

ENGLISH
PROGRAM
ACADEMIC YEAR
26/27

GENERAL INFORMATION

Academic calendar

- Fall semester: August 31st to December 18th 2026
- Spring semester: January 4th to April 30th 2027

The contact person for incoming students, academic matters and courses is:
Ms. Mélina GRUJON (melina.grujon@istc.fr)

New this year: ISTC English Track Program,
a full year English-taught program in Management, Communication
and Marketing worth 60 credits (ECTS).

Students may choose to follow this program for a full academic year if they wish to spend a full year on exchange at ISTC!

Or they may choose to follow this program only for the duration of their exchange semester (Fall or Spring). In this case, the program corresponds to 30 credits (ECTS) for the Fall semester and 30 credits (ECTS) for the Spring semester.

This program allows students who need to validate 30 credits (ECTS) by semester during their exchange to follow a pre-made set of courses, ensuring they do not have to worry about whether they have selected enough courses to reach the right number of credits.

If you choose to enroll in this program, you will also benefit from priority access to the courses and will not be required to make a pre-selection before the beginning of the semester, except for the choice of your major elective.

However, please note that **all courses in this program are mandatory**, and it will not be possible to withdraw from any of them during the semester.



GENERAL INFORMATION

Students who do not choose the ISTC English Track program:

Will be required to make a pre-selection of courses, selecting each course individually, before the semester begins on our platform "Aurion."

Courses have limited spots, and we operate on a first-come, first-served basis.

Then, the International Relations Office will be in charge of making individual timetable.

Upon arrival, students will have two weeks to change their course selection.

Important: The home university is responsible for deciding and informing the students of the number of courses, as well as the number of credits, required to validate their semester! (Learning agreement needs to be approved and signed by the student, the coordinator and ISTC)

We ask students who selected ISTC as their secondary university and are taking courses at another school during their exchange (such as FLSH, IESEG, ESPOL etc), to still take a **minimum of two courses** at ISTC.

LIST OF COURSES

FALL SEMESTER (August to December) – P.6 to 54

Conflict Management	7
Intercultural Communication	11
French Language (Two levels: Beginners or Intermediate).....	17
Professional development & Soft Skills	23
Negotiation	27
Communication and Power in International Relations.....	32
Working in Multicultural Teams: Managing & Communicating.....	37
Visual Analysis	40
Graphic Design: Identity & Tools	44
Media in a Global Context	49
Entrepreneurial & associative project	53

SPRING SEMESTER (January to May) – P.60 to 100

Press review.....	57
International Communication Challenge.....	66
French Language (Two levels: Beginners or Intermediate).....	69
Business & Corporate Strategies	Syllabus not yet available
International Market Studies.....	78
ISTC International Week.....	84
Cultures of Prediction – Surveillance, Automation and the Rewiring of society.....	87
Visual Communication.....	Syllabus not yet available
Communication & Plans.....	90
Entrepreneurial & associative project	93
Professional development & Soft Skills	Syllabus not yet available



LIST OF ENGLISH ELECTIVES COURSES

Exchange students enrolled in the ISTC English Track program are required to choose one elective course by semester.

Exchange students not enrolled in the ISTC English Track program may choose to take as many electives courses as they wish.

Please note, that some electives may be scheduled at the same time (same day and time), which could make it impossible to attend both courses.

If such a scheduling conflict occurs, the student will be contacted and asked to choose between the overlapping courses.

ENGLISH ELECTIVES COURSES P.100

Cultural Studies: Culture of Influences.....	99
Cultural Studies: Fashion and Communication.....	102
Introduction to French Culture and Society.....	107
English Talk.....	112
Politics of AI.....	Syllabus not yet available
Cultural Studies: Algorithmic Cultures	Syllabus not yet available
Cultural Studies: Understanding Popular Culture	Syllabus not yet available

**ENGLISH
PROGRAM
FALL SEMESTER
COURSES
26/27**

CONFLICT MANAGEMENT

SEMESTER	FALL SEMESTER
NUMBER OF CREDITS	3
TEACHING METHOD	In-person course
TEACHER IN CHARGE	Stephen HINDMARSH

Prior knowledge or skills required:

Students are expected to have a minimum B2 level in English (CEFR) to participate effectively in discussions, role-plays, and written assessments.

