



CD8.5.1 DISCIPLINE CURRICULUM

Edition: 06

Date: 20.09.2017

Page 1/31

	CD8.5.1 DISCIPLINE CURRICULUM	Edition: 06
		Date: 20.09.2017
		Page 1/30

FACULTY OF PHARMACY

PHARMACY 0916.1

DEPARTMENT OF ROMANIAN LANGUAGE AND MEDICAL TERMINOLOGY

APPROVED

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

Faculty of Pharmacy

Minutes N. 2 of 18.10.2017

Chairman Ph D, associate professor

L. Uncu



APPROVED

at the Council meeting of the Faculty of

Pharmacy

Minutes No. 2 of 22.10.2017

Dean of Faculty of Pharmacy

Ph D, associate professor

N. Ciobanu



APPROVED

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

Minutes N. 4 of 18.10.2018

Head of the chair,

Ph D, associate professor

Chiriac Argentina

CURRICULUM

(SYLLABUS)

DISCIPLINE ROMANIAN LANGUAGE (for non-native students, Romanian series)

Type of the course: Compulsory discipline

Chisinau, 2017



CD8.5.1 DISCIPLINE CURRICULUM

Edition: 06

Date: 20.09.2017

Page 2/31



CD8.5.1 DISCIPLINE CURRICULUM

Edition:	06
Date:	20.09.2017
Page 3/31	

I. INTRODUCTION

Romanian language for foreign students (English series) in “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 Romanian by international students represents an imperative necessity 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 the students cognitive, scientific, linguistic marks and abilities to assure the written and oral messages reception in different situations.

This discipline offers opportunities of the development of 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 of Romanian language, 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.

The purpose of the curriculum in professional training

The curriculum of the discipline Romanian language for English speaking 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.

- Language / languages of the course: Romanian
- Beneficiaries: students of 1st and 2nd years of study, Faculty of Pharmacy

I. MANAGEMENT OF THE DISCIPLINE

Code of the discipline	G.01.O.011 / G.02.O.025 / G.03.O.037 / G.04.O.050
Name of discipline	Romanian Language
Person(s) in charge of the discipline	Chiriac Argentina, Trebeș Tatiana, Vîntu Victoria, Lopatiuc Alina



CD8.5.1 DISCIPLINE CURRICULUM

Edition: 06

Date: 20.09.2017

Page 4/31

Year	I-II	Semester/ semesters	I-IV
Total number of hours, including:			272
Lectures	0	Laboratory hours	0
Seminars	272	Self-training	0
Form of assessment	E	Number of credits	0

II. TRAINING AIMS WITHIN THE DISCIPLINE

At the end of the course the student will be able:

A) 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.

B) At the level of application:

- 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 making 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.

C) At the level of integration:



CD8.5.1 DISCIPLINE CURRICULUM

Edition:	06
Date:	20.09.2017
Page 5/31	

- 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 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.

III. PROVISIONAL TERMS AND CONDITIONS

The Romanian language and medical terminology in groups of foreign students (English series) 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 course summarizes knowledge of the Romanian language and the terminological lexical minimum omnipresent in the Romanian medical language and it forms communication skills (oral/written skills) of visual and auditory receiving of medical information in the Romanian language.

THEMES AND ESTIMATED ALLOCATION OF HOURS

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

The 1st year, the 1st semester:

Nr. d/o	Subject	Number of hours		
		Lectures	Practical works	Individual work
Module I. Romanian language. Introductory course				
1.	The origin and development of Romanian language		6	
2.	Functional styles of Romanian language		4	
3.	Romanian writers and poets (M. Eminescu, A. Păunescu, Gr. Vieru, N. Dabija)		4	
4.	Update		2	
Module II. History of medicine				
5.	Medicine – an old science		4	



CD8.5.1 DISCIPLINE CURRICULUM

Edition:	06
Date:	20.09.2017
Page 6/31	

6.	Famous medical scientists. Medical scientists in Republic of Moldova		2	
7.	The doctor's profession		4	
8.	The Hippocratic Oath		4	
Module III. „Nicolae Testemițanu” SUMPh				
9.	“Nicolae Testemițanu” State University of Medicine and Pharmacy of the Republic of Moldova		4	
10.	“Nicolae Testemițanu” State University of Medicine and Pharmacy of the Republic of Moldova anthem		2	
11.	Update		2	
Module IV. The general structure of human body				
12.	The structure of human body		6	
13.	The human body: some functional apparatus (systems)		4	
14.	Blood – blood circulation		6	
Module V. Healthy nutrition				
15.	Vitamins		4	
16.	The food intake and health		6	
17.	Update		2	
18.	Final evaluation		2	
	Total		68	

*Courses (lectures), practical works/ laboratory works/ seminars and individual work:
The 1st year, the 2nd semester:*

Nr. d/o	Subject	Number of hours		
		Lectures	Practical works	Individual work
Module I. Diagnostics and treatment				
1.	The student's hospital		4	
2.	Diagnostics		4	
3.	About diseases		4	
4.	Lesson of communication		2	
5.	Ways of treatment		4	
Module II. Types of diseases				
6.	Infectious diseases		4	
7.	Childhood diseases		4	



CD8.5.1 DISCIPLINE CURRICULUM

Edition:	06
Date:	20.09.2017
Page 7/31	

8.	Mental diseases		4	
9.	Hereditary diseases		4	
10.	Cardiovascular diseases and their profilaxy		6	
11.	Gastrointestinal diseases		4	
12.	Lesson of communication		2	
Module III. About medicines				
13.	Medicinal plants or health from God's pharmacy		6	
14.	At the pharmacy		6	
15.	Medicines		6	
16.	Review		2	
17.	Evaluation		2	
	Total		68	

The 2nd year, the 3rd semester:

