

Part II. Writing skills – essential skills for school and career

Chapter 1. Learning to learn- key competence for the personal and professional development

MOTTO: „ Tomorrow’s illiterate person will not be the one that cannot write and read, but that who will not learn how to learn”. (Alvin Toffler)

1.1. The key competence “Learning to learn” – a demand of the knowledge society

1.2. The writing abilities - essential abilities for school and career

1.3. Taking notes efficiently

1.3.1. Taking notes-general considerations

1.3.2. Taking notes during lessons and discourses

1.3.3. Taking notes during individual study

1.3.4. Graphic organizers

1.4. The technique of making up written material

1.4.1. Types of written material (report, scientifically communication, essay, article and book reviews, theses)

1.4.2. Writing a scientific paper

1.5. Chapter evaluation

1.1. The key competence “learning to learn”

MOTO: *“The best school is that where one learns, before everything, to learn”. (Nicolae Iorga)*

The key competences represent a multifunctional, transferable, knowledge, abilities and attitude package all the individuals need for the personal development and accomplishment, social inclusion and finding a work place. These are supposed to have developed at the end of the compulsory education and must act as foundation for learning as part of lifelong education.

The 8 key competence domains are:

- Communication competences in the mother tongue;
- Communication competences in foreign languages;
- Mathematics, sciences, technology basic competences;
- Digital competences of using Information Technology as learning and knowledge instrument;
- Social and civic competences;
- Entrepreneurship competences;
- Cultural expression and awareness competences;
- Learning to learn competence.

In the recommendation regarding the key competences for lifelong learning, adopted in 2001 by the European Parliament and the Council for Education, made up of education ministries, learning to learn is considered as an essential instrument, without which lifelong education would not be possible.

In conformity with the Recommendation of the European Parliament and Council– Key Competences for Lifelong Learning 2006/962/CE din 2006, the competence of learning to learn represents:

- the ability to get involved and persevere in learning, to organize one’s own learning, managing time and information efficiently, both individually and in groups.

- the ability of following and persisting in the process of learning, of organizing one's own preparation, including the efficient management of time and information, both individually and in groups.

To develop the student's autonomy in learning, teachers underline the necessity that the specific actions necessary for teaching a subject matter should be completed by explicit teaching of study methods and techniques, such as:

- Notes taking techniques;
- Making questions;
- Making up syntheses;
- Summarizing and graphical representation of ideas.

1.2. Writing abilities- essential abilities for school and career

- Writing is a form of communication, but also a learning instrument. Writing develops the capacity of concentration. Free writing develops creativity and imagination, writing on a subject develops the capacity of orientation towards a purpose, the analysis and the synthesis, as well as the capacity of reflection.
- Knowing to efficiently communicate in written form is one of the most important abilities necessary in different contexts (school, workplace, business, formal situations). Many times, we are in the situation of writing an e-mail, a report, a CV, or a letter of intention.
- Well developed writing abilities represent a plus in life.
- People able to communicate efficiently in writing are more appreciated at the work place. They create a good impression and they become more valuable.
- Excellent writing skills means :
- Better chances to successfully send messages ;
- Efficient communication with the others ;
- Increased authority and better impression on the others;
- Any intellectual activity demands written expression, reason why it is clearly "a life qualification".

1.3. Taking notes efficiently

1.3.1. Taking notes- general considerations

Definition:

- **Taking notes** represents the activity by which we remember information when we listen to a speaker, who may be the school teacher or the university professor, an instructor, a specialist, a person speaking during a conference, etc.
- Taking notes represents a useful modality of putting down ideas delivered by a teacher, a book or another source of information..

The importance of notes:

- Notes keep our attention focused and active
- Notes ensure a written record of what we studied, to be used in the revising stage.

Taking notes:

- Constitutes an external modality of storing information.
- Facilitates the processing and revising of information.
- Permits structuring the material while it is being taught.

- Involves only remembering the main ideas, presented in a concise manner.
- Represents an essential stage of the learning process, as by combining the visual, kinesthetic and additive factors, the information is better stored.
- Is only a starting point in the individual study, having an orientate role. It represents only the point of view of the one who emitted them, teacher or author. Nobody, at this time, can detain the monopoly of professional information

1.3.2. Taking notes during lessons and discourses

Ways of taking notes:

- The first possibility includes a two stage process; recording and processing.
- The second possibility refers to recording and processing information at the same time.

Stage 1: Notes recording

- An efficient recording supposes rapidity and accuracy. Rapidity is obtained by acquiring skills and practicing them until they become automatisms.
- If the teacher does not dictate the course, the speech speed being bigger than the writing one, there will appear blanks; writing will soon become illegible and unintelligible, even if short terms or symbolic codifications are used.
- By taking notes, the speaker's discourse must transform in a summary. Obviously, this means the omission of details, the reduction of details to the necessary number, in order to be useful and necessary for further understanding.
- Taking notes must be a creative process. The technique of taking notes word by word is wrong practice, taking time and being tiring. During the lesson/discourse, remembering only the main ideas permits following the teacher's discourse more attentively. You may complete the notes at home, immediately after the lesson, to remember more information.
- Taking notes includes also elements that relate to correction, completion and revision.

Some efficient rules to make recording more efficient are:

- **Abbreviations and short forms;** Abbreviations and short forms are made with unanimously accepted codes, or by choosing personal codes.
- **Schemes;** Schemes suppose introducing a picture, drawing, arrows, etc.
- **Numbers;** Numbers are used to mark the main ideas or the categories enumerated or described.
- **Marking key words;** Marking key words may be done by underlining, highlighting, italic writing, capital letters, asterisks, circling, etc. When we re-read notes, these marks will remind us of what we considered important when we took the notes.
- **Highlighting the content by using the layout;** Layout is not only aesthetic, it enables the reception of text structure.
- **Using colors;** Using colors is recommended to highlight ideas, key words, text fragments, definitions, quotations, personal opinions, teacher's opinions. Using colors to underline different important aspects helps remembering useful information.



Applying the above mentioned rules, taking note becomes active and raises awareness. The one that writes down is not only a passive receiver, but gets involved in the activity he develops, which leads to a better level of understanding information.

Notes taking systems

The best known notes taking system is Cornell system. The space is organized in three parts:

- The content presented(the largest section);
- Questions, connections, personal reflection, key words;
- Content summary.

The importance of Cornell system:

- The writing space is organized so as to allow the intervention of the one that writes down the content;
- The summary develops the synthesis abilities and facilitates remembering information;

Main ideas, questions, connections	Notes/information presented
Summary	

Notes taking systems derivates from Cornell system:

Variant 1:

Notes	Main ideas	Key words
		Key words may be deduced from the main ides.

Variant 2:

Questions	Notes

- The width of the columns may be equal or different. They may be changed according to preferences.

Stage 2: Notes processing and organization

- The technique becomes better in time, and notes will get a personal note. While taking notes, it is good to underline the terminology and the significant fragments. Later, during reading, the blanks will be filled in, the names and titles will be checked, the spelling mistakes will be

corrected. Using blank spaces will help further notes inspired by the bibliography read, regarding the written ideas.

During discourses, notes are incomplete and unsystematized. It is recommended to fill in and arrange notes in a schematic form, some hours after the discourse, because:

- After a few hours/ one day, students forget 50% of what they heard during the discourse
- After a week, students forget 75% of what they heard during the discourse
- After 3 weeks, students forget 98%.

The blanks in the notes may be filled in with the help of the teacher or other students.

1.3.3. Taking notes during individual study

A. Notes should include:

- **The main idea** of the text studied and the **important details**
- **The logical plan** of the exposition.

Note taking involves selection. Students are under the impression that all that is written is important, ending up by copying everything. Taking notes from a written material (book, magazine) offers much more time than in the case of courses, discourses to make the selection of the information. Taking notes supposes summarizing, identification of the main ideas of the author, the logical plan of his exposition (the ideas hierarchy).

Students must be advised not to take notes before finishing the paragraph. Too many students follow by finger the lines in the book, while with the other hand they copy big passages from the text. 23-30 pages from a book may be summarized in 2-3 pages! Notes must reflect what the student understood, not the skill of transcribing information. Synthesizing, students will find it easier to learn/revise the information!



Remember!

The quality and quantity of notes are two different things!

B. Take notes during the remembering stage not during the first reading.

C. Besides important quotations, use your own words in making up notes.

D. Scheme or summary?

Generally there are two ways of taking notes:

- As a scheme, schematic notes present the essential points in an almost graphical form;
- As summaries: summaries are simple, condensed versions of the original, written in continuous prose.

Adopt the scheme form (instead of the summary) whenever it is possible. This way one can see the essence of things at a glance!

Making up a scheme:

- **develop the titles (if they exist)**. If they do not exist, draw the main idea of the text.
- Write between parentheses **the important details**.
- use **text retractions inside the page**, to highlight the correlations, the hierarchy and the logics. Important information start from the margin. Secondary importance information is 1 cm retracted inside the page. If the retraction is too small, the report between the information will be difficult to seize. If the retraction is too big, there will not be enough space for notes.

- use **letters and figures**, to make clearer the highlighting of ideas, correlations, hierarchies.

E. Note taking mechanism

1. **Write legibly or use the computer**
2. Make up an **abbreviation system** and use it steadily. There is also a standard abbreviation system. Own abbreviations may be added. Regarding own abbreviations, the system must be steady and should not suffer many modifications.
3. While using notebooks, use a logical layout of the notes:
 - use a new page for a new series of notes;
 - leave much blank space and wide margins; a full page is difficult to remember;
 - transcribe in the upper part of the page the editorial data of the source (name of author, title, publishing house, publishing year);
 - transcribe, near every quotation, phrase or idea the page in the text where it may be found.
4. While using reading sheets:
 - transcribe the editorial data of the source on the first sheet;
 - transcribe in the upper part of the other sheets coming from this source only the name of the author and the title of the work
 - transcribe in every sheet on idea or one quotation;
 - write down on every sheet the exact number of the page in the source the idea written down refers to.
5. Use colors, **diagrams, highlighting of the points given** etc.
6. **En frame** important words and sentences.