No prior knowledge of conflict management is required. However, students should be able to work in groups, engage in discussions, and reflect on communication practices in academic or professional contexts.

Learning objectives:

The course aims to help students manage conflict in professional environments through effective communication. Students will learn to understand conflict situations, communicate clearly in difficult interactions, and contribute to constructive solutions.

Course structure:

The course is organized into 8 sessions of 3 hours and combines conceptual input, practical tools, and applied activities.

It follows a progressive approach, moving from understanding conflict and communication breakdown to developing communication strategies and applying them in professional situations through role-plays and simulations.

Each session is structured into different phases combining short theoretical input, guided analysis, group work, and practical activities, with a strong emphasis on participation and interaction.

SESSION	TOPICS COVERED	PREPARATORY WORK	TEACHING METHOD	ASSESSMENT METHOD
1	Introduction to conflict in professional contexts; definition and types of conflict	None	Conceptual input, guided discussion, initial case analysis	Participation
2	Conflict dynamics; sources of tension; communication breakdown	Reflection on a conflict situation (personal or academic)	Case analysis, video analysis, structured discussion	Participation
3	Communication tools I: structuring a difficult conversation; clarity and neutrality	Review previous session content	Framework input, applied exercises, guided practice	Continuous assessment (exercises)
4	Communication tools II: active listening, reframing, managing misunderstandings	Short preparation task (optional)	Applied exercises, structured role-play, feedback	Continuous assessment (oral participation)
5	Managing difficult conversations; giving constructive feedback	Prepare a short professional situation	Structured role-play, guided practice	Continuous assessment (oral performance)
6	Managing reactions and tension; defensive behavior and emotional responses	None	Scenario-based role-play, group analysis	Continuous assessment (oral performance)
7	Conflict resolution and negotiation; identifying interests and solutions	Review communication tools	Simulation exercises, applied negotiation tasks	Continuous assessment (oral performance)
8	Final assessment (presentation, simulation, or case study)	Student presentations, applied case analysis, peer interaction, and instructor feedback	Preparation of a presentation analyzing a professional conflict and communication strategy	Final assessment (oral presentation/project)

Teaching methods:

Teaching methods include case studies, role-playing, simulations, guided discussions, brainstorming activities, peer-to-peer learning, group work, and co-creation of content.

Pedagogical resources and tools:

PowerPoint and PDF materials, worksheets, online resources (videos, articles), Microsoft Teams, and Canva.

Workload:

TYPE	TEACHING HOURS	COMMENTS
COURSE SESSIONS	24	
PERSONAL STUDY TIME	50-60	Preparation, revision, and assessment work.
TOTAL STUDENT WORDLOAD		

Assessment methods:

ASSESSMENT METHOD	DURATION	WEIGHT
CONTINUOUS ASSESSMENT	Ongoing	40%
FINAL EXAM	1h30	60%

Required readings:

No required readings. Selected resources (articles, videos, and case studies) will be provided throughout the course to support learning and preparation.

Reference bibliography and webography:

Selected articles, videos, and case studies will be provided during the course. Reference materials may include resources related to professional communication, conflict management, and negotiation.