Nr.	Subject	Number of hours		
		Lectures	Practical work	Individual work
Module I. The Medical - pharmaceutical contemporary terminology: particularities and evolution				
1.	Communication culture - an indispensable factor in the professional activity of the pharmacist.		4	
2.	Particularities of contemporary medical-pharmaceutical language. Perspectives in evolution		4	
3.	The evolution of medical and pharmaceutical terminology over the centuries. Development of the pharmacy as part of the health system in the Republic of Moldova		4	
4.	Medical and pharmaceutical education in our country and abroad.		4	
5.	The oath of the pharmacist		2	
Module II. Phytotherapy - an integral part of curative medicine				
6.	Medicinal Plants - Raw Material for Medicines. (Parts of the plant, the role of each in the pharmaceutical industry)		4	
7.	Dispute:		2	



CD8.5.1 DISCIPLINE CURRICULUM

Edition:	06
Date:	20.09.2017
Page 8/31	

	Phytotherapy and scientific medicine. General notions about plant poisoning			
8.	Madical Plants of spontaneous flora from Moldova. Species introduced in the Red Book. Situational conversation: In the Botanical Garden		4	

Module III. Medication and self-medication

9.	Pharmacology - Multidisciplinary science		4	
10.	Updating the topics studied during the first year: At the pharmacy (prescription).		4	
11.	Classification of medicinal substances. Medicines of natural and synthetic origin.		4	
12.	Self-medication and its consequences		2	
13.	Lesson of communication		2	

Module IV. The organization of the human body

14.	Cell - structural and functional unit of alive matterial. The chemical composition of the cell Medicines used to treat diseases that affect the cells of the body		4	
15.	From cell to tissue. (L.R., p. 30). Bone system diseases and ways of treatment.		4	
16.	Blood - the source of life. The main classes of medicines used in the treatment of blood diseases. Situational conversation: At the blood transfusion station		4	
17.	The 4 levels of organization of the human body (cell - tissue - organ - system).		2	

Module V. Man and the environment

18.	Spreaded diseases in Republic of Moldova		4	
19.	The microbial flora of the human body and the environment. Influence of environmental factors on microorganisms. Sterilization and disinfection. The appearance and development of virology. Situational Conversation: What Are Viroses?		4	
20.	Recapitulation		2	

The 2nd year, the 4th semester:

Nr.	Subject	Number of hours		
		Lectures	Practical work	Individual work



CD8.5.1 DISCIPLINE CURRICULUM

Edition: 06

Date: 20.09.2017

Page 9/31

Module I. Anatomical terminology

1.	Integumentary system (skin, hair, nails, sweat and sebaceous glands) Expression of time (in the past) Symptomatic terms The main classes of drugs, used in the therapy of the diseases of the tegumentary system		4	
2.	The locomotor system. Expression of time (in the future) Symptomatic terms. The main classes of drugs, used in the therapy of respiratory diseases		4	
3.	The gastrointestinal system Expressing the comparison Symptomatic terms The main classes of drugs, used in the therapy of gastrointestinal disorders		4	
4.	Respiratory system Situational Conversation: Viroses - Prevention and Treatment with medicines Expression of Time Symptomatic terms The main classes of drugs, used in the therapy of respiratory diseases		4	
5.	Nervous system Expression of place Symptomatic terms The main classes of drugs used in the therapy of diseases of nervous system		4	
6.	Evaluation		2	
7.	The eye Expression of mode (1) Symptomatic terms The main classes of drugs used in ophthalmic therapy		2	
8.	The Ear Expression of mode (2) Symptomatic terms The main classes of drugs, used in the therapy of ear disorders		2	
9.	The endocrine system. The functioning of the endocrine glands Relative and correlative constructions Symptomatic terms The main classes of drugs used in the therapy of endocrine disorders		4	
10.	The excretory system		4	



CD8.5.1 DISCIPLINE CURRICULUM

Edition: 06

Date: 20.09.2017

Page 10/31

	The Superlative and the consequence Symptomatic terms The main classes of drugs used in therapy of the excretory system disorders			
11.	Immune system Expression of identity and similarity		2	
12.	Evaluation		2	

Module II. Chemical terminology

13.	The Metabolism of the human body Expression of identity and similarity		2	
14.	Biocatalysts Expression of nonsimilarity and opposition		4	
15.	Chemical elements and combinations Solutions - generalities Expression of conformity and nonconformities		4	
16.	Liquid state. Solid state Expression of substitution and opposition		4	
17.	Gaseous state Expression of the case		4	

Module III. Fundamental units of measurement

18.	The measurement of volumes in the pharmaceutical practice. Situational conversation: Determining the volume of a drop of water and a teaspoon Expression of the concession		4	
19.	Use of measuring vessels Updating the studied grammar		4	
20.	Actualization		2	
21.	Final evaluation		2	
Total			136	

IV. OBJECTIVES AND CONTENT UNITS

1ST YEAR, 1ST SEMESTER

Objectives	Content unit
Module I. Romanian language. Introductory course	



CD8.5.1 DISCIPLINE CURRICULUM

Edition: 06

Date: 20.09.2017

Page 11/31

Objectives	Content unit
<ol style="list-style-type: none">1. To know the history of Romanian language;2. to prove the Latin origin of Romanian language;3. to understand spelling rules of diphthongs, triphthongs, vowels in hiatus;4. to apply studied spelling rules in elaboration of written texts.	<p>1. The origin and development of Romanian language</p> <p>Phonetics. The origin of writing. The Latin alphabet for Romanian language. Graphical and phonological system</p> <p>Diphthongs and triphthongs. Vowels in hiatus</p>
<ol style="list-style-type: none">1. To define the notion of style;2. to differentiate functional styles of the language;3. to know the rules of an official text elaboration (request, cv);4. to recognize the orthographic and punctuation marks of the Romanian language;5. to define the notions: <i>administrative medical terms</i>;6. to do the annotation of the given article.	<p>2. Functional styles of Romanian language</p> <p>Segmentation of words in syllables. The emphasis. Functions and role of accent. Types of accent. Orthographic and punctuation marks of the Romanian language</p> <p>Administrative and medical terms</p> <p>Adnotarea unui articol din presa medicală.</p> <p>The annotation of an article from medical press</p>
<ol style="list-style-type: none">1. To define the notion of open vowels;2. to apply the studied norms in reading and oral communication process;3. to know the most important Romanian writers;4. to synthesize and to evaluate information about the biography and activity of the writers (M. Eminescu, A. Păunescu, Gr. Vieru, N. Dabija).	<p>3. Romanian writers and poets (M. Eminescu, A. Păunescu, Gr. Vieru, N. Dabija)</p> <p>Pronunciation of open vowels. Pronunciation of back vowels</p>
<ol style="list-style-type: none">1. To define notions of vocabulary, borrowing, frazeological units;2. to know the rules of compound words spelling;3. to recognize the linguistic borrowings in the given texts and to propose the correct variants of expression.	<p>Vocabulary enrichment tools. Derivation. Compounding. Conversion. Borrowings</p>
<ol style="list-style-type: none">1. To systematize information about the origin of the Romanian language, functional styles;2. to know the artistic universe of the representative Romanian writers;3. to apply in the written and oral communication the assimilated phonetic rules.	<p>4: Update</p>
Module II. From history of medicine	