Using artifices to impress memory (layout) is very important as this way the information may be represented easily in the mind's eyes (like a photo). It is easier to remember the ordering of words in notes if you can see the picture of their layout.

Notes where short words and sentences are distanced are usually preferred, even if more paper is used. The less is written on a page, the easier it is to see and remember the image.

1.3.4. Graphic organizers

MOTTO: "To complicate what is simple is banal; turn complicate into simple is very simple- this is creativity." (Charles Mingus)

Definition

- Cognitive organizers are extremely useful from this point of view. Cognitive organizers are graphic representations that help structuring knowledge.

When are cognitive organizers used?

- After the information was recorded
- While recording that information;
- Before recording the information.

Using cognitive organizers after and during the contact with the information is simple to do. But using cognitive organizers before recording information takes either help from a teacher or a good prediction capacity.

Types of cognitive organizers to use for structuring course notes or book notes	Conceptual maps(cognitive maps/ graphic organizer/ mind maps)
	Structured lists
	Tables
	Matrix
	Diagrams

Conceptual maps (or cognitive maps) suppose organizing the material around some key terms (diagram used to organize the information in visual form). The main theme is placed in the centre and around it there will be connected concepts and derived ideas.

Conceptual maps advantages:

- *Structured organization of information* as they allow the visual representation under the form of diagrams and of the links between them, of concepts and ideas apparently independent. Making conceptual maps supposes comparisons, analyses, reasoning, classifications, hierarchies, thus facilitating logical thinking.
- *Global understanding of the information* as they allow a general holistic image (Big Picture) that facilitates the understanding of the contents, easier and long-lasting remembering, and efficient consolidation. The conceptual map offers the student the possibility "To see the woods, not just he trees".
- *Systematizing the information as* the relations between the concepts are highlighted without other theoretical explanations.
- They may be used for all the subject matters, allowing also interdisciplinary connections
- They may be used both as teaching- learning instruments and as evaluation instruments;
- They focus on the relations that establish between the knowledge of the student, the way in which each student organizes his experience, ideas and the way of application. This method makes students become active in their learning process, assimilate knowledge, abilities, skills based on knowledge, abilities, skills they already possess.

Disadvantages of conceptual maps:

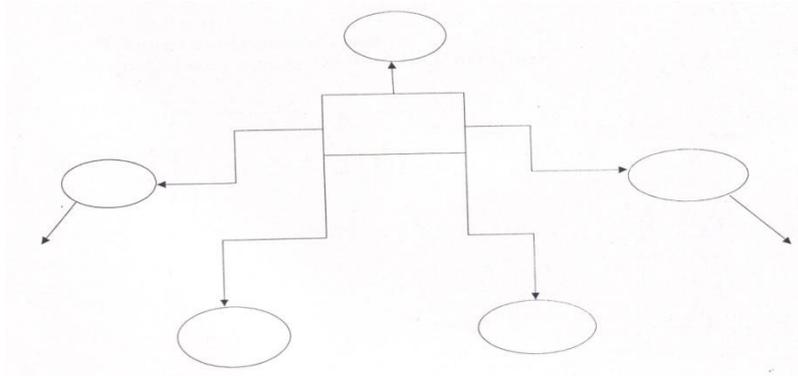
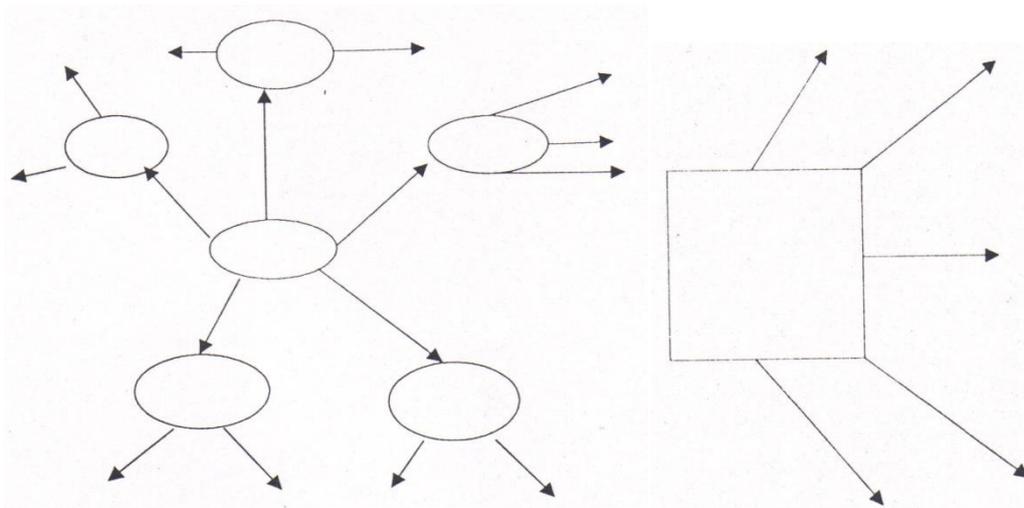
- Time requested;
- Raised standardizing level;
- The rigor and order in which the subject must work.

Types of conceptual maps

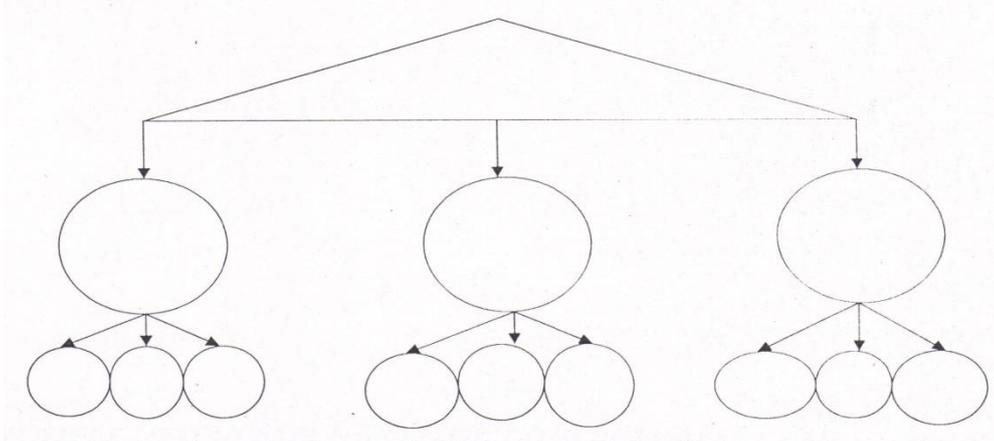
According to the information graphical organization type, conceptual maps are:	
Spider wab conceptual maps"	In the middle there is a central concept, a unifying theme, from where start the links in the form of rays to the other secondary concepts
"hierarchical"	Places the concepts in decreasing order of their importance; the most

conceptual maps”	important is on top; this arrangement in the terms of a classification start from what is important and it descends by progressive division to secondary elements. It is also called tree conceptual map.
“linear” conceptual map	All the concepts are considered of the same importance, being highlighted only by dependence links.
“systemic conceptual maps	Organize the information like the linear maps, only they add entries (the way in which we arrive to the new concepts) and exits (what concepts are arrived to, starting from the ones already represented).

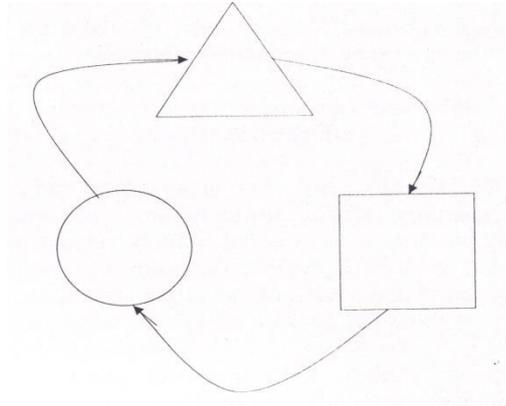
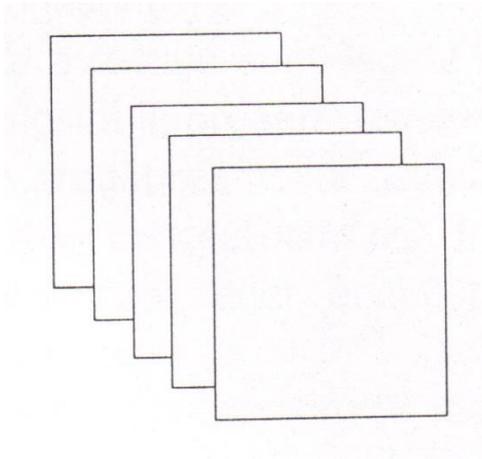
Spider web conceptual maps



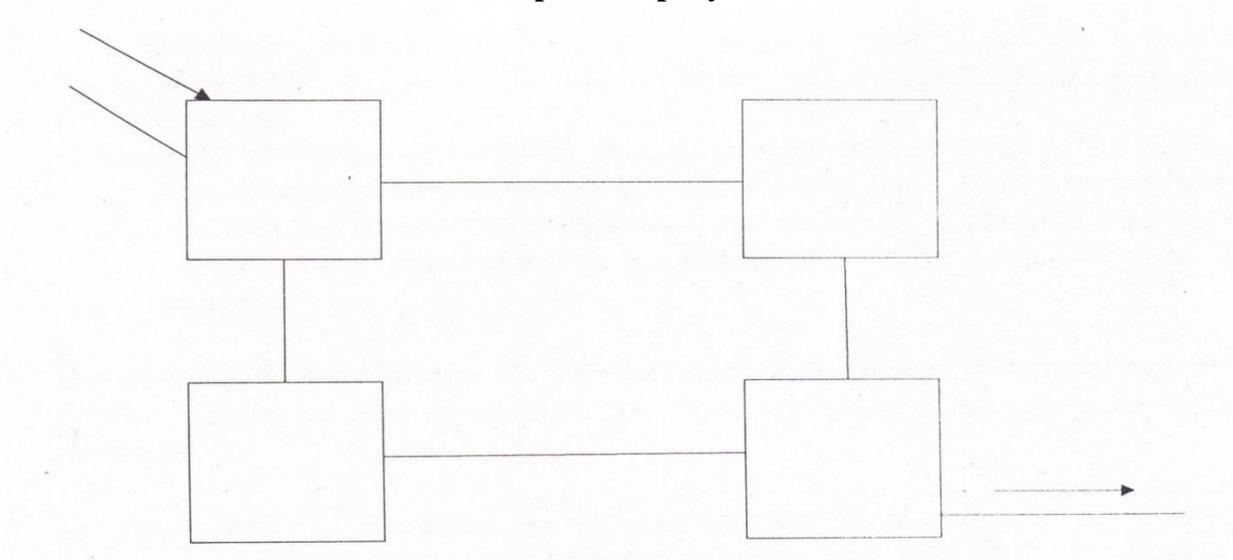
Hierarchical conceptual map



Linear conceptual map



Conceptual maps systems



Structural lists suppose the organization of the material by classifications and series, on account of the common elements

Tables systematise information, offering a whole image on the significant characteristics. Tables are organized in columns. They may be elaborated to be read linearly (vertically or horizontally) or synthetically (following the intersection points and the influence of the ideas from the vertical or horizontal columns on them).