Soft skills developed through the course:

- Critical thinking: analyze conflict situations and distinguish facts from interpretations
- Analytical and synthesis skills: identify key issues and communication breakdowns
- Emotional intelligence: understand and manage reactions in challenging interactions
- Empathy: consider different perspectives in conflict situations
- Persuasive and argumentative skills: express ideas clearly and constructively
- Professional communication: adapt language and tone to different contexts
- Teamwork and collaboration: work effectively in groups and manage disagreements
- Conflict management: address and resolve tensions in a professional manner
- Adaptability and flexibility: adjust communication strategies in dynamic situations
- Self-confidence and assertiveness: communicate clearly and appropriately in difficult conversations

INTERCULTURAL COMMUNICATION

SEMESTER	FALL SEMESTER
NUMBER OF CREDITS	3
TEACHING METHOD	In-person course
TEACHER IN CHARGE	Kate PRICE

Prior knowledge or skills required:

An open and curious mind, willingness to engage, and a B2 English level (CEFR).

Learning objectives:

Through engagement with intercultural communication theory and practice, students will develop cultural awareness, sensitivity, humility, and responsiveness.

By course completion, students will be able to analyze how identity, values, and behaviors shape interactions, identify personal and systemic biases affecting perception, and examine how power dynamics and privilege impact communication.

Students will demonstrate culturally responsive communication strategies, adapt their approaches based on cultural context, and navigate challenging intercultural situations with confidence. The course emphasizes authentic engagement and appreciation for cultural differences rather than mere tolerance, fostering genuine valuing of diversity.

Key focus areas include identity formation, values and behavioral patterns, perception and bias recognition, language and meaning-making, verbal and non-verbal communication dynamics, diverse communication styles, and developing both competence and safety in intercultural contexts.

Students will practice critical reflection on personal cultural assumptions, engage meaningfully with diverse perspectives, and demonstrate cultural humility by acknowledging limitations in their cultural knowledge.

Course objectives centre on personal growth, effective communication skills, and preparing students to contribute to inclusive environments while continuing to develop their intercultural competence throughout their academic and professional journeys.

Course structure:

This is a 24-hour 9-week course with 8 sessions x 3 hours.

The teaching methods include : Active learning | experiential learning, lectures, case studies, class discussions/debates, small group activities, class activities, student presentations as well as role playing and simulations.

The Topics covered are as follows:

1. Forms and Frameworks of Intercultural Communication

Introduction to intercultural communication models and frameworks through personal cultural identity mapping exercises and a reflective writing task. Students explore theoretical foundations while reflecting on their past intercultural experiences and identifying patterns in their communication approaches.

2. Culture and Perception: Understanding Self and Others

Exploration of beliefs, values, and attitudes across cultural patterns (Western/French and diverse global perspectives) through self-assessment activities using Bennett's DMIS, Hofstede's dimensions, Hall's context theory, Trompenaars' 7 dimensions, Barna's stumbling blocks, Culturoscope, and Indigenous Cultural Safety models. Students engage in critical analysis of personal biases through guided reflection exercises, power and privilege mapping activities, and case study analysis with peer discussion.

3. Cultural Perspectives: Worldviews in Context

Examination of diverse worldviews and historical contexts through storytelling circles where students share cultural narratives and engage in perspective-taking exercises. Students analyze how historical power dynamics influence current intercultural interactions while developing appreciation for different ways of understanding the world.

4. Language and Culture: Communication in Action

Investigation of language importance, meaning-making processes, and co-cultural communication patterns through language autobiography writing and cross-cultural meaning-making exercises.

Students practice culturally responsive communication strategies in simulated scenarios while exploring how language shapes intercultural understanding.

5. Nonverbal Communication Across Cultures

Analysis of nonverbal communication functions including time, kinesics, haptics, proxemics, and paralanguage through observation and practice exercises. Students participate in cross-cultural interaction simulations and video analysis activities while developing awareness of their own nonverbal patterns and cultural assumptions.

6. Addressing Intercultural Challenges

Examination of prejudice, racism, discrimination, and systemic barriers through case study and commentary. Students develop personal action plans for challenging bias and practice community dialogue facilitation while building skills for navigating intercultural challenges constructively.