CD8.5.1 DISCIPLINE CURRICULUM

Edition: 06

Date: 20.09.2017

Page 12/31

Objectives	Content unit
<ol style="list-style-type: none">1. To define the notion of medicine;2. to synthesize information about the contribution of illustrious scholars to the development of medicine;3. to understand the specificity of african pronunciation / ge /, / gi /, / ce /, / and of consonants / d /, / t /, / n /;4. to apply the studied rules in the reading and oral communication process;5. to define the notions of synonyms, antonyms, paronyms and homonyms;6. to use vocabulary enrichment ways in written / oral communication.	<p>1: Medicine – an old science</p> <p>Pronunciation of affricates /ge/, /gi/, /ce/, /ci/ Pronunciation of consonants /d/, /t/, /n/ Synonyms. Antonyms. Paronyms. Homonyms</p>
<ol style="list-style-type: none">1. To define notions of personal pronoun and personal pronoun of politeness, verb;2. to prove the scientists role in development of medicine in Republic of Moldova;3. să synthesize information about evolution of medical science in Republic of Moldova;4. să apply rules de utilizare a pronumelor în enunțuri în comunicarea scrisă/ orală.	<p>2: Famous medical scientists. Medical scientists in Republic of Moldova</p> <p>Morphology. Parts of speech (general notions). Personal pronouns and personal pronouns of politeness. The paradigm of verbs „to be” and „to have”. The pronouns position in sentences</p>
<ol style="list-style-type: none">1. To define the notion of ethical code;2. to elaborate the physician’s ethical code;3. to recognize the grammatical categories of the noun (number, gender and case) and types of articles;4. to determine the number and gender of the nouns;5. to know the specificity of nouns with multiple plural forms;6. to assess the specifics of health care in the Republic of Moldova.	<p>3: The doctor’s profession</p> <p>The noun. The nouns gender and number. The specificity of nouns with multiple plural forms. Article undefined and article defined</p> <p>Conversation: "Health care in the Republic of Moldova". The portrait of the future physician</p>
<ol style="list-style-type: none">1. To define the notions: possessive article, adjectival article;2. to know the rules of usage of possessive articles;3. to argue the use of nouns in particular cases in given contexts;4. to know the nouns from the categories <i>singularia tantum</i> and <i>pluralia tantum</i>;5. to read and to analze the The Hippocratic Oath;6. to retell the text „ The Hippocratic Oath” from the third person.	<p>4: The Hippocratic Oath</p> <p>The noun’s cases. Other types of articles (possessive, adjectival). Nouns <i>singularia tantum</i> and <i>pluralia tantum</i>.</p>

Module III. „Nicolae Testemitanu” SUMPh



CD8.5.1 DISCIPLINE CURRICULUM

Edition: 06

Date: 20.09.2017

Page 13/31

Objectives	Content unit
<ol style="list-style-type: none">1. To know the history of foundation and evolution of “Nicolae Testemitanu” State University of Medicine and Pharmacy of the Republic of Moldova;2. to define the notion „declension”;3. to know the rules of declension of common and proper nouns;4. to apply the studied information in written and oral communication;5. to present the evolution of medical term.	<p>1: “Nicolae Testemitanu” State University of Medicine and Pharmacy of the Republic of Moldova Declension of common and proper nouns. Declension of compound nouns. Nouns in medical terminology</p> <p>Etymology and evolution of medical terms. Neologisms in medicine</p>
<ol style="list-style-type: none">1. To define the notion of anthem;2. to know the anthem of “Nicolae Testemitanu” State University of Medicine and Pharmacy of the Republic of Moldova.	<p>2: The anthem of “Nicolae Testemitanu” State University of Medicine and Pharmacy of the Republic of Moldova</p>
<ol style="list-style-type: none">1. To systematize information on the evolution of medicine and the medical system in the Republic of Moldova;2. to use the studied grammar rules in the process of written and oral communication.	<p>3: Update</p>
Module IV. The general structure of human body	
<ol style="list-style-type: none">1. To know information about size and segmentation of human body;2. to know rules of medical terms formation;3. to build terms using different prefixes;4. to know rules of medical terms spelling.	<p>1: The structure of human body</p> <p>Structure of medical terms – combination of words. Prefixes available to the medical word formation process. Terminology and nomenclature. Medical terms formation (derivation, composition, conversion) and rules of their spelling.</p>
<ol style="list-style-type: none">1. To know apparatus and systems of human body;2. to build speeches using studied terminology;3. to know grammar categories of the adjective (gender, number, case, degrees of comparison);4. to argue the role of adjectives in formation of medical terms;5. to build speeches on medical subjects, using adjectives.	<p>2: Human body: some functional apparatus (systems)</p> <p>The adjective. The grammatical categories of adjectives. Variable and non-variable adjectives. Declension of combinations of words noun+adjective, adjective+noun. Formation of adjectives and rules of their spelling. The adjective in medical terminology. Neological adjectives</p>