The synoptic table synthesizes information according to a high number of criteria and includes the corroborated influence of these criteria.

Example:

ROCK TYPES	What they are made of	Where they made up	How they made up
Volcanic			
Sedimentary			
Metamorphic			

Table „T" is made up to list for and against arguments in the case of a binary question, which requests a yes/no answer or obliges us to adopt a for/against attitude. The name comes from the form of the table:

Is handwriting disappearing?	
Arguments FOR	Arguments AGAINST

Matrix resemble synthetic tables, but each rubric has a precise destination, between them existing an ascendant link, all following the same subject from many perspectives

The conceptual matrix is used to represent the content of an unknown term. The structure of such matrix may include: the word, the explanation of the meaning of that word, an exercise of correct use of the new word in a context and a drawing to illustrate the new word. Instead of the visual representation of the word there may be connexions with other domains, different from the verbal one, such as music.

Word	A sentence to illustrate the meaning of the word
Word definition	Visual representation of the word

Diagrams are schematic graphical representations, made up by analysis and synthesis.

DIAGRAM TYPES	
Sequential diagram	represents information following the logical sequence of events. By means of sequential diagrams, we may show graphically phenomena or processes with sequential development, that suppose the evolution from a stage to another.
Tree diagram	supposes classifications and hierarchies of the information. It may be horizontal or vertical.
Venn diagram	highlights common and different characteristics of two ideas, concepts, events, objects, etc. It is represented by two intersected circles. In the first circle are noted the characteristics of the first comparison term, in the second the characteristics odd the second term, and in the intersection area the common elements of the two terms.

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1.4. The technique of compiling written materials (accounts, summaries, lecture notes, projects)

1.4.1. Types of written materials (accounts, scientific communications, essay, articles and book reviews, thesis)

The account:

- may take the form of a thematic synthesis of several works, detailed analysis of a topic or subject of a book, presentation of activities and results.
- always has a purpose and is designed to be presented, to be published or to be submitted to a committee.
- it is drafted using an objective style.
- the structure an account:
 - title and author;
 - contents/plan of ideas;
 - explicit purpose of writing the account;
 - presentation of the content;
 - conclusions;
 - annexes;
 - bibliography;
 - date.

An essay length varies from a few pages to a few dozen pages.

Book presentation:

- assumes a summary of the contents of a book, which includes elements of personal opinion.
- The main functions:
 - a reading oriented towards capturing those aspects that might pique the interest of others. The essential aspect of the presentation of the book is reading the text from the perspective of someone else who might be interested. This is an exercise that develops empathy, observation, selection ability.
 - develops the skills of writing and oral expression.
- structure of a book presentations:
 - mentioning title, author and year of issue;
 - identification of the central theme of the book and the field where comes under;
 - a presentation of some of the contents;
 - a selection of quotes;
 - a delineation of the audiences to whom it is addressed;
 - expressing a personal opinion.

Review:

- The review resembles the presentation of the book, but the perspective of the one who compiles it is critical, evaluative.
- Review functions:
 - readings performed from an evaluative perspective;
 - a developing ability to make value judgments on cultural or scientific books;
 - a development of the capacity of reflection and analysis;
 - an increased ability to argument;

- a gain of written and oral expression skills
- To perform a review is needed depth reading, sometimes a re-reading of the text. The thesis is analyzed for relevance to the topic addressed and the field in which it is used, the way it is structured, assessing strengths and vulnerabilities of the argument, it points out the innovations, focused on the quality style of writing adopted by author.
- structure book reviews:
 - title, author and year of birth;
 - theme and field;
 - the way of structuring the content;
 - the original, exciting, new ideas;
 - the stylistic qualities of drafting;
 - the personal opinion of the reviewer.

Argumentative essay/pedagogical essay type:

- It is the most important type of essay. Most often, the subject presented in an argumentative essay is a controversial topic that attracts as many opinions.
- The essay is a written text in order to present and argue a point of view of the author on a particular topic. The word essay derives from the French verb "essayer" which means "try".
- The essay bears the imprint of subjectivity.
- Sample essays: literary criticism, argument of a philosophical or scientific opinion, editorials in newspapers.

Types of argumentative essay:

- **short essay (the five paragraphs essay)** is commonly used for essays to 1000 words. It is a very structured and very popular essay in Anglo-Saxon education system. Its structure is simple, only five paragraphs. The first paragraph introduces an opinion of the author, and every three paragraphs in the next four presents one idea to support his opinion with evidence, arguments and/or citations. The final paragraph summarizes recalls opinion and ideas that support.
- **long essay (the academic essay)** has between 2,000 and 5,000 words. It has a more discursive character. Sometimes it contains a short summary of what was written on that topic in the field. Such essay must have a bibliography and references. The presentation bibliography allows those who read it to evaluate whether the facts and quotes really support the presented topic of the essay.

The structure of a short essay:

- introduction: thesis exposure/hypothesis in the first paragraph.
- the argument: denying or accepting the thesis, dissertation development/arguments.
- a conclusion. The conclusion can be resumed in a new statement marked by an index of enunciation: *to mention that ...; on the one hand, ... on the other hand; otherwise; In other words ... therefore, it results that ...* The conclusion is clear based on an alternative: *on the one hand ... on the other hand.*

Indices of argumentation:

- Opinion verbs: *to think, to consider, to assume, etc.*
- Adverbs or adverbial clauses of manner, used as indices of evaluative subjectivity: *probably, possible, of course, undoubtedly, certainly etc.*
- conjunctions, conjunctive phrases with argumentative role mainly used for expressing causal relations, consecutive, final, conclusion: *since, because, that, so that, therefore etc.*
- formulations such as: *first of all, firstly, secondly, for example, then, in conclusion, therefore, since then, on the one hand ... on the other hand, thus etc.*
- terms or phrases expressing directly a value judgment: *as some believe;*
- use of terms or expressions expressing indirectly a value judgment: *we can say that ...*

- other connectors – *it results that, to mention that, only, that, in fact, too, though, but, otherwise, in other words, therefore, namely* – make secondary internal connections to an argument.

Other helpful information about compiling an argumentative essay:

- To persuade, the author of the argumentation should appeal to convincing arguments. In the argumentative approach quotes from works of authorship are inserted, references to ideas of personalities are made.
- The conclusion emphasizes that the point of view constituting the hypothesis is supported or refuted.
- It is recommended the prioritizing of arguments by using words such as "first", "second".
- It is recommended the use of words which appeal to the cultural experience / to interlocutor's life, engaging him in the approach: "*As you know ...*", "*You cannot doubt that ...*", "*Everybody knows that ...*", etc.
- The link between the segments of the argumentative text is achieved by connectors which are means for achieving text cohesion. So, in an argumentative text is indispensable the presence of words like "*therefore*", "*still*", "*on the contrary*", "*otherwise*", "*moreover*", "*on the other side*" etc.

1.4.2. Compiling a scientific paper

(By Derek Rowntree, *Learning how to learn. Scheduled introduction in the study technique*, Didactic and Pedagogic Publishing House, Bucharest, 1980)

Advantages for the author who writes a scientific paper:

- thinking organization;
- stipulating the point of view on the subject of the work;
- discovery strengths (to be consolidated) and weaknesses (which must be corrected);
- developing the capacity of written expression, which completes the process of thinking and learning;
- develop capacity for analysis and synthesis;

The process of writing an essay involves the following steps:

- I. Specification of the essay topic.
- II. Documentation and Information.
- III. Structuring the essay.
- IV. Writing the essay.
- V. Critical evaluation of the preliminary version/revision and rewriting essay.
- VI. Presentation/publication.

I. MENTIONING THE TOPIC OF THE ESSAY.

- Usually an essay is drawn up following the request of a teacher. Precise identification of work tasks is a step towards a clear and well developed work. Starting from the title, the requirements that must be covered should be clearly identified and, according to it, the work plan will be developed.

II. DOCUMENTATION AND INFORMATION

A. The bibliographic list

- It is usually suggested by a professor together with the theme of the essay. Each of the works featured in the initial list can lead to other bibliographic sources that could be consulted if there is enough time.
- Information sources: books, magazines, internet.

B. The questions

- They are designed to direct the reading and avoid wasting time with the whole reading of the entire material gathered. The best approach is to ask a series of questions to clarify the title or theme of the essay.
- The questions are cues that facilitate research. During the research, some questions will become irrelevant and new questions will be added. However, the existence of some questions guides and facilitates research.

C. Main ideas

- When reading a text, firstly the main ideas must be identified, and then the important details.
- Usually the main ideas can be located at the level of: the book, the chapter, the paragraph, the indent.
- Most authors introduce a main idea in each paragraph. Most often, the author begins the indent with the main idea of the paragraph (clause-idea). There are also cases where the clause-idea is at the end of paragraph. So, in the reading phase, the main idea of each paragraph should be followed. Rarely, the clause-idea is in the middle of an indent.
- Often, one can meet the kind of paragraph which does not hold a single sentence containing the main idea.
- Especially in fiction, the main idea can spread throughout the paragraph or is not explicitly stated.