7. Building Intercultural Competence, Cultural Humility, and Cultural Safety

Integration of competence models, cultural humility, and cultural safety principles through self-assessment and goal-setting activities. Students create inclusive communication strategies and write reflective pieces demonstrating their growth and ongoing learning commitments for continued intercultural development.

Teaching methods:

Case studies, Role-playing, simulations, Brainstorming, Peer-to-peer learning, Co-creation of content, Group projects.

Pedagogical resources and tools:

Course materials (PowerPoint, PDF presentations, articles, etc.), Online resources (videos, e-learning modules, etc.), Collaborative tools, Creative tools (Adobe Suite, Canva...etc.), Microsoft Teams.

Workload:

TYPE	TEACHING HOURS	COMMENTS
COURSE SESSIONS	24	
PERSONAL STUDY TIME	50-60	Preparation, revision, and assessment work.
TOTAL STUDENT WORDLOAD		

Assessment methods:

ASSESSMENT METHOD	DURATION	WEIGHT
Class participation (class work, homework, willingness to engage)		40%
Reflective writing tasks (one writing in class and one writing out of class)		
Group project – presentation		60%
Exam (Written exam during the last class)		

Required readings:

Reading 1

The Culture Tree. Culturally responsive teaching and the brain (2015).

Reading 2

Ryan, Stephen B. Cultural Bias in Intercultural Communication.

Barna, L.M. Stumbling blocks in Intercultural Communication. University of Windsor. Available at:

<https://www.uwindsor.ca/ctl/sites/uwindsor.ca.ctl/files/stumbling-blocks-in-intercultural-communication.pdf>

Reading 3

Arrogance as Perceived from Two Different Cultures. Available at:

<https://www.culturaldetective.com/related/126-arrogance-as-perceived-from-two-different-cultures.html>

Video 1:

Riding the waves of culture: Fons Trompenaars at TEDxAmsterdam

<https://www.youtube.com/watch?v=hmyfjKjcbm0>

Reading 4

Bennett, M. DMIS (2016/2024).

Cultural Safety (pages 10–23) |First Nations Cultural Safety Framework. Available at:

https://www.aes.asn.au/images/AES_FirstNations_Cultural_Framework_finalWEB_final.pdf

Reading 5

Sauquet, M and Vielajus, M. (2017) Culturoscope: 70 questions to approach cross-cultural issues.

Reference bibliography and webography :

Optional reading:

Barna, L.M. Stumbling blocks in Intercultural Communication. University of Windsor. Available at:

<https://www.uwindsor.ca/ctl/sites/uwindsor.ca.ctl/files/stumbling-blocks-in-intercultural-communication.pdf>

Bennett, M.J. (1986). A developmental approach to training for intercultural sensitivity. *International Journal of Intercultural Relations*, 10(2), pp.179–196.

Burgoon, J.K., Guerrero, L.K., & Floyd, K. (2016). *Nonverbal communication theories, research, and applications* (Chapter on Culture and Nonverbal Communication). Pearson.

Byram, M. (1997). Teaching and assessing intercultural communicative competence (Chapter 3: Language and culture). *Multilingual Matters*.

Hall, E.T. (1959). *The Silent Language*. Garden City, N.Y.: Anchor Press.

Hantsiuk, T., Vintoniv, K., Opar, N. and Hryvna, B. (2021). *Developing Intercultural Competence*

Through Design Thinking. *European Integration Studies*, 1(15), pp.9–21. Available at:

<https://doi.org/10.5755/j01.eis.1.15.28930>

Hofstede, G. and Minkov, M. (2010). *Cultures and Organizations SOFTWARE OF THE MIND Intercultural Cooperation and Its Importance for Survival*. McGraw Hill. Available at: https://e-edu.nbu.bg/pluginfile.php/900222/mod_resource/content/1/G.Hofstede_G.J.Hofstede_M.Minkov%20-%20Cultures%20and%20Organizations%20-%20Software%20of%20the%20Mind%203rd_edition

Kramsch, C. (2014). Language and culture. In *The Oxford handbook of applied linguistics* (2nd ed., pp. 305–317). Oxford University Press.