CD8.5.1 DISCIPLINE CURRICULUM

Edition: 06

Date: 20.09.2017

Page 14/31

Objectives	Content unit
<ol style="list-style-type: none">1. To know information about blood morphology;2. to build speeches using studied terminology;3. to know the adjectives degrees of comparison;4. to explain the structure of anatomical/ medical terms.	<p>3: Blood – circulation of blood</p> <p>Adjectives' degrees of comparison. Adjectives without degrees of comparison.</p> <p>Watch human anatomy video lesson</p>
Module V. Healthy nutrition	
<ol style="list-style-type: none">1. To define the notion of vitamin;2. să argumenteze rolul vitaminelor pentru fortificarea sănătății;3. să definească noțiunea de numeral;4. să cunoască categoriile gramaticale ale numeralului;5. să construiască discursuri utilizând numerale ordinale și cardinale.	<p>1: Vitamins</p> <p>The numeral. The grammar categories. Types of numeral. Cardinal and ordinal numerals The numeral in the usual speech</p>
<ol style="list-style-type: none">1. To argue the role of food intake in maintaining health;2. to build speeches that will express the importance of correct alimentation;3. to define the notion of distributive, multiplicative, fractional numerals;4. to know the rules of numerals spelling.	<p>2: The food intake and health</p> <p>The numeral. Other types of numeral. Rules of numerals spelling</p>
<ol style="list-style-type: none">1. To systematize information about the structure of the human body, vitamins and the role of food intake;2. to use studied grammatical rules in the process of oral and written communication.	<p>3: Update</p>
To assess the level of assimilation the material by students.	<p>4: Evaluation</p>

1ST YEAR 2ND SEMESTER

Module I. Diagnostics and treatment



CD8.5.1 DISCIPLINE CURRICULUM

Edition: 06

Date: 20.09.2017

Page 15/31

Objectives	Content unit
<ol style="list-style-type: none">1. To define the term polyclinic;2. to name specialists that work in a polyclinic and their specialities;3. to define notions of pronoun (personal, of politeness, reflexive, possessive) and pronominal adjective;4. to do the morphological analysis of possessive pronouns and pronominal adjectives;5. to know the rules of spelling and using possessive pronouns and pronominal adjectives;6. to use the studied terms in communication.	<p>1: The student's polyclinic</p> <p>The pronoun. Grammatical categories. Personal, reflexive and possessive pronouns and pronominal adjectives</p> <p>Conversation: At the polyclinic</p>
<ol style="list-style-type: none">1. To define the diagnostics;2. to know what does a medical prescription represent;3. to distinguish the stages of a medical diagnostics;4. to define the notion of pronoun: definite and indefinite, demonstrative, of identity, relative-interrogative, negative.5. to do the pronouns morphological pronouns ;6. to elaborate speeches using information about diagnostics and about medical prescription.	<p>2: Diagnostics</p> <p>Other types of pronouns: definite and indefinite, demonstrative, of identity, relative-interrogative, negative.</p> <p>Conversation: At the therapist</p>
<ol style="list-style-type: none">1. To define the notion of disease;2. to describe a disease;3. to know the grammatical categories of the verb (tense, mood, voice);4. to use verbs and verbal phrases in the correct form during written/ oral communication;5. to describe a disease according to the given criteria;6. to elaborate speeches (monologues, dialogues) using information about different types of diseases.	<p>3: About diseases</p> <p>The verb. The grammatical categories. Verbal conjugations. Mood and tense.</p> <p>Verbal phrases</p> <p>Conversation: Criteria for classifying diseases</p>



CD8.5.1 DISCIPLINE CURRICULUM

Edition: 06

Date: 20.09.2017

Page 16/31

Objectives	Content unit
<ol style="list-style-type: none">1. To define the notion of treatment;2. to distinguish types of treatment;3. to define the notion of impersonal mood of the verb;4. to argue belonging of the given verb to an impersonal mood;5. to define the notion of physiotherapy;6. to elaborate speeches (dialogues/ monologues) arguing the role of physiotherapy in treatment / process of recovery.	<p>4: Ways of treatment</p> <p>Impersonal moods of the verb. The infinitive mood and gerund mood</p> <p>Conversation: Physiotherapy</p>
<ol style="list-style-type: none">1. To update the assimilated information;2. to make dialogues (at the medical specialist) using terms that express the stages of diagnostics, diseases, ways of treatment.	<p>5: Communication</p>
Module II. Types of diseases	
<ol style="list-style-type: none">1. To define the notion of infectious disease;2. to describe an infectious disease, using studied terminology;3. to apply information about infectious diseases in the elaboration of dialogues;4. to argue the belonging of the given verb to a certain impersonal mood;5. to use the studied terminology in a speech on the topic: At the infectious diseases specialist	<p>1: Infectious diseases</p> <p>The verb. Impersonal moods of the verb. Participle and supine</p> <p>Conversation: At the infectious diseases specialist</p>
<ol style="list-style-type: none">1. To define the notion childhood disease;2. to know the most wide-spread childhood diseases;3. to apply information about childhood diseases in elaboration of dialogues;4. to define the notion of voice;5. to know the conjugation mechanism of verbs in present tense, indicative mood;6. to make a dialogue using information about diagnostics and ways of treatment.	<p>2: Childhood diseases</p> <p>Voices of the verb. Indicative mood, present tense. The pronoun and the verb</p> <p>Conversation: At the pediatrician</p>