D. Important details

- Important details clarify, strengthen, illustrate or develop the main idea. It can be an example, an explanation, an argument. The importance of detail is a matter of opinion.
- The main ideas and important details are sometimes highlighted by the author through the use of graphic signs (italics, underline, bold, numbered with numbers or letters) and some morphological and syntactic elements (words and expressions such as: first, on the other hand, although, however, that is why, for example).
- Some important details are provided in tables, charts, graphs, maps. Students tend to skip them without understanding that these items can often be more explicit than words. These elements are important for the following reasons:
 - facilitates the understanding of the text;
 - it may contain important information not contained in the text.

E. Thinking

- Start the preparation of the paper as early as possible, the main arguments in this respect are:
 - The need to give the subconscious the opportunity to "chew" the subject and provide creative ideas to tackle the subject.
 - the need to capitalize on various relevant ideas drawn from diverse backgrounds that appear suddenly, when you least expect (seminars, personal experience, discussions with colleagues).

F. Writing memorandum slips/Taking notes

- All researched documented materials must be arranged in memorandum slips, always mentioning the source (author, title, publisher, city, year of publication, page) from where I took a certain idea, expression, phrase, quote, etc. There are several ways to complete memorandum slips:
 - notes made on a notebook (the most common but also the most ineffective);
 - reading sheets (the most effective and cheapest classic method of creating memorandum slips);
 - notes entered into a computerized database.
- Using reading sheets has the advantage that it is available to everyone and allows arranging the documentary material in several ways, and use it later to other topics of study.

III. ESSAY STRUCTURE

- To work effectively, before writing the first word, the work plan should be developed and then the memorandum slips are selected, eliminating what is not useful for the drafted plan.
- The work scheme facilitates writing the thesis fluently. The author will not waste time wondering what is going to write.
- a general scheme for the written paper:
 - Introduction. Comments on the essay topic-what it means and what is its importance. What issues will you present and why?
 - Approach /Argumentation development
 - Conclusion: recapitulation of the main ideas, conclusions and implications, possibly future study prospects.
- **Suggestions for compiling the introduction.** The introduction is a key element of any type of scientific text, whatever its nature. The introduction should be written so that the reader can form an accurate and complete idea on the content of the text as a whole.
- **Suggestions for drawing conclusions.** Conclusions play a role similar to that played by the introduction. They should clarify the reader on the approach presented by the reader who wrote the text, on the innovations the text brings and open new avenues of reflection for those interested in the topic of the work/written material. Conclusions:
 - Reaffirm the introduction thesis and the purpose of the text.
 - Summaries the main points presented in the table of contents.
 - Give a final evaluation of a text message in relation to the topic, showing the relevance of the findings in a broader context.
 - It gives a supplementary idea resulted from the evaluation.
 - It is a reflection or an invitation to further research.

IV. ESSAY WRITING

- In the first draft of the paper, the focus does not have to fall on the beauty of expression, but on the accuracy of ideas, because in the end expression will be refined more easily if the ideas are clear and logically chained.

A. Order (Begin with the end!)

- It is to start the essay writing with its last paragraph, which contains the conclusions. This has at least two advantages:
 - Gives a drafting guidance, knowing which are the conclusions towards which you are heading.
 - It gives the author the belief that his work will end with a clear conclusion.

B. Style

- Style represents the way/words which we use to express our ideas. It must meet the following conditions (which can be easily completed in the context of developing the work schedule in advance):
 - To be simple and direct.
 - To avoid slang and a colloquial expression.
 - To contain short phrases. Both short phrases and too long sentences hinder comprehension. Too short phrases fragment reading.
 - To be concise.

C. Form

- Putting text on the page should reflect the thinking. Use headings and subheadings.
- Each main idea should have its own indent.
- A paragraph:
 - Comes down to developing a single idea;
 - Contains sentence of argumentative type and evidence type;
 - Contains a sentence of a conclusion type.
- Use illustrative material. It saves a lot of text. A map, a chart, a graph can replace a description.
- Clear delineation of the borrowed their ideas from others and always mention sources.
- Compile a bibliography of works consulted.

D. Minimum requirements regarding quotation and how to compile the bibliographical list

- A work must reflect the author's work. For this reason, it must indicate the sources of information (books, journals, articles, internet, investigations etc.).
- Plagiarism means using another person's ideas or words without mentioning the source.
- The bibliography is drawn up in alphabetical order by surname initial.
- In the text, citing an idea is by the author's name followed by the year of publication. For example: "...quoted text ... (Ionescu, 2004)", or "... as Ionescu stated (2004)"; in this case do not specify the page number.
- Catching up an identical text written by another author will be cited with the page of the source used. For example, "quoted text" (Ionescu, 2004, p. 125).
- If there are more than three authors, the text will mention only the name of the first one, followed by the expression *et al.* (in list of references, one will write the names of all).
- In the text it must be mentioned only the authors' family names (not the first names).
- The title of the magazine or book from which an article or section is quoted, will be italicized.
- When citing a magazine article or book chapter, the pages of the magazine/volume where they are located will be noted in the list of references.
- For internet sources, will be introduced the author, title and web address (data when it was accessed is no longer required).

V. CRITICAL ASSESMENT OF THE DRAFT/REVIEW

A Time of evaluation

- The first version of the paper must be put aside for a few days "to cool" and for the "author's pride" to subside. This will allow a more objective assessment of the essay. Also, this means that the essay should not be written at the last moment.
- After several days, the author may have a new perspective on the work; he can make a more objective assessment, noting mistakes skipped during the stage of creation.

B. Evaluation questions

- Questions of control that can be used to assess the work:

- Does the essay answer to what is requested or to the established subject? Does it cover with sufficient depth all the main aspects? Is its content accurate and relevant for the subject?
- Is the material arranged in a logical manner?
- Is each idea duly supported by examples and arguments?
- Is there a clear delineation between own ideas and those taken from other authors?
- Do you mention all sources and references?
- Is the length of work in concordance with its purpose?
- Is the style of the book clear and simple, without awkward and confusing language? (For verification, the work can be read aloud.)
- Is the text written in an orderly and fair manner regarding punctuation, grammar and spelling?
- Are the information sources mentioned?

C. The evaluation process

- If you find that you can hardly assess your own work alone, seek help from a friend who is somehow competent in that area.
- During the assessment, try to look at the essay from the perspective of the one to whom it is addressed.

D. Rewriting the essay

- Once you have answered the above questions, you are ready to begin the final editing of the paper.
- The physical aspect of the work is very important. First impressions matter. A slur and messy, looking sloppy work can lead to a lower grade. The final shape of the work can be typed.

VI. Presentation

- The presentation notion is used in the broadest sense, also meaning the presentation of written works.

Bibliographic sources:

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- Ferreol, G., Flageul, N., *Metode și tehnici de exprimare scrisă și orală (Methods and techniques of written and oral expression)*, Polirom, Iași, 1998.
- Hasson, Gil, *Cum să-ți dezvolti abilitățile de comunicare. Ce știi, faci și spui expertii în comunicare (How to develop your communication skills. What do the experts in communication know, do and say?)*, Editura Polirom, 2012.
- Neacșu, I., *Metode și tehnici de învățare eficientă (Methods and techniques of effective learning)*, Ed. Militară, București, 1990.
- Rat, Ilie, *Cum se scrie un text științific. Disciplinele umaniste (How to write a scientific text. Humanities)*, ediția a II-a, Ed. Polirom, Iași, 2008.

1.5. Chapter evaluation

Assessing the first chapter *Learning how to learn*—a key competence in personal and professional development.

Write the letter corresponding to the correct answer:

1. Which is the most helpful method of note taking when studying individually?
 - A. using the author's words;
 - B. summarising and using own words;
 - C. simply writing down the information;
 - D. none of the above.
2. While individually studying it is helpful to use the author's words
 - A. when you are in a hurry and it seems simpler to write down his words than to summarise;
 - B. when quoting is required;
 - C. when it's about a very important author;
 - D. none of the above.
3. Which type of note taking shows the information logically?
 - A. schema;
 - B. summaries;
 - C. the table;
 - D. writing down the information.
4. It's easier to remember:
 - A. divided notes;
 - B. crammed notes;
 - C. long sentences;
 - D. pen-written notes.
5. One of the well-known methods of note taking during lectures is:
 - A. concept map;
 - B. Venn diagram;
 - C. Cornell system;
 - D. post-it notes;
6. The ability to follow and to keep a learning scheme, to plan your own studying, to use group and individual work as well as efficient time and information management means:
 - A. intellectual work;
 - B. the ability to negotiate conflicts;
 - C. networking competence;
 - D. one of the values of the European Union;
7. The graphic representation of ideas/information can be done by:
 - A. handwriting;
 - B. cognitive organizers;
 - C. writing down information from a book;
 - D. using colored pencils;
8. Retaining what a speaker/teacher is telling means:
 - A. realising Power Point presentations;
 - B. memorising;
 - C. note taking;
 - D. filling in the missing words;
9. Note taking is an essential step of the learning process because:
 - A. by combining visual, kinaesthetic and auditive factors, the information is more easily acquired;
 - B. it allows a further organisation of the information;
 - C. it represents an external means of information saving;
 - D. the information is written down from a book;
10. The two steps in note taking during lectures are:
 - A. documentation and editing;
 - B. writing and processing;
 - C. writing and editing;
11. An efficient note writing during lectures implies:
 - A. oral communication skills;
 - B. speed and accuracy;
 - C. team working skills;
 - D. communication competences;
12. Which elements do not lead to a more efficient note writing during individual study?
 - A. using schema and abbreviations;