Matsumoto, D. (2006). Culture and nonverbal behavior. In V. Manusov & M. Patterson (Eds.), *The SAGE handbook of nonverbal communication* (pp. 219-235). SAGE.

Nakayama, T.K. & Halualani, R.T. (2010). *The handbook of critical intercultural communication* (Chapter on power and privilege). Wiley-Blackwell.

Piller, I. (2016). *Linguistic diversity and social justice: An introduction to applied sociolinguistics* (Chapters 2-3). Oxford University Press.

Sue, D.W. (2015). *Race talk and the conspiracy of silence*. John Wiley & Sons. (Chapters on microaggressions and systemic communication barriers)

Wierzbicka, A. (2003). *Cross-cultural pragmatics: The semantics of human interaction* (selected chapters). De Gruyter Mouton.

Chapter 6 – Nonverbal Communication – Developing Intercultural Communication Competence. Available at: <https://mlpp.pressbooks.pub/interculturalcommunicationcompetence/chapter/nonverbal-communication/>

Intercultural Development Inventory | IDI, LLC. (2013). *The Intercultural Development Continuum (IDC™)*. Available at: <https://idiinventory.com/generalinformation/the-intercultural-development-continuum-idi/>

Soft skills developed through the course:

- Critical thinking: analyze with perspective, difference between fact/opinion, build arguments
- Analytical and synthesis skills: extract key points from a large amount of information
- Intellectual curiosity: seek information, ask questions, demonstrate openness
- Creativity and innovation: propose original ideas and turn them into concrete actions
- Reasoned decision-making: evaluate options, make choices, take responsibility
- Autonomous learning (learning agility): learn how to learn, adjust one's methods
- Empathy and emotional intelligence: perceive and manage others' emotions
- Teamwork and collaboration: cooperate, share, resolve conflicts
- Self-confidence and assertiveness
- Adaptability and flexibility
- Resilience and perseverance
- Professional ethics and integrity
- Cultural humility, safety and responsiveness

FRENCH AS A FOREIGN LANGUAGE

BEGINNER

SEMESTER

FALL SEMESTER

NUMBER OF CREDITS

1

TEACHING METHOD

In-person course

TEACHER IN CHARGE

Carine MASSE

Prior knowledge or skills required:

None

Learning objectives:

To be able to communicate in everyday situations (transportation, supermarket, school life, etc.)

Course structure:

Developing communication skills in daily life
Learn how to introduce yourself and talk about yourself, your studies, your country, ...
Learn the present tense of common verbs used in everyday life
Each session encourages students to develop their oral and written skills.

Teaching methods:

Role-playing, simulations ,Peer-to-peer learning ,Group projects.

Pedagogical resources and tools:

Course materials (PowerPoint, PDF presentations, articles, etc.) ,Online resources (videos, e-learning modules, etc.) ,Creative tools (Adobe Suite, Canva...etc.) ,Collaborative tools.

Workload:

TYPE	TEACHING HOURS	COMMENTS
COURSE SESSIONS	24	
PERSONAL STUDY TIME	A minimum of 1 to 2 hours per week to benefit from the current session and more depending on each student's objectives.	
TOTAL STUDENT WORDLOAD		The examination assesses written and oral skills (oral comprehension, written comprehension, oral expression and written expression)

Assessment methods:

ASSESSMENT METHOD	DURATION	WEIGHT
CONTINUOUS ASSESSMENT	Ongoing	40%
FINAL EXAM	1h30	60%

Required readings:

None

Reference bibliography and webography :

podcastfrancaisfacile.com, TV5 monde apprendre le français.

Soft skills developed through the course:

- Autonomous learning (learning agility): learn how to learn, adjust one's methods
- Teamwork and collaboration: cooperate, share, resolve conflicts

FRENCH AS A FOREIGN LANGUAGE INTERMEDIATE

SEMESTER	FALL SEMESTER
NUMBER OF CREDITS	1
TEACHING METHOD	In-person course
TEACHER IN CHARGE	Carine MASSE

Prior knowledge or skills required:

A minimum level of A2+/B1 is required.