CD8.5.1 DISCIPLINE CURRICULUM

Edition: 06

Date: 20.09.2017

Page 17/31

Objectives	Content unit
<ol style="list-style-type: none">1. To define the notion of mental disease;2. to know the wide-spread mental diseases;3. to apply the information about mental diseases in elaboration of dialogues;4. to know the conjugation mechanism of verbs in indicative mood, past simple and imperfect5. to explain the specificity of mental problems in children;6. to make a dialogue (At the neurologist) respecting the stages of diagnostics.	<p>3: Mental diseases</p> <p>The Indicative mood. Past tense, active voice. Past simple. Imperfect. Pronoun and verb</p> <p>Conversation: Mental illness in children</p>
<ol style="list-style-type: none">1. To define the notion of hereditary disease;2. to know the wide-spread hereditary diseases;3. to know the paradigm of verbs formation in Conjunctive mood, present and perfect tenses;4. to use studied terminology in a speech on the topic: At the geneticist;5. to apply the information about hereditary diseases in elaboration of dialogues, respecting the stages of diagnostics.	<p>4: Hereditary diseases</p> <p>The Conjunctive mood. Present and perfect tenses. The usage of verbs in Conjunctive mood, present tense. Conjunctive mood in subordinate clauses. Verbs in conjunctive mood and pronouns</p> <p>Conversation: At the geneticist</p>
<ol style="list-style-type: none">1. To define the notion of cardiovascular disease;2. to describe a cardiovascular disease, using studied terminology;3. to know the paradigm of verbs formation in Conditional mood, present and perfect tenses;4. to use the studied terminology in a speech on the topic: At the cardiologist;5. to apply the information about hereditary diseases in elaboration of dialogues, respecting the stages of diagnostics.	<p>5: Cardiovascular diseases and their profilaxy</p> <p>The Conditional mood. Present and perfect tenses. Verbs in conditional mood and the pronouns</p> <p>Conversation: At the cardiologist.</p>
<ol style="list-style-type: none">1. To define the notion of gastrointestinal disease;2. to describe a gastrointestinal disease, using studied terminology;3. to know the paradigm of verbs formation in imperative mood4. to use the studied terminology in a speech on the topic: At the gastrologist;5. to apply the information about gastrointestinal diseases in elaboration of dialogues, respecting the stages of diagnostics.	<p>6: Gastrointestinal diseases</p> <p>The verb. Imperative mood. Affirmative and negative forms</p> <p>Conversation: At the gastrologist</p>
Module III. About medicines	



CD8.5.1 DISCIPLINE CURRICULUM

Edition: 06
Date: 20.09.2017
Page 18/31

Objectives	Content unit
<ol style="list-style-type: none">1. To define the notion of medicinal plant;2. to classify medicinal plants according to the given criteria;3. to know the importance of medicinal plants and their ways of usage;4. to define the notions: adverb and adverbial phrase;5. to use adverbs with different degrees of comparison in contexts;6. to argue the importance of phytotherapy as a method of profilaxy or treatment.	<p>1: Medicinal plants or health from God's pharmacy</p> <p>The adverb. Types of adverbs. Adverbial phrases. The adverbs' degrees of comparison</p> <p>Conversation: Phytotherapy</p>
<ol style="list-style-type: none">1. To define the notion of pharmacy;2. to know the history of pharmacology as a science;3. to define the notion of preposition;4. to know the criteria of classification of prepositions;5. to make dialogues on the topic „At the pharmacy”.	<p>2: At the pharmacy</p> <p>The preposition. The classification of prepositions according to the structure. Prepositions of space. Prepositions and prepositional phrases in Genitive and in Dative cases</p> <p>Conversation: At the pharmacy</p>
<ol style="list-style-type: none">1. To define the notion of medicine;2. să distinguish different types of medicines and their ways of usage;3. to know the specificity of drug release in pharmacies;4. to define the notions: conjunction and interjection;5. to use different types of conjunctions and interjections correctly in their own contexts;6. to create situations in which to present different types of medicines (indications, side effects, contraindications).	<p>3: Medicines</p> <p>Conjunction. The classification of conjunctions. Conjunctional phrases. Interjection. Classification of interjections</p> <p>Conversation: Medicines acting on different systems</p>
<ol style="list-style-type: none">1. To systematize the studied subject;2. to use correctly the assimilated terminology;3. to apply the studied grammatical norms in their own speeches.	<p>4: Recapitulation</p>
<ol style="list-style-type: none">1. To apply correctly in written / oral communication terminology and grammatical norms.	<p>5: Final evaluation</p>

2nd year 3rd semester

Objectives	The content
Modulul I. The medical and pharmaceutical terminology	



CD8.5.1 DISCIPLINE CURRICULUM

Edition: 06

Date: 20.09.2017

Page 19/31

1. to define the notion of culture of communication;
2. to demonstrate the specifics of communication in the doctor-patient-pharmacist conversation;
3. to develop a speech, taking into account all aspects of the culture of communication;
4. to demonstrate the importance of knowing the Romanian language in the pharmacist profession.

1. Communication culture - an indispensable factor in the professional activity of the pharmacist.
The importance of knowing the state language of the Republic of Moldova -an imperative of time, for practicing the pharmacy profession

1. to identify the particularities of the medical-pharmaceutical language;
2. to formulate speeches using medical-pharmaceutical terms.

2. The particularities of contemporary medical-pharmaceutical language. Perspectives and evolution
The medical and pharmaceutical terminology at the present time (enrichment methods)

1. to know the history and evolution of medical-pharmaceutical science;
2. to know the rules for the formation of pharmaceutical terms;
3. to describe the health system in the Republic of Moldova.
4. to define the parts of speech;
5. to perform the morphological analysis of different parts of speech.
- 6.

3. The evolution of medical and pharmaceutical terminology over the centuries.
Development of the pharmacy as part of the health system in the Republic of Moldova.
Speech parties (general update)

1. to Identify the objectives and importance of medical and pharmaceutical education;
2. to compare the medical and pharmaceutical education in the Republic of Moldova with the education of another country;
3. to compose a text about the pharmacy and to use definite and indefinite article.

4. Medical and pharmaceutical education in our country and abroad.
Noun and adjective in medical and pharmaceutical terminology.

1. to aware the importance of the pharmacist's oath;
2. to understand and interpret the global message of the text;
3. to draw up and display the summary of the Pharmacist's oath
4. .

5. The pharmacist's oath

Module II. Phytotherapy - an integral part of curative medicine



CD8.5.1 DISCIPLINE CURRICULUM

Edition: 06

Date: 20.09.2017

Page 20/31

<ol style="list-style-type: none">1. to recognize medicinal plants;2. to designate the parts of the plant;3. to justify the role of medicinal plants in the pharmaceutical industry;4. to know the rules for declining nouns + adjectives.	<p>1. Medicinal Plants - Raw Material for Medicines. (Parts of the plant, the role of each in the pharmaceutical industry)</p> <p>Controversy in declining nouns +adjective.</p>
<ol style="list-style-type: none">1. to define the notion of phytotherapy;2. to identify the role of phytotherapy in everyday life;3. to be active in the debate: Phytotherapy versus Scientific Medicine.4.	<p>2. Dispute: Phytotherapy versus scientific medicine</p> <p>General notions about plant poisoning</p>
<ol style="list-style-type: none">1. to know the most commonly used medicinal plants in the Republic of Moldova;2. to make a basic speech on the topic: In the Botanical Garden.3. to update the theme: Verb and pronouns;4. to use in written and oral messages the forms of the verb present.	<p>3. Plants of spontaneous flora in Moldova. Species introduced in the Red Book.</p> <p>Verb and pronouns (Present, Perfect and Future Indicative Mood: active, passive, and reflexive voices)</p> <p>Situational conversation: In the Botanical Garden</p>
Module III. Medication and self-medication	
<ol style="list-style-type: none">1. to define the term of pharmacology;2. to demonstrate multidisciplinary aspects of pharmacology;3. to appreciate the role of pharmacology in the health system of the Republic of Moldova;4. to update the theme: Verb in Conjunctive Mood5.	<p>1. Pharmacology - multidisciplinary science</p> <p>Verb and pronouns (Conjunctive mood: present and perfect time)</p>
<ol style="list-style-type: none">1. to define the term of prescription;2. to identify types of prescription;3. to develop a text on the level of satisfaction of drug demand and drug treatment of the population of the Republic of Moldova;4. to update the theme: Conditional mood of the verb.	<p>2. Updating the studied topics during the first year: At the pharmacy (prescription)</p> <p>Verb and pronouns (Conditional: present and perfect times). The using of conditional in prescription</p>



CD8.5.1 DISCIPLINE CURRICULUM

Edition:	06
Date:	20.09.2017
Page 21/31	

<ol style="list-style-type: none"> 1. to classify the criteria for classifying the medicines; 2. to make a difference between different origins of medicines 3. to update the theme: Verb and pronouns 4. to know the specific rules of verb formation of imperative mood (affirmative and negative form); 5. to draw prescription using verbs in imperative mood. 	<p>3. The classification of medicinal substances. Medicaments of natural and synthetic origin</p> <p>Verb and pronouns (imperative mood, affirmative and negative form)</p>
<ol style="list-style-type: none"> 1. to define the notion of self-medication; 2. to identify the risks of self-medication; 3. to participate active in debates on the topic Self - medication and excessive use of drugs; 4. to update the theme: The nonpersonal moods of the verb. 5. 	<p>3. Self-medication and its consequences</p> <p>Nonpersonal moods of the verb (update).</p>
<ol style="list-style-type: none"> 1. to form communication skills; 2. to apply the studied information in oral and written communication. 	<p>4. Lesson of communication</p>
Modulul IV. The structure of human body	
<ol style="list-style-type: none"> 1. to define the notion of cell; 2. to describe the chemical composition of the cell; 3. to make speeches based on information about medicines used to treat diseases affecting the cells from the body; 4. to demonstrate the function of gerund constructions in medical and pharmaceutical language. 5. 	<p>1. The cell - structural and functional unit of alive material. The chemical composition of the cell. Medicines used to treat diseases that affect the cells of the body</p> <p>Gerund constructions in medical and pharmaceutical language</p>
<ol style="list-style-type: none"> 1. to define the notion of tissue; 2. to know the types of tissues; 3. to identify diseases of the bone system. 4. to repeat participle and supine moods; 5. to identify participle constructions in written texts; 6. to argue the importance of participle constructions in medical and pharmaceutical terminology. 	<p>2. From cell to tissue Bone system diseases and ways of treatment</p> <p>Participle constructions in medical and pharmaceutical terminology</p>



CD8.5.1 DISCIPLINE CURRICULUM

Edition: 06

Date: 20.09.2017

Page 22/31

<ol style="list-style-type: none">1. to know the properties and functions of the blood;2. to identify the main classes of drugs used in the treatment of blood diseases;3. to make a speech based on the theme: Blood transfusion;4. to know the general syntax notions.	<p>3. Blood - the source of life. The main classes of drugs used in the treatment of blood diseases</p> <p>Syntax general notions. The topic of the sentence. Main and secondary parts of sentence. Situational conversation: At the blood transfusion station</p>
<ol style="list-style-type: none">1. to know the 4 levels of organization of the human body;2. to define each level of organization of the human body;3. to draw up a speech based on the cell - tissue - organ - system scheme;4. to define the coordination and subordination relationship in syntax	<p>4. The 4 levels of organization of the human body (cell - tissue - organ - system)</p> <p>Coordination and subordination relationships in syntax</p>
Module V. Man and the environment	
<ol style="list-style-type: none">1. To know the most widespread diseases in the Republic of Moldova;2. to describe a disease (of one's own choice);3. to define the phrase;4. to formulate phrases with a coordination and subordinate report.	<p>1. Diseases spread in the Republic of Moldova</p> <p>Phrase. General notions. Coordination and subordination relationships</p>
<ol style="list-style-type: none">1. to identify environmental factors that influence microorganisms;2. to define the notion of virology;3. to make a speech about viroses;4. to make sentences in which to express the opposition, conclusion, association.	<p>2. The microbial flora of the human organism and the environment. Influence of environmental factors on microorganisms. Sterilization and disinfection. The emergence and development of virology.</p> <p>Transformations. Coordination. Association and option. Transformations. Coordination. Opposition and conclusion</p> <p>Situational Conversation: What Are Viroses?</p>
<ol style="list-style-type: none">1. to update the themes previously studied.	<p>3. Recapitulation</p>

2nd year 4th semester:

Obiective

Unități de conținut



CD8.5.1 DISCIPLINE CURRICULUM

Edition: 06

Date: 20.09.2017

Page 23/31

Module I. Anatomical terminology

1. to define the notion of a integumentary system;
2. to name the structure and functions of the tegumentary system;
3. to describe a disease of the integumentary system;
4. to memorize the roots of forming the pharmaceutical terms specific to the integumentary system;
5. to name the main classes of drugs used in the therapy of skin diseases

1. Integumentary system (skin, hair, nails, sebaceous glands)

1. to define the notion of locomotor system;
2. to know the structure and functions of the locomotor system;
3. to define the symptomatic terms specific to the locomotor system;
4. to name the main classes of drugs used in locomotor system therapy.
5. to designate ways of expressing time;
6. to develop texts using verbal structures in the past.

2. The locomotor system

The expressing of time

1. to know the components and functions of the digestive system;
2. to describe a disease of the digestive system;
3. to memorize the roots of forming pharmaceutical terms specific to the gastrointestinal tract;
4. to identify the main classes of drugs used in digestive therapy;
5. to know verbs and verbal structures that express the future;
6. to write texts using verbal structures at the future.

3. The gastrointestinal system

Expression of time (in the future)

1. to define the notion of respiratory system;
2. to know the organs and functions of the respiratory system;
3. to memorize the roots of forming pharmaceutical and symptomatic terms;
4. to name the main classes of drugs used in the therapy of respiratory diseases;
5. to draw up texts using structures that express the comparison;
6. to know the causes and methods of preventing the viruses.

4. Respiratory system

Expressing the comparison

Situational conversation: Viruses - prevention and treatment with drugs



CD8.5.1 DISCIPLINE CURRICULUM

Edition: 06

Date: 20.09.2017

Page 24/31

1. to define the notion of nervous system;
2. to name the structure and functions of the nervous system;
3. to know the roots of forming pharmaceutical and symptomatic terms specific to the nervous system;
4. to name the main classes of drugs used in the therapy of nervous system diseases;
5. to describe a disease using symptomatic terms;
6. to develop coherent texts in using adverbs of place.

5. Nervous system

Exression of place

1. to use the right grammar structures in the proposed exercises;
2. to adapt to the proposed communication situations.

6. Evaluation

1. to know the components and functions of the eye;
2. to describe a disease of the eye;
3. to memorize the roots of forming pharmaceutical and symptomatic terms specific to the ophthalmic discipline;
4. to name the main classes of drugs used in ophthalmic therapy;
5. to initiate a dialogue based on the described disease using the studied information;
6. to write a coherent texts using adverbs of mode.

7. The eye

Expression of mode

1. to know the components and functions of the ear;
2. to describe an ear disease;
3. to know the roots of forming pharmaceutical and symptomatic terms specific to the auditory system;
4. to name the major classes of drugs used in ear disease therapy;
5. to initiate a dialogue based on the described disease using the information studied;
6. to demonstrate the diversity of using modal adverbs in sentences.

8. The ear

Expression of mode



CD8.5.1 DISCIPLINE CURRICULUM

Edition:	06
Date:	20.09.2017
Page 25/31	

<ol style="list-style-type: none"> 1. to define the endocrine system; 2. to designate the components and functions of the endocrine system; 3. to describe a disease of the endocrine system; 4. to know the roots of forming endocrine pharmaceutical and symptomatic terms; 5. to name the main classes of drugs used in the therapy of endocrine diseases; 6. to write texts using relative and correlative constructions. 	<p>9. Endocrine system. The functioning of endocrine glands</p> <p>Relative and correlative constructions.</p>
<ol style="list-style-type: none"> 1. to define the excretory system; 2. to know the components and functions of the excretory system; 3. to describe a disease of the excretory system; 4. to assimilate the roots of forming pharmaceutical and symptomatic terms specific to the excretory system; 5. to name the main classes of drugs used in the therapy of respiratory diseases; 6. to make speeches, using adjectives and adverbs at superlative degree 	<p>10. The excretory system</p> <p>The superlative degree of adjectives and adverbs</p>
<ol style="list-style-type: none"> 1. to define the immune system; 2. to know the components and functions of the immune system; 3. to describe a disease of the immune system; 4. to assimilate the roots of forming pharmaceutical and symptomatic terms specific to the immune system; 5. to name the main classes of drugs used in the therapy of immune diseases; 6. to make sentences using different structures that express identity and similarity. 	<p>11. Immune system</p> <p>Expression of identity and similarity</p>
<ol style="list-style-type: none"> 1. To use the studied grammar structures in the proposed exercises; 2. to be adapted to the different communication situations. 	<p>12. Evaluation</p>
<p>MODULE II. Chemical terminology</p>	
<ol style="list-style-type: none"> 1. to define the notion of metabolism; 2. to argue the importance of metabolism in the body; 3. to make a speech on the topic: The connection of metabolism with the digestive system, respiratory 	<p>1. The metabolism of human body</p> <p>The expression of compliance and nonconformity.</p>



CD8.5.1 DISCIPLINE CURRICULUM

Edition: 06

Date: 20.09.2017

Page 26/31

<p>system and blood circulation;</p> <p>4. to make sentences using different structures that express compliance and nonconformity.</p>	
<p>1. to define the term biocatalyst;</p> <p>2. to identify the role of biocatalysts in daily nutrition;</p> <p>3. to develop a text on the topic: Advantages and disadvantages of biocatalysts;</p> <p>4. to know the logofoms used to express the cause;</p> <p>5. to make statements with different structures that express the cause.</p>	<p>2. Biocatalysts</p> <p>Explain the cause</p> <p>Situational Conversation: The role of biocatalysts in conducting processes in the body.</p> <p>What are enzymes and where they are used</p>
<p>1. to define a chemical element and its chemical combination;</p> <p>2. to demonstrate the connection of chemical elements and combinations with pharmacology;</p> <p>3. to know the logofoms used in expressing the hypothesis, the condition, the desire;</p> <p>4. to make sentences with different structures that express the hypothesis, the condition, the desire.</p> <p>5.</p>	<p>3. Chemical elements and combinations</p> <p>Solutions - generalities</p> <p>Expression of hypothesis, condition, desire</p>
<p>1. to explain the term of liquid aggregation;</p> <p>2. to illustrate the importance of the state of liquid aggregation in pharmacology;</p> <p>3. to know the situations of administration of the liquid medicines.</p> <p>4. explain the term of solid state of aggregation;</p> <p>5. to argue the importance of the solid aggregation state in pharmacology;</p> <p>6. to know the logofoms used in expressing the concession.</p>	<p>4. Liquid state</p> <p>Solid state</p> <p>Expression of the concession</p>
<p>1. to explain the term of gaseous aggregation;</p> <p>2. to illustrate the importance of the state of gaseous aggregation in pharmacology;</p> <p>3. to update the topics of studied grammar.</p>	<p>5. Gaseous state</p> <p>Updating studied grammar</p>

Module III. Fundamental units of measurement



CD8.5.1 DISCIPLINE CURRICULUM

Edition: 06

Date: 20.09.2017

Page 27/31

<ol style="list-style-type: none">1. to define the notion of volume;2. to know the unit of measurement of volumes in pharmaceutical practice;3. to develop a text demonstrating the importance of volume measurements in pharmaceutical field;4. to update the topics of studied grammar;5. to know the chemical composition and methods of determining the volume of a drop of water.6.	<ol style="list-style-type: none">1. The measurement of volumes in the pharmaceutical field Updating studied grammar Situational conversation: Determination of the volume of a drop of water and a teaspoon
<ol style="list-style-type: none">1. to define the notion of burette;2. to demonstrate the importance of measuring vessels in pharmacology;3. to justify the usefulness of the burette as the primary measuring vessels used in pharmacology;4. to update the grammar studied previously ;5. to use grammatical forms appropriately in oral and written communication.	<ol style="list-style-type: none">2. The using of measuring vessels Updating studied grammar
<ol style="list-style-type: none">1. to use the studied grammar structures in the proposed exercises;2. to adapt to communication situations the studied information .	<ol style="list-style-type: none">3. Final evaluation

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

✓ Professional competences:

1. Skills to communicate correctly, coherently and reasonably in Romanian, in different situations in order to obtain specific knowledge or skills, in order to ensure efficient communication;
2. Skills to communicate appropriately, operationalizing different grammatical notions and medical terminology required by the context or communicative situation;
3. Reading skills in searching information, documentation, research, understanding, explanatory and interpretative;
4. Intercultural competencies, indispensable for socio-professional integration, by educating the general human values (empathy, tolerance, generosity, respect for the diversity of opinion of colleagues belonging to different cultures, to show respect and positive attitude towards oneself and others);
5. Skills to receive and engage, in oral and written communication, intercultural values in the process of forming the intellectual profile;
6. Skills to translate from / into the mother tongue, related to the Romanian language, according to the learning opportunities.

✓ Transversal competences:

1. Skills to use, in real situations, certain tools to facilitate the study of Romanian as a non-native /



CD8.5.1 DISCIPLINE CURRICULUM

Edition: 06

Date: 20.09.2017

Page 28/31

foreign language

2. Skills to create communicative and informative documents by using certain electronic services, including the Internet;
3. Skills to express own opinions;
4. Skills in social interaction and group activity (involvement in various extracurricular activities and interpretation of different roles);
5. Skills in learning to study;
6. Competence to select digital materials, to make a critical analysis, to formulate conclusions and to present individual scientific projects, respecting the following requirements: time, use of sources, way of presentation.

✓ Study findings:

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.

I. METHODOLOGICAL SUGGESTIONS OF TEACHING-LEARNING-ASSESSMENT

• *Teaching and learning methods:*

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 in the training of future specialists. The duality of the communication / acquisition spectrum of medical terminology calls for the



CD8.5.1 DISCIPLINE CURRICULUM

Edition: 06

Date: 20.09.2017

Page 29/31

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.*

Strategies/ techniques used during the process of study

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 lessons 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.

VIII. Methods of assessment (including ways of calculating the final mark)

- **Current:**

Frontal or/and individual assessment, realized through:

- (a) applying docimological tests;
- (b) solving exercises;
- (c) case study analysis;
- (d) use of role-play in discussed subjects;
- (e) control papers.

- **Final exam:** written test, oral test.



CD8.5.1 DISCIPLINE CURRICULUM

Edition: 06

Date: 20.09.2017

Page 30/31

The final mark consists from three parts: the yearly average (coefficient 0,3), oral probe (coefficient 0,3), written probe (coefficient 0,2). The knowledge of material is appreciated with marks from 1 to 10, without decimals.

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

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.

RECOMMENDED LITERATURE

A. Compulsory:

1. Mincu E., Chiriac A., Limba română. Profil medical. Chişinău, Litera, 2003;
2. Mincu E., Chiriac A., Nastasiu S., Limbă Română. Limbaj medical (cu suport gramatical și de cultivare a limbii), partea I. Chişinău: Tipografia Centrală, 2012;
3. Vîntu V., Trebeş T., Lopatiuc A., Limba Română, CEP Medicina, Chişinău, 2014.

B. Additional:

1. Gramatica de bază a limbii române, Academia Română, Institutul de Lingvistică "Iorgu-Iordan-Al.Rosetti", Bucureşti, 2010;



CD8.5.1 DISCIPLINE CURRICULUM

Edition:	06
Date:	20.09.2017
Page 31/31	

2. Academia Română Institutul de Lingvistică „I. Iordan”. Dicționar explicativ al Limbii Române. București, 1996;
3. Bălănescu O., Limbaj medical românesc pentru străini. Ariadna – București, 1998;
4. Bejenaru V., Bejenaru G. Dicționar medical rus – român. Chișinău, 1991;
5. Corniciuc S., Limba care ne unește (vol. I-III) – Chișinău, 2004.
6. Dorobăț A., Fotea M., Limba Română de bază (Manual pentru studenții străini) - Institutul European, 1999.
7. Florea V. Plante medicinale. Chișinău, 1982;
8. Melnic V. Terminologia clinică în limba latină. Chișinău, 2003;
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