- B. highlighting key words and using colours;
 - C. simply writing down the information from a book;
13. The graphic representations leading to information patterns are called:
- A. summaries;
 - B. notes;
 - C. cognitive organizers;
14. At which point is it more difficult to use cognitive organizers while note taking during lectures?
- A. after the information has been recorded;
 - B. while recording the information;
 - C. prior to recording the information;
15. One of the cognitive organizers that can be used in note taking during lectures or reading books is:
- A. Cornell system;
 - B. matrix;
 - C. underlining;
16. The tree concept map is also called:
- A. the "spider web"
 - B. the hierarchy map;
 - C. Venn diagram;
17. The concept map in which the concepts/ideas are introduced from point of view of their importance, starting with the least important ones, is called:
- A. the "spider web"
 - B. the hierarchy;
 - C. Venn diagram;
18. The concept map in which all the concepts are viewed as equally important and in which only their interdependence is highlighted is called:
- A. the "spider web"
 - B. the hierarchy map;
 - C. the linear map;
19. The cognitive organizers which are put in columns are:
- A. concept maps;
 - B. Venn diagram;
 - C. tables;
20. To list the pros and cons to a yes/no question or to one that requires a pro or against attitude we use:
- A. a T table;
 - B. a synopsis;
 - C. a linear horizontal table;
 - D. Venn diagram;
21. The cognitive organizer used to represent the meaning of an unknown term is:
- A. Cornell system;
 - B. concept map;
 - C. diagrams;
22. The graphic organizer which highlights the common and different features, the similarities and differences between two ideas, concepts, events, objects is called:
- A. tree diagram;
 - B. Venn diagram;
 - C. sequence diagram;
23. The notes taken from a written material (book, periodical) must reflect:
- A. student's ability to transcribe information;
 - B. student's ability to understand and summarize;
 - C. student's ability to use Venn diagram;
24. The quality of the notes taken from a written material (book, periodical) stands in:
- A. the quantity of the transcribed information;
 - B. summarizing the author's ideas;
 - C. using Venn diagram;
25. The own system of abbreviations used when taking notes must be:
- A. constant;
 - B. very complex;
 - C. understood by everyone;
26. Free writing stimulates:
- A. the ability to analyze;
 - B. imagination and creativity;
 - C. the ability to synthesize;
27. The thematic synthesis of several papers is called:

- A. argumentative essay;
 - B. review;
 - C. paper;
28. A book presentation resembles:
- A. an argumentative essay;
 - B. a book review;
 - C. a commentary;
29. The logical order of the steps to be followed when writing is:
- A. Getting the information, Drafting, Structuring, Rewriting, Presentation
 - B. Getting the information, Structuring, Drafting, Rewriting, Presentation
 - C. Getting the information, Structuring, Rewriting, Drafting, Presentation
30. The key phrase in a paragraph is very rarely placed:
- A. at the beginning;
 - B. in the middle;
 - C. at the end;
31. Why is it useful to start work on a paper as soon as possible?
- A. to solve the task quickly;
 - B. to impress the teacher;
 - C. to let the subconscious think over the subject and provide creative ideas to start the subject;
32. If the paper contains other authors' information, what measures are to be taken?
- A. listing a bibliography;
 - B. mentioning the quoted authors at the beginning;
 - C. no measures are to be taken;
33. To assess a paper as objectively as possible, the author has to:
- A. let the paper away for a few days, so as to "get cold";
 - B. read a paper very carefully after finishing it;
 - C. write the paper close to its deadline;
34. If there are difficulties in objectively assessing his/her own paper, the student can:
- A. ask a colleague;
 - B. give up this step;
 - C. read it for several times;
35. The list of books and articles the author has read and quoted when writing his/her own paper is called:
- A. Index;
 - B. Key terms;
 - C. Bibliography;
36. Which of the following is plagiarism?
- A. using other author's idea(s) without mentioning its source;
 - B. paraphrasing a fragment from other paper and mentioning its source;
 - C. using definitions of basic concepts and notions belonging to a certain field.

CORRECT ANSWERS

1-B, 2-B, 3-A, 4-A, 5-C, 6-A, 7-B, 8-C, 9-A, 10-B, 11-B, 12-C, 13-C, 14-C, 15-B, 16-B, 17-A, 18-C, 19-C, 20-A, 21-B, 22-B, 23-B, 24-B, 25-A, 26-B, 27-C, 28-B, 29-B, 30-C, 31-C, 32-A, 33-A, 34-A, 35-C, 36-A.

Chapter 2. Business Writing

2.1. Filling in the CV

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2.1.2. Types of CV

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2.3. Electronic mail

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2.3.3. Etiquette norms (netiquette)

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2.5. Chapter's evaluation

2.1. Filling in the CV

2.1.1. What is a CV?

- The term "Curriculum Vitae" comes from Latin and means "course/conduct of life."
- The CV is the business card of a person. It is a summary of education, experience and skills of a person.
- The CV provides the person who interviews you, the information needed for employment, and explains why you think you are the suitable person for the vacancy you are applying.

2.1.2. Types of CV

The chronological CV

- It is organized sequentially from the latest activities and continuing in reverse chronological order with the most distant.
- This type of CV should not be reduced to listing jobs; it can be customized by mentioning some other issues such as skills and accomplishments.
- This type of CV does not favour people who often changed their job or have large gaps and difficulty to justify their professional activity.

The functional CV

- This type of CV focuses on achievement itself, without regard to their chronology. The emphasis is placed on achievements, skills, personal qualities.
- This type of CV is recommended to those people who often changed their job, have big interruptions in their professional activity, graduates or people with little experience.

Combined/joint CV

- It is a combination between the first two types of CV-s, but in chronological order.

The target CV

A targeted CV is customized so that it specifically highlights the experience and skills you have, that are relevant to the job you are applying.

The drafting of such a CV requires more effort, but is useful when a person applies for a job that fits their qualifications and experience.

2.1.3. The sections of an Euro pass CV

I. PERSONAL INFORMATION: name and surname, address (email, web page /blog), phone numbers, date of birth, nationality, picture.

II. THE JOB THAT IT IS APLIED FOR, POSITION, THE STUDIES FOR WHICH IT IS APPLYING

III. PROFESSIONAL EXPERIENCE (it is described each job separately; the description begins with the most recent job; there are stated information such period, the employing organization, occupation or position held, main activities and responsibilities).

IV. EDUCATION AND TRAINING (it is described separately each stage of education and training, starting with the most recent; it is written the main studied objects).

V. PERSONAL SKILLS

- Native language;
- for other known languages; for each language it is mentioned the understanding level (listening, reading) talking level (taking part in a conversation, oral speech) level of writing;
- According to the Common European Framework of References for Languages: levels A1 and A2-elementary, B1 and B2 –independent user, C1 and C2-experienced

VI. COMMUNICATION SKILLS: are written the held communication skills and where they were obtained.

VII. ORGANIZATIONALMANAGERIAL SKILLS: are written the held organizational managerial skills and where they were obtained.

VIII. SKILLS AQIURED AT THE WORKPLACE: are written the skills acquired at the workplace and which were not mentioned specifying where they were obtained

IX. IT SKILLS: are written the IT held skills and where they were acquired.

X. OTHER SKILLS: are written the skills that were not mentioned and where they were acquired

XI. DRIVING LICENCE: it is written the category of the driving licence.

XII. MORE INFORMATION:

- Publications;
- Presentations;
- Projects;
- Conferences;
- Seminars;
- Awards;
- Affiliations;
- References. It is given the name of those who can give references about you, to be accompanied by titles and contacts. But do not mention these person if you did not obtained their consent.

XIII. ANNEXES: copies of the diplomas and qualification certificates, recommendation from the workplace, publications or research.

2.2.4. The secrets of a good CV

- Employers generally spend no more than a minute on each CV when making an initial selection of applications received. If you miss the right impact, you will lose the opportunity to be hired.
- The FORM of the CV matters. A CV should be clear and easy to read. A loaded and sloppy CV will go to the basket. A sober, tidy CV, with paragraphs aligned, readable, it is more attractive than a messy one, crowded with text. Resumes must be relevant, concise and well structured. The employer must complete the information quickly.
- Fit the information better in the page and give a "ventilated" aspect of the CV. For a neat aspect of the CV, use paragraphs, bullet points, spacing so as to highlight the most important issues.
- Considering the position or post you applied for. The CV should be tailored depending on the position or post you applied for. Emphasize the personal and professional skills that best fit the position or job for which you candidate, who meet the specific requirements of the employer. But do not overlook the experience which may be an asset even though it is not directly linked with the job profile you apply for.
- Search information on the employer to tailor your CV according to the profile required by the employer.
- Avoid mentioning your weak points. Concentrate on the strong ones, on results. You have to highlight your personality, skills, positive aspects.
- Avoid weak points....but do not lie. Information can easily be checked.
- Do not use several characters (Arial, Times New Roman or Tahoma). Keep the format and characters of the Euro pass CV. Do not abuse bold. Use the same type of bullets.
- Use the same fund size (between 10 and 14). Use black colour.
- Avoid colour or bad paper. Use good quality paper, white sheet, A4.
- The reasonable length of a CV: 2-4 pages.

- Draw the attention. The purpose of a CV is to attract attention and to induce the employer to call you for an interview. A catchy title or a summary of your professionally project placed right in the first part of your resume can have the desired impact.
- Visibility. Adding keywords can bring an extra visibility.
- Follow your spelling. Ask a friend to read your resume to notice any omitted mistakes. Even omission of a letter is important because even small details make the difference.
- Choose a professional, recent, ID photo, and place it in the up right corner.
- Do not add unnecessary information which do not have any connection to your job (e.g.: no of children).
- Do not mention any information or wage claims.
- Do not mention the reasons you left your other jobs.
- Your CV must be edited on a computer!
- The information are not presented like sentences but synthetically like enumerations.
- Make a professional CV (do not include personal information and photos, e-mail or nicknames used in relation to friends, information about your physical appearance).
- Use action verbs (managed obtained, done) because it characterizes a person who has initiative and assumes responsibility.

2.2. Developing an intent letter

2.2.1. What is an intent letter?

- Letter of intent or motivation letter is a summary document that accompanies the CV to request a job.
- Letter of Intent – a written communication tool that any aspirant to a job must learn how to use it.
- Unlike the CV, the letter of intent reflects your personal style, the aspects that make you unique, the ability to argue, professionalism and the ability to "sell" a competitive labor market
- **Its role** is to describe the motivation behind the choice of the company and the post concerned, but also to illustrate the preparation, skills, interests and personal qualities that make you the right candidate for the position available.
- the CV contains the most information about you, but can never replace or substitute for the lack of such a letter in which all the technical details shown schematically in the CV will be articulated and brought to life in a few sentences well composed, proving a clear and logical mind. Only so you will determine an employer to think an extra minute if you are the most suitable for that job than other candidates with a resume as impressive.

2.2.2. The structure of an intent letter

1. **The identification of the candidate** (name, phone, email and address) and the employer (name and function) appears in the page header.
2. **Introduction:** Your target job? Where did you get information on the post concerned? Who are you and why you send this letter? (advertisement, friends). If it was not published a notice of employment and do not have accurate information about a specific post, you can express the desire to work in a particular field.
3. **Contents:** The line between your skills and the job requirements? What are your skills, values, accomplishments, achievements, qualities that recommend you for the post concerned? What you are you going to do in the company? In 2-3 paragraphs highlight those aspects which "wraps" the company's profile and the job requested and could capture the employer's attention. Do not repeat the information contained in the CV, but highlights the aspects that can attract the attention of the employer. You can an you summarize your studies and professional training that recommend you, concrete achievements obtained in previous jobs. Mention how you can help to streamline the company's activity. Remind people that can provide additional information about you. State clearly your will to apply for the vacancy.
4. **The end of the letter:** In the closing paragraph, you have to express your availability for an interview (mentioning the contact information) and to give thanks for their time. Do not forget to sign.

2.2.3. Tips for writing an intent letter

The base rules in writing an intent letter are:

- It should be brief and to the point: you have to fit a page.
- it is sent to a real person: Director / Human Resources Specialist. The letter will be addressed to the person in charge of hiring or directly to The Department of Human Resources, if you do not have complete information. If the company is small, the letter can be sent directly to the manager.
- neat, flawless aspect (A4 white paper of good quality and perfectly clean, legible writing, arranging the text on the page, keeping the edges, use a readable font).
- Do not "upload" the document by using a large number of fonts and sizes, with repeated emphasis and thickening.
- Provide useful information that suits you and that can help you distinguish yourself from other candidates.
- Avoid mentioning negative aspects (such as stories about the conflicts you've had other jobs). Do not speak bad of old jobs. Highlight your strengths, without exaggerating too much.
- Do not exaggerate about your accomplishments and strengths and do not mention your negative aspects.
- Formulate sentences/phrases clear and concise, grouped into paragraphs and use an appropriate, professional language. Use a row spaces between paragraphs.
- Try not to use too many formulations such as "I can", "I have", "I am" at the beginning of a sentence. Use action verbs, avoid abbreviations and jargon.
- Avoid spelling and punctuation. Check the letter several times. Call a friend to read the letter and identify errors that have escaped. Remember that the intent letter is a proof of your writing and editing skills, and your negligence in this regard will not go unnoticed.
- Do not send a standard letter or downloaded from the Internet. Unlike the CV, the intent letter must be adapted and tailored according to the company's profile and post concerned.
- Do not include information about the desired salary. You can mention the desired salary only if you are asked to do so.
- The intent letter must be signed.

- The letter of Intent may be handwritten or at the computer. But it is preferable to have a typed letter. If it is handwritten, pay special attention to the readability and layout.

2.3. Electronic mail

The email is one of the technologies that have revolutionized communications in the late twentieth century. Formed at the same time with the Internet, the electronic mail (e-mail) made the classical mail to be called derogatory snail mail.

2.3.1. The advantages of the email

Advantages:

- faster;
- cheaper;
- comfortable;
- attaching documents;
- sending to more people.

2.3.2. The structure of the e-mail

Any email has two parts:

- header;
- message body/content; It contains the message and the attached files, if there are any.

The structure of the header:

- *to*, the email address of the recipient. There can be added more addresses, separated by a comma.
- *cc* (*carbon copy*), the email address of another recipient (one or more). A copy of the message will be sent also to the other addresses. These addresses are visible to the recipients.
- *bcc* (*blind carbon copy*), Other email addresses which will receive the message, without appearing to the recipients.
- *subject* (subject). A title or a short description of the message.

2.3.3. Etiquette norms (netiquette)

Although not conducted "face to face" oral communication is subject to the same rules as conventional one. This set of rules to be respected in virtual communication is called "Netiquette". Rules can be violated in communicating with friends, but their keeping is recommended for business communication by virtual means.

The word comes from the English netiquette, designating a set of rules and conventions to be observed in the use of Internet in general, and electronic mail in particular. This set of rules reflects a certain experience in the electronic environment and harmonious cohabitation and serves to eliminate possible conflicts, misunderstandings or misinterpretations. The rules were created by the initiative of the Internet users who wanted to offer users a civilized and harmonious framework of manifestation and development of Internet culture.

Here are some recommendations that can be applied in professional correspondence:

Rules on user identity:

- it is prohibited from using the same identifier to multiple users;
- reading, copying, modification or deletion of files or data belonging to other users without their permission is forbidden;
- it is sanctioned both the overcoming and changing restrictions imposed by the network administrator;
- any unauthorized actions and deliberate harm, disrupts, modify or fails another system in the network represent a breach of CMC, regardless of location and time of the affected system and that the system did not perform as normal;
- it is prohibited the commercial use of facilities and/or services without the legal or official obtaining.

Rules for writing a message:

- **Be concise in drafting your message.** In a few words express the purpose of the mail in "Subject" and for the rest of the message, if the content is longer, it is necessarily to send it as an attachment. The Management departments appreciate the telegraph answers which touch point by point the discussed issues.
- Limit yourself to treating a single subject in a message.
- Always fill the Subject field. On the email's subject often depends the speed with which it is read if the recipient does not know you personally, if it is opened or not. In addition, it makes it much easier to be found in the email box of the one who receives it.
- **Give replay immediately (within 24 hours).** The rapidity of the response will be appreciated. It will show that you're effective. On the other hand, the delay can lead to forgetfulness.
- **Grammar is not optional!** Make sure you send the right message in terms of punctuation and spelling. In the virtual conversations/correspondence one letter misspelled it can cause a huge misunderstanding and, in addition, it makes a bad impression.
- **Pay attention to how the email looks like.** It is important that the email you send to be readable. Use the same typeface (shape, size, color) in all the e-mail, align paragraphs and space them properly (especially when writing a long e-mail). **Align ranks at the left edge.** Securities centering effects or forms of address can not be predicted on the recipients screens;
- **Write your message easy to read!** Leave a blank line between paragraphs; it is not recommend using the Tab key and no indentation for the first row of the paragraph. Do not write more than 60-70 characters on a line and do not insert control characters.
- **Do not format the text** as it is possible that the recipient to use an alphanumeric terminal or a mailer that does not recognize the formatting; Moreover, it is possible that the fonts you use may not be available on the recipient's computer.
- **Set up a signature that appears automatically at the end of emails that you send. This is especially helpful** if you post messages to a mailing list; it is possible that not everyone who received the message to know you; signature should not be very long (about 4 lines) and must include the full name. The signature is particularly important in the workplace.

- **Do not scream!** Use capitalization rarely; capitalization is usually interpreted as roaring. In addition, a text written in ALL CAPS is hard to read. Also, do not use very large font sizes.
- If you send something that calls into question the action of a film, novel or TV show, enter <SPOILER> at the top of the message; so recipients can skip it if you do not want to know the end of the action

Rules on message content and sender's attitude:

- **Do not give "Reply to all" unless necessary.** Do not post a private message to a mailing list without the approval of the author.
- Avoid harsh and vulgar expressions.
- Avoid jokes and sarcasm. It is possible that in the absence of mimicry, intonation and gestures, the recipient does not understand the message correctly or more, of cultural and religious background to lead to an interpretation that you have not taken into account when sending a message. Keep your jokes when you meet face to face, otherwise there is the possibility that your intentions are misunderstood.
- Use sparingly signs known as smiles or emoticons. Sometimes, their use is useful to indicate the mood of the writer. But not everyone is familiar with their meaning. Keep them just for communicating with friends and relatives and avoid them in your business communication.
- Do not use abbreviations and acronyms. If you do use them, make sure that the email's recipient is familiar with them.
- Criticized the idea and not the person;
- **Do not answer when you are angry!** Were you annoyed reading the message received? Take a breath, walk around the room, think, then respond with diplomacy. Otherwise, you risk saying things you regret.
- **Do not skip greetings.** Simple rules of courtesy should not be omitted in communication by e-mail. The absence of greetings as "hello," "thank you," "An easy day!" Shows a lack of courtesy and professionalism of the person who sent the email.
- **Do not use addresses of your coworkers or business partners to send jokes or chain emails.** You can be perceived as unprofessional.

Tips for writing emails:

- Ambiguity often occurs in communication .Messages should be clear, concise and direct. The reader of the message must not strive to understand it
- If the message is not clear, it is possible for the reader to understand it wrongly and avoid an answer.
- Effective communication involves quality, not quantity! Messages should be concise. Short messages can be understood immediately. The reader should not strive to understand the message. Determine the main idea of the message and stick to the point!
- Clarity depends on simple sentences. But remember: brevity should not be taken to the extreme! The email should not be confused with an SMS! The message should contain relevant details.

- Maintain a positive atmosphere by reducing the negative impact. Instead of "I will not be able to find that tomorrow ..." writes "I'll find out tomorrow.". People do not want to know what you can not do, but what you can do. Avoid negative language that is discouraging.
- It is recommended that, in an email only to approach a subject. If the email contains information about many topics, the reader will respond only to those they consider important, omitting some subjects unintentionally or intentionally.

1.5. The technique for making Power Point presentations. Tips for presentation (making the presentations using the Power Point application. Tips for presentation)

General rules that have become the minimum standard acceptable for most business presentations, scientific, educational (in particular with regard to design slides):

- **PowerPoint is not a text editor!** Slides are a visual aid for the presented material and not a distraction from it. Each slide should illustrate one point or an idea. Do not clutter the slide. Slides are not suitable to display details. Use words or short sentences (expressing the key points of the presentation), avoiding complete sentences. The audience will retain key elements easier. If you have a large amount of data, divide them into several slides. The contents of one slide must be easily understood in 20 seconds - seven lines per slide and no more than seven words per line!
- **Vent!** Crowded slides reduce the attention given to the presenter. Use as much white space. The first thing the audience does when it see a slide is to read the information, then turn its attention to the presenter. The more information there is on the slide, the presenter receive less attention. If all the information is on slides, the presence of the presenter is no longer justified and then you better send the presentation by email!
- **Limit the number of slides!** Do not use more than one slide for each minute of the presentation. The slides must not contain the entire presentation. Their goal is to support your speech and to emphasize important points.

Size matters! Use large, legible letters - 28 size is large enough. Keep in mind the size of the room in which you'll make the presentation!

- Do not use too many words with a capital letter, because they reduce the speed of reading.
- **Equalize the presentation!** Whether you choose to write in capital letters headlines or BOXED the essential information, you should be constant throughout the presentation. Keep all the same color. Keep the same color for all the text. Keep the same color for the background. Always use two fonts and two sizes of text.
- **Space is precious!** Do not use headers on the slides. Do not display a logo on every slide.
- **Focus on the message, not on technology!** Avoid using scrolling effect for the slides or writing sentences. These are more distracting. It can happen that a presentation with several effects, held on a less powerful computer than the one that was created, to go more slowly. The result is disastrous and embarrassing.
- **Pay attention to colors!** Often, sites contain templates backgrounds with poor color combinations which are distracting. Choose a template with a discrete neutral graphics. Avoid slides with gradient funds because they can hinder visibility. Colors can raise the value of a

content or irritate the audience. Use contrasting colors. The brightness of the room where the presentation will take place may adversely affect the clarity and color contrast of the PowerPoint presentation. If the information on the slides are black, better use white letters on a black background - however this style is tiring for the eyes. Better use light colors such as white and yellow, on a dark background, such as dark blue. Do not use colors such as red or purple. Font color should be in contrast with the background. Blue and yellow are contrasting but harmonious colors. Blue and purple are neither contrasting nor in harmony.

- **Do not turn the presentation in a reading of slides!** This means the failure of the presentation. An oral presentation should focus on interactive speaking and listening, not reading by the audience. Convincing and motivating the audience can only be done if you connect emotionally with it. This is not done by turning your back to the audience and read from the slides, but to the audience when talking, smiling, and speaking.
- **Keep the "suspense" of the audience.** Do not distribute materials before your presentation because you'll be heard with less attention. If the audience can read everything that you say, you lose contact with it. An effective presentation depends on creating a certain suspense and engaging the audience.
- **Include references to source (Endnotes)!** Although the presentation time is limited, the academic ethics requires that the original author of a concept to be mentioned in the paper. If you use a quoted text, framed it in quotation marks.

Be visual! Use quality pictures. Do not forget to mention the source of the pictures.

2.5. Chapter's evaluation

Write the letter corresponding to the correct answer:

1. The visit card of a person looking for a job is:
 - A. his/her letter of application;
 - B. his/her curriculum vitae;
 - C. his/her list of competences, abilities and skills;
 - D. his/her letter of recommendation.
2. In a CV, at the Section "Professional experience", the former working places are listed:
 - A. starting with the first one;
 - B. starting with the latest one;
 - C. the order doesn't matter; what matters are the skills acquired at those working places;
3. Which of the following competences can be mentioned in CV at the Section "Communication Competences"?
 - A. the ability to be sympathetic;
 - B. to understand the concepts of justice, equality, citizenship, rights;
 - C. the ability to express your ideas easily;
4. Which of the following competences can be mentioned in CV at the Section "Organizational Competences"?
 - A. to communicate in your mother tongue;
 - B. the ability to take quick decisions with positive outcome;
 - C. to speak a foreign language;
5. Which of the following competences can be mentioned in CV at the Section "Digital Competences"?
 - A. to know how to use search engines;
 - B. to write documents in Microsoft word;
 - C. team work skills;

6. Which of the following statements represents a characteristic of a good CV?
- It is crammed so as the CV could contain as much information as possible in 2 pages;
 - The sentences are well built, using poetic language;
 - A single font size is used;
7. Which of the following statements is false?
- It should be avoided printing the CV on a colored paper;
 - The same CV can be used to all employers;
 - It isn't compulsory to mention the number of your children or your marital status;
8. The CV must come with:
- an annex with all the former working places;
 - an annex with the managers' names of all the former working places;
 - a letter of application;
9. A letter of application:
- reflects the candidate's own writing style;
 - tests the candidate's ability to write sentences using a poetic language;
 - describes the motivation of choosing a particular company and a particular job;
10. Which of the following documents contains the most information about the candidate?
- the letter of application;
 - the curriculum vitae;
 - the list of competences, abilities and skills which comes with the CV;
11. Which of the following shouldn't be written in a letter of application?
- the source from which the candidate has found about the job;
 - explanation of the way the candidate's skills and competences are in accordance with the job;
 - the candidate's hobby, which might reveal important information about his/her personality and private life;
12. The end of the letter of application must also contain:
- explanation of the way the candidate's skills and competences are in accordance with the job;
 - availability for a future meeting;
 - salary demands;
13. A letter of application must be:
- one-page;
 - two-page;
 - three-page;
14. Which of the following fonts must be avoided when writing a letter of application?
- Comic Sans
 - Times New Roman
 - Arial
15. When writing a letter of application, it is advisable to use:
- abbreviations and contractions;
 - action verbs;
 - jargon and slang;
16. A letter of application must:
- be adapted according to the company' and job's characteristics;
 - state the reasons for leaving the former working place;
 - have the candidate's abilities and competences highlighted so as to be easily identified by the employer;
17. Which of the following statements isn't correct from the netiquette point of view?
- It is advisable to write your e-mail using capital letters so as to be easily read;
 - Electronic signature is recommended for professional e-mails;
 - Chain e-mails can be funny and indicate a sense of humour;
18. In an e-mail, it is useful to write the subject because:
- the person who receives the e-mail may not read the whole e-mail;
 - the person who sends the e-mail can get away with writing the message;

- C. the person who receives the e-mail can be convinced to read it, in case he/she doesn't know you;
19. In the business writing it must be avoided:
- A. using the electronic signature;
 - B. using "emoticons";
 - C. answering the e-mail as soon as possible;
20. In the business writing it is advisable to:
- A. answer e-mails quickly;
 - B. insert some good jokes, in the end of the e-mail;
 - C. write using capitals;
21. In the business writing, answering an e-mail in less than 24 hours proves:
- A. fear of getting fired;
 - B. existence of free time;
 - C. efficiency and professionalism;
22. CV comes from the Latin "Curriculum vitae" which means:
- A. life story;
 - B. life course;
 - C. current life;
23. A good CV doesn't guarantee you a job, but helps you:
- A. be called for an interview;
 - B. have your letter of application read;
 - C. improve your skills in writing a CV;
24. An important characteristic of a good CV is:
- A. clarity;
 - B. multitude of information, including your private life;
 - C. game of fonts and colours;
25. Which term does not designate a CV type?
- A. combined;
 - B. chronological;
 - C. portfolio;
26. What shouldn't be avoided when making a Power Point presentation?
- A. use of small fonts so as a lot of information can be mentioned;
 - B. writing key elements;
 - C. use of many animations and acoustics in order to catch the audience's attention;
27. Some personal information must be included in the CV, for example:
- A. name and contact information;
 - B. name and contact information, date of birth, sexual preferences;
 - C. name and contact information, date of birth, number of children;
28. Writing e-mails using capitals means:
- A. the author of the e-mail likes you;
 - B. the author of the e-mail shouts at you;
 - C. the author of the e-mail wants to point out that it is a very important issue;
29. The section *bcc* (*blind carbon copy*) is used:
- A. so as my colleagues do not know I've sent materials to several people;
 - B. to respect the privacy of my colleagues' e-mail addresses;
 - C. when I "Reply to all";
30. How soon should you answer an e-mail coming from your working place?
- A. as soon as possible; no more than 24-48 hours;
 - B. it doesn't matter;
 - C. it isn't compulsory to answer all the e-mails.

CORRECT ANSWERS

1-B, 2-B, 3-C, 4-B, 5-C, 6-C, 7-C, 8-C, 9-C, 10-B, 11-C, 12-B, 13-A, 14-A, 15-B, 16-A, 17-B, 18-C, 19-C, 20-A, 21-C, 22-B, 23-A, 24-A, 25-C, 26-B, 27-A, 28-B, 28-B, 30-A.

3. General information about the course (objectives, suggested activities)

3.1. The general objectives of the course:

- initiating students into intellectual work methodology;
- formation and strengthening of intellectual work skills, note-taking, drawing and text support;
- awareness of students of mental mechanisms involved in the learning process;
- familiarity with research and writing techniques;
- development of teamwork skills;
- developing skills required to prepare a CV and a letter of intent;
- familiarize students with the concept of "netiquette" and improving students' ability to edit emails according to set rules.

3.2. Suggested activities

Activity 1

Title: Key competence "learning to learn" - requirement of the knowledge society

Specific objectives:

- understand the significance of concepts such as skills, learning to learn, continuing education/lifelong education;
- familiarize pupils with 8 key competences established at European level.

Moments in the activity's development:

- discussion: What do you mean by concepts skills, learning to learn, lifelong learning/education throughout life?
- information: descriptors of competence learning to learn (knowledge, abilities/skills, attitudes);
- brainstorming: What should the teacher do to ensure the learning autonomy of the student? Why is the competence of learning to learn?
- comment quote: the tomorrow's illiterate will not be the one who cannot read and write, but that who will not learn how to learn. (Alvin Toffler).

Activity 2

Title: Writing skills - essential skills for school and career

Specific objectives:

- familiarize students with the concept of "writing skills";
- awareness of writing skills at school and in their careers.

Moments in the activity's development:

- discussion: What skills are important for your career? Writing skills are a "life skill"? Do SMS and chat destroy our ability to write and speak correctly
- conclusions: the importance of writing skills at school and at work.

Activity 3:

Title: Taking notes-general considerations

Specific objectives:

- defining the work of taking notes;
- identify the importance of taking notes.

Moments in the activity's development:

- discussion: What does taking notes mean? What is the importance of taking notes?
- group activity: handwriting or keyboard? (worksheet no. 1)

- Review quote: "I have more confidence in the weaker pen than the strongest memory and note-taking is, in my experience, one of the most important skills." (Tim Ferriss)
- information: Why is handwriting important? Handwriting is endangered?

Worksheet no. 1



Group activity: Handwriting or the keyboard?

Handwriting the notes		Taking notes on computer/tablet/phone	
Advantages	Disadvantages	Advantages	Disadvantages

Activity 4

Title: Taking notes on lessons and lectures - recording notes

Specific objectives:

- initiating students into the methodology of intellectual work;
- formation and strengthening of intellectual work skills such as note taking classes and lectures;
- developing skills effectively making notes during lectures/lecture.

Moments in the activity’s development:

- brainstorming: Students are asked to provide examples of taking notes on using them in class, from diverse disciplines,
- information: Ways of taking notes, recording notes, note-taking systems (Cornell system).
- group activity: Cornell System (worksheet no. 2);
- information: processing and organizing notes.

Worksheet no. 2



Group activity: Cornell system

Task for students: Choose a page of notes taken at a lecture, transcribe it using the Cornell system.

Main ideas, Questions	Notes
Summary	

Activity 5

Title: Taking notes on lessons and lectures - processing and organizing notes

Specific objectives:

- formation and strengthening of intellectual work skills such as processing and organizing the notes taken in courses and lectures;
- processing skills development and efficient organization of notes during lectures/lecture using cognitive organizers;
- developing the skills of schematic graphical content of a text;
- awareness of the role of graphical representations of text for their understanding and learning.

Moments in the activity's development:

- information: processing and organizing notes by using cognitive organizers, types of cognitive organizers (conceptual maps, structured lists, tables, matrices, charts);
- group activity: cognitive organizers (Worksheet no. 3)
- conclusions, quoted comment: "to complicate what is simple is trivial; To play simple is complicated, terribly simple – this is creativity" (Charles Mingus).

Worksheet no. 3



Group activity: Cognitive organizers

Task for students: Work the received text using at your own choice, one of the cognitive organizers presented.

Activity 6

Title: Taking notes-general considerations

Specific objectives:

- defining the work of taking notes;
- identify the importance of taking notes.

Moments in the activity's development:

- discussion: What does taking notes mean? What is the importance of taking notes?
- group activity: handwriting or keyboard? (worksheet no. 4)
- Review quote: "I have more confidence in the weaker pen than the strongest memory and note-taking is, in my experience, one of the most important skills." (Tim Ferriss)
- information: Why is handwriting important? Handwriting is endangered?

Worksheet no. 4



Group activity: Handwriting or the keyboard?

Handwriting the notes		Taking notes on computer/tablet/phone	
Advantages	Disadvantages	Advantages	Disadvantages

Activity 7

Title: Taking notes on lessons and lectures - recording notes

Specific objectives:

- initiating students into the methodology of intellectual work;
- formation and strengthening of intellectual work skills such as note taking classes and lectures;
- developing skills effectively making notes during lectures/lecture.

Moments in the activity's development:

- brainstorming: Students are asked to provide examples of taking notes on using them in class, from diverse disciplines,
- information: Ways of taking notes, recording notes, note-taking systems (Cornell system).
- group activity: Cornell System (worksheet no. 5);
- information: processing and organizing notes.

Worksheet no. 5



Group activity: Cornell system

Task for students: Choose a page of notes taken at a lecture, transcribe it using the Cornell system.

Main ideas, Questions	Notes
Summary	

Activity 8

Title: Taking notes on lessons and lectures - processing and organizing notes

Specific objectives:

- formation and strengthening of intellectual work skills such as processing and organizing the notes taken in courses and lectures;
- processing skills development and efficient organization of notes during lectures/lecture using cognitive organizers;
- developing the skills of schematic graphical content of a text;
- awareness of the role of graphical representations of text for their understanding and learning.

Moments in the activity's development:

- information: processing and organizing notes by using cognitive organizers, types of cognitive organizers (conceptual maps, structured lists, tables, matrices, charts);
- group activity: cognitive organizers (Worksheet no. 6)
- conclusions, quoted comment: "to complicate what is simple is trivial; To play simple is complicated, terribly simple – this is creativity" (Charles Mingus).

Worksheet no. 6



Group activity: Cognitive organizers

Task for students: Work the received text using at your own choice, one of the cognitive organizers presented.

Activity 9

Title: Taking notes during individual study

Specific objectives:

- formation and strengthening of intellectual work skills such as taking notes during individual study;
- the development of processing skills and efficient organization of the individual notes taken during the study;
- awareness of the role of the notes in understanding the curriculum.

Moments in the activity's development:

- discussion: What information do the notes include?, When are the notes taken?, Why is necessary to take clear, complete and relevant notes?, Is it important to arrange the notes on the page?, which notes show more clearly the logical relationships between information?, After which notes is easier to make learning and revision?, Are there disciplines or subjects that become more useful/preferred to use schematic notes or Summaries?, is calligraphy important in taking notes? But the location of information? Do you think a page of notes should be loaded with information and should contain fewer ideas, placed more spacious?, What are the advantages and disadvantages of taking notes?, What way of taking notes is more effective?
- group activity: Task for students: Taking notes for the received text: schematic and summary notes.
- conclusions on the general format of notes, notes structure, content and drafting.

Activity 10

Title: Types of written materials

Specific objectives:

- familiarize students with some type of written materials;
- familiarize students with characteristics of some written materials: paper, essay, book presentation, book review.

Moments in the activity's development:

- brainstorming: What types of written materials do you know?, What written materials do you make at school? What kind of written materials will you make at work?
- information: essay, book presentations, book review essay.

Activity 11

Title: Writing a scientific paper – theoretical aspects

Specific objectives:

- formation and strengthening of intellectual work skills such as writing a personal work (summary, essay);
- familiarity with the minimum requirements on attendance and achievement of a bibliographical list.

Moments in the activity's development:

- brainstorming: Why is useful to write a personal work (essay, review, essay) ?, What do you think are the steps to follow in drafting a scientific paper?
- information: Stages of writing a scientific paper.
- front exercise: Composing the introduction. The task for students: placement of some phrases in the correct order in terms of the logic of the text.
- group activity: short phrases vs. long sentences. Students receive a worksheet with a text rendered with too short phrases or too long phrases. Students should find for each text, solutions for restructuring the phrases to optimize their understanding the messages they send.

Activity 12

Title: Writing a scientific paper – practical aspects

Specific objectives:

- formation and strengthening of intellectual work skills such as writing a personal work;

Moments in the activity's development:

- updating the information about entering a paper and Front exercise: Composition the introduction. The task for students: placement of phrases in the correct order in terms of the logic of the text.
- updating the information on drafting a work (style, shape);
- group activity: Structure paragraph. The task for students: making a paragraph according to the shown structure.
- consolidation of information concerning the stages of writing a scientific paper:
- What is the overall structure of a work?
- When do you have to start work on drafting the paper?
- If in the work you take information from other authors, what measures you will take to make this known?
- What is a plagiarism?
- Is the aspect of a paper important?
- Does it matter if a handwriting is legible and if the work is orderly?
- What features should have the style of the paper?
- What "tricks" may "beautify" work?
- Why is it useful to write a personal work (essay, review)?

Activity 13: Evaluation Chapter 1 Learning to learn-Key competences for personal and professional development

Chapter 2. Business Writing

Activity 1

Title: Completion of the CV

Specific objectives:

- developing skills to compile a CV;
- familiarize students with the Euro pass CV sections.

Moments in the activity's development:

- Brainstorming: What is a CV?, What is the role of a CV? In which situations is required a CV ?, What kind of information contains a CV?
- information: Types of CV .sections of the Euro pass CV, the secrets of a good resume; group activity: Students are divided into 5 or 6 groups (depending on number of students). Each group draws a card on which is written a profession. Students will complete certain sections of CV (communication skills, organizational/managerial skills, skills acquired at work, computer skills) corresponding to the profession extracted (teacher, sales manager, mechanic, tourist guide, accountant, programmer, seller).
- presentation of the materials made by students, evaluation.

Worksheet no. 1

Profession:			
Communication skills	Organizational/managerial skills	Skills obtained at the work place	IT skills

Activity 2

Title: Writing a letter of intent

Specific objectives:

- developing skills required to prepare a letter of intent;
- familiarize students with the structure of a letter of intent.

Moments in the activity's development:

- brainstorming: What is a letter of intent?, What is the role of a letter of intent?
- information: structure of a letter of intent, tips for writing a letter of intent; group activity: Students are divided into 5 or 6 groups (depending on number of students). Each group draws a card on which is written a profession. Students will write a proper letter of intent according to the drawn profession (teacher, sales manager, mechanic, tourist guide, accountant, programmer, seller).
- presentation of the letter of intent drawn up by each group, their evaluation.

Activity 3

Title: Professional mail

Specific objectives:

- familiarize students with the concept of "netiquette";
- optimize students' abilities to draw up emails according to set rules;

Moments in the activity's development:

- brainstorming: What are the advantages of electronic mail?, What similarities and differences are between email and traditional mail? (Students can complete Venn diagram), which is the structure of an email?, What does the term "netiquette" mean?, What rules must be respected in the drafting of an email?
- information: etiquette for writing an email (netiquette): an user identity rules; rules in writing a message; rules on message content and sender attitude.
- Case study: Clear messages vs. ambiguous messages. Students will analyze two messages sent by e-mail. The first message is ambiguous, without the sender to express clearly the purpose for which he wrote the message, the main idea is lost among the details. The second message is clear, the sender expressing the view from the outset. Which of the two posts is likely to receive a relevant answer? Conclusions: The reader should not be put in a position to make efforts to understand the message!

Activity 4

Title: Types for making a professional Power Point presentation

Specific objectives:

- optimization of the design of the slides in terms of choosing the color palette, backgrounds, fonts, optimum positioning of elements on slides for increasing the efficiency of the message;

Moments in the activity's development:

- brainstorming: In what situations do you make PowerPoint presentations at school? Do you think it is useful to know how to make PowerPoint presentations at work? In what context?, Is it used the use of visual aids for a presentation? Justify your answer. Do you know the rules to be followed in making a successful PowerPoint presentation?
- information: General rules that have become the minimum standard acceptable for most business presentations, scientific, educational (in particular with regard to design slides).

Activity 5: Evaluating chapter 2 Business Writing