Learning objectives:

- To be able to express oneself in French in everyday situation
- To talk about oneself, one's studies, one's country, one's plans, etc.

Course structure:

The topics are chosen after consultation with the students at the beginning of the semester (culture, economics, gastronomy, sport, etc.). Some sessions require preparation at home and a presentation of your work in class. There are also group projects.

Teaching methods:

Peer-to-peer learning ,Role-playing, simulations ,Group projects.

Pedagogical resources and tools:

Course materials (PowerPoint, PDF presentations, articles, etc.) ,Online resources (videos, e-learning modules, etc.) ,Collaborative tools ,Creative tools (Adobe Suite, Canva...etc.)

Workload:

TYPE	TEACHING HOURS	COMMENTS
COURSE SESSIONS	24	
PERSONAL STUDY TIME	Minimum 2 hours per week, and more depending on each student's personal goals	
TOTAL STUDENT WORDLOAD		The final examination is scheduled for the last day of class. Each student must give an oral presentation on a topic chosen by the teacher. Part of the presentation is prepared at home, and part of the examination takes place live on the day of the presentation.

Assessment methods:

ASSESSMENT METHOD	DURATION	WEIGHT
CONTINUOUS ASSESSMENT	Ongoing	40%
FINAL EXAM	1h30	60%

Reference bibliography and webography:

podcastfrancaisfacile.com, TV5 monde apprendre le français.

Soft skills developed through the course:

- Analytical and synthesis skills: extract key points from a large amount of information
- Intellectual curiosity: seek information, ask questions, demonstrate openness
- Autonomous learning (learning agility): learn how to learn, adjust one's methods
- Persuasive and argumentative skills: defend an idea with assertiveness
- Teamwork and collaboration: cooperate, share, resolve conflicts
- Self-confidence and assertiveness

PROFESSIONAL DEVELOPMENT & SOFT SKILLS

SEMESTER	FALL SEMESTER
NUMBER OF CREDITS	1
TEACHING METHOD	In-person course
TEACHER IN CHARGE	Simon OWEN

Prior knowledge or skills required:

Students are expected to have a minimum B2 level in English (CEFR) to participate effectively in discussions, role-plays, and written assessments.

Learning objectives:

Teamwork and cross-cultural collaboration
Leadership and professional presence
Public speaking and effective presentations
Career management and professional development

Course structure:

Session	Timings	Topics covered	Preparatory work	Teaching methods	Assessment methods
1	3 hours	Leadership 1 – Differences between Leadership and Management (Kotter), Leadership 2 – Leadership Styles (Goleman) and Leadership 3 – Functional Approach (Adair)	None	PowerPoint presentations (based on case studies) with small group discussions (brainstorming and peer-to-peer learning) in order to make use of their experience in the working environment	Participation and behaviour during PowerPoint presentations and discussion – 5%
2	3 hours	Command Task (CT) 1 – Leading a team, teamwork, dealing with a complex situation	None	Practical problem-solving as a group of 8-12	Participation and behaviour during CT 1 – 5%
				Background activity for the other 2 groups of 8-12 is preparing their jury presentation	Assessed later
3	3 hours	Career planning using a (military) decision making process adapted to a specific problem	Students will need their CV	PowerPoint presentation leading to step-by-step analysis of their futures with shared part-presentations so peer-to-peer learning	Participation and behaviour during analysis and content and clarity of part-presentations – 5%
4	3 hours	CT 2 – Leading a team, teamwork, dealing with a complex situation	None	Practical problem-solving as a group of 8-12	Participation and behaviour during CT 2 – 5%
				Background activity for the other 2 groups of 8-12 is preparing their jury presentation	Assessed later
5	1 hour and 30 minutes	Understanding what drives and what inhibits good working practices	None	Working individually and then in small groups to understand how to work better together	Not assessed

1 hour and 15 minutes	Understanding Leadership and giving a presentation of a specified time and on a specified subject	Background activity during Command Tasks	Each half-group of 4-6 gives an 8-10 minute presentation on a specified Leadership subject so co-creation of content and group project	Content and clarity of presentation – 20%
15 minutes	Debriefing	None	Validation of teaching material and areas for improvement	Not assessed

Teaching methods:

- PowerPoint presentations using material from John Kotter, Daniel Goleman, John Adair taken from the British Army Leadership Code.
- Command Task material (ropes, planks, etc.).
- Military Decision-Making Process adapted to career progression.

Pedagogical resources and tools:

The (British) Army Leadership Code - An Introductory Guide
 Developing Leaders – A British Army Guide
 Leadership in Defence

Workload:

TYPE	TEACHING HOURS	COMMENTS
COURSE SESSIONS	15	Face-to-face
PERSONAL STUDY TIME	15	Background activity to Command Tasks
TOTAL STUDENT WORDLOAD	30	

Assessment methods:

ASSESSMENT METHOD	DURATION	WEIGHT
Participation and behaviour during PowerPoint presentations and discussion. Participation and behaviour during Command Tasks. Participation and behaviour during PowerPoint presentations and individual work on career progression.		40%
Content and clarity of Jury presentations.		60%

Soft skills developed through the course:

- Critical thinking: analyse with perspective, difference between fact/opinion, build arguments.
- Analytical and synthesis skills: extract key points from a large amount of information.
- Intellectual curiosity: seek information, ask questions, demonstrate openness.
- Creativity and innovation: propose original ideas and turn them into concrete actions.
- Reasoned decision-making: evaluate options, make choices, take responsibility.
- Empathy and emotional intelligence: perceive and manage others' emotions.
- Persuasive and argumentative skills: defend an idea with assertiveness.
- Teamwork and collaboration: co-operate, share, resolve conflicts.
- Self-confidence and assertiveness.
- Adaptability and flexibility.
- Resilience and perseverance.
- Professional ethics and integrity.

NEGOTIATION

SEMESTER	FALL SEMESTER
NUMBER OF CREDITS	3
TEACHING METHOD	In-person course
TEACHER IN CHARGE	Iwona MACHUT

Prior knowledge or skills required:

Students should be of upper-intermediate English level and be relatively proficient in the speaking, reading and writing of Business English. Current English usage of diplomatic and polite terminology will be necessary

Learning objectives:

To negotiate in English in an international context.
 To be familiarized with the current business language of Negotiations in English.
 To negotiate with peers in class simulations.

SESSION	TOPICS COVERED	PREPARATORY WORK	TEACHING METHOD	ASSESSMENT METHOD
1	The importance of Communication, Observation and Understanding of others perceptions, positions and interests, and the development		Transmissive method, active method, project-based learning	

	of the idea of separating people from the problem; Case 1-preparation			
2	The development of "Principled Bargaining" through the Focusing on Interests not Positional Negotiation;	Preparation for the negotiation 1	active method, project-based learning	Negotiation in groups Continuous assessment criteria : evaluation of the strategy : musts (main objectives), trading cards (concessions) and bottom line, professional vocabulary and quality of the diplomatic language
3	The development of a sensitive approach to Cultural Differences in International negotiations: the use of Diplomatic Language; an understanding of the notions of Monochronic versus Polychronic time; Protocol; Legal issues during decision making; and different ways of dealing with Conflict. Case 2-preparation		active method, project-based learning	
4	Active listening, relationship building; Encouragement of the Invention of options for mutual gain; Use of	Preparation for the negotiation 2	active method, project-based learning	Negotiation in groups Continuous assessment

	Objective criteria with fair procedures, integrity, with the eventual goal of fair and wise agreements.			criteria : