none"> • to compare the natural immune system with the adaptive immune system; • to establish the role of the immune system; • to describe a disease of the immune system; • to study the grammar topic: Imperative mode; positive and negative form; 	
Formative assessment	
<ul style="list-style-type: none"> • To use in conversation information about the studied systems; • to specify the particularities of the formation of medical terms; • to write dialogues / monologues using the acquired knowledge; 	
MODULE XV. The Digestive system	
<ul style="list-style-type: none"> • To recognize the anatomical structure of the digestive system; • to know symptomatic and diagnostic terms; • to explain the topography of the stomach, liver and pancreas; • to write a dialogue At the gastrologist and At the hepatologist; • to describe diseases of the stomach, liver and pancreas; • to study the grammar topic: Adverb and Conjunctions; • to use in texts / discourses both the aspects of time, place and mode, as well as the degrees of comparison of the adverb; 	<ol style="list-style-type: none"> 1. Digestive system - stomach. Names of diseases that affect the stomach. 2. The liver. Names of diseases affecting the liver. 3. Gallbladder. Names of diseases affecting the gallbladder. 4. The pancreas. Names of diseases that affect the pancreas. 5. The adverb. Expressing the aspects of time, place and mode. Degrees of comparison of the adverb. 6. Conjunction. Conjunctive phrases 7. Removal of the gallbladder 8. Pancreatic transplantation, innovations in medicine
MODULE XVI. The Urinary system - kidneys.	
<ul style="list-style-type: none"> • To define the notion of kidney; • to establish the properties and anatomical structure of the kidneys; • to name the diseases that affect the kidneys; • to write a dialogue: At the urologist; • to study the grammar topic: Preposition. Prepositional phrases; Interjection and interjection phrases. 	<ol style="list-style-type: none"> 1. Urinary system - kidneys. Names of diseases affecting the kidneys. 2. The preposition. Prepositional phrases. 3. Interjection. Interjectional phrases



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Objective	Content units
Final assessment	

VII. VII. PROFESSIONAL (SPECIFIC (SC)) AND TRANSVERSAL (TC) COMPETENCES AND STUDY FINALITIES

✓ **Professional (specific) (SC) competences**

PC1. Adequate knowledge of the sciences about the structure of the body, the physiological functions and behavior of the human body in various physiological and pathological conditions, as well as the relationships between health, physical and social environment;

PC2. Promoting a healthy lifestyle, applying prevention and self-care measures;

CP3. Interdisciplinary integration of the doctor's activity in a team with efficient use of all resources.

✓ **Transversal competences (TC)**

CT1. Effective communication and digital skills;

CT2. Realization of interaction skills and social responsibility;

CT3. Personal and professional development.

✓ **Study finalities**

Note. Discipline finalities (are deduced from the professional competences and the formative valences of the informational content of the discipline).

1.To develop the students' skills to receive the oral message, which means listening, knowing how to understand the global meaning of a spoken message and words from different grammatical structures, as well as their value.

2. To train skills in oral communication, to build logical statements and grammatically correct sentences, to pronounce sounds and words clearly and correctly, to use correctly the flexion formulas of the parts of the speech.

3. To train skills in receiving a written message (reading) which makes the student to associate the graphic form of the word with its meaning, to observe the global significance of a given text.

4.To assimilate Romanian language knowledge and to develop communication skills, which the student will use both in a general and specialized context, which will allow the Romanian language to be used as a foreign language specific to the medical field.

5. To train skills in academic language and in working with specialized texts (vocabulary, pronunciation, reading, writing, listening).

6.To train the skills of working in teams, which leads to the intersection of the different disciplinary areas, the development of the ethical spirit and selective reading, listening to texts and videos, promoting the ethical approach of the doctor-patient-community relationship, debate ideas, argumentative essay.

VIII. STUDENT'S SELF-TRAINING



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No.	Expected product	Implementation strategies	Assessment criteria	Implementation terms
1.				
2.				
3.				

IX. METHODOLOGICAL SUGGESTIONS FOR TEACHING- LEARNING-ASSESSMENT

X. *Teaching and learning methods used*

The teachers of Romanian language choose and implement different methods and techniques of work adequate for realizing didactic activities. Being adjusted to Common European Framework of Reference for Languages, it confers to the process of study accessibility, creativity, efficacy and interactivity.

The Department of Romanian language and medical terminology considers indispensable modernization of the teaching / learning process of the Romanian language discipline in the training of future specialists. The duality of the communication / acquisition spectrum of medical terminology calls for the implementation of new methods, techniques and working procedures. The teachers use methods and techniques of work adequate for realizing didactic activities: traditional teaching methods: exposure; catechetical conversation (verification); heuristic conversation; reading; exercises; file method (exercises, knowledge, control and development); working with the textbook and modern teaching methods: debate method; case study method; role play (dialogue); starburst; the SWOT analysis; Venn diagram; Cinquain; Audio/ video exercises; methods of stimulating creativity (brainstorming, clustering, cube); SINELG; PowerPoint presentations, the Mosaic method, which are effective in acquiring new knowledge of medical terminology.

XI. *Applied (specific to the discipline) teaching strategies / technologies*

The Curriculum implemented at The Department of Romanian language and medical terminology emphasizes the exploration of intercultural values, of cognitive motivation and of the knowledge interest, the development of creativity, formation of linguistic skills in medical terminology. There implemented the following methods depending on the lesson's objectives:

- **Informative - participatory methods:** experiment (rediscovering, applicative, demonstrative), lecture- debate, observation, excursion, dialogue, conversation, word, mosaic, worksheets (knowledge capture sheets, exercise sheets and control sheets, recovery sheets).

- **Informative- non-participatory methods:** lecture, explanation, exposure.

- **Formative - participatory methods:** learning through action, learning through research, learning through discovery, experiment, case study, problem-solving, interview.

- **Formative- non-participatory methods:** exercise, scheduled training, use of algorithms.



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XII. • Methods of assessment (including the method of final grade calculation)

Current: ...

Frontal and / or individual control:

- (a) the application of docimological tests;
- (b) solving the exercises;
- (c) case study analysis;
- (d) performing role-plays on the topics discussed.
- (e) control works.

Final:

Exam: written test, oral test.

The final grade will consist of the annual average grade (part 0.5), the grade from the final test (grade 0.2), oral test (grade 0.3).

NOTE. In the third semester (form of assessment, exam), the final grade will consist of 5 grades (5 formative assessments - part 0.5)), the mark from the written test (grammar skills) (part 0.2), oral test (part 0.3).

In the fourth semester (assessment form, exam), the final grade will consist of 5 grades (5 formative assessments - part 0.5)), the mark from the written test (grammar skills) (part 0.2), oral test (part 0.3).

The average annual mark and the marks of all stages of final examination (computer assisted, test, oral) - are expressed in numbers according to the mark scale (according to the table), and the final mark obtained is expressed in number with two decimals, which is transferred to student's record-book.

Method of mark rounding at different assessment stages

Intermediate marks scale (annual average, marks from the examination stages)	National Assessment System	ECTS Equivalent
1,00-3,00	2	F
3,01-4,99	4	FX
5,00	5	E
5,01-5,50	5,5	
5,51-6,0	6	
6,01-6,50	6,5	D



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6,51-7,00	7	C
7,01-7,50	7,5	
7,51-8,00	8	
8,01-8,50	8,5	B
8,51-9,00	9	
9,01-9,50	9,5	A
9,51-10,0	10	

Absence on examination without good reason is recorded as "absent" and is equivalent to 0 (zero).
The student has the right to have two re-examinations in the failed exam.

XIII. RECOMMENDED LITERATURE:

A. Compulsory :

1. Limba română în context medical: Suport de curs (pentru studenții Facultății de Medicină). Coordonator A. Chiriac. Chișinău: Medicina, 2020, 175 p.
2. Caiet de exerciții audio (în baza dialogurilor cu tematică medicală). Coord. A. Chiriac, CEP Medicina, Chișinău, 2017

B. Additional

1. Axan A., Krause S., *Studiem Româna eficient și rapid*. Chișinău –Leipzig: Cartdidact, 2018;
2. Gherasim A., Corniciuc S., *Discurs specializat – lexic și gramatică de bază* (suport de curs), Chișinău: Tipografia Centrală, 2014.
3. Cazacu T., Iordăchescu I., *Cheia comunicării. Utilizarea verbelor în vorbire*. Chișinău: Integritas, 2008.
4. Boc-Sînmăghișan D., Kohn D., Șilindean D., *RLS MED (Româna ca limbă străină – Limbaj Medical. Nivelurile B1-B2+ de competență lingvistică*. Timișoara: Ed. Victor-Babeș, 2020.
5. Gramatica de bază a limbii române, Academia Română, Institutul de Lingvistică „Iorgu-Iordan-Al.Rosetti”, București, 2010.
6. Academia Română Institutul de Lingvistică „I. Iordan”. *Dicționar explicativ al Limbii Române*, București: Univers Enciclopedic, 2016.
7. Academia Română Institutul de Lingvistică „I. Iordan”. *DOOM Dicționar ortografic, ortoepic și morfologic al limbii române, Ed. a II-a*, București: Univers Enciclopedic Gold, 2010.
8. Dorobăț A., Fotea M., *Limba Română de bază (Manual pentru studenții străini)*, Institutul European, 1999.
9. Palii A., *Cultura comunicării*. Chișinău, Epigraf, 2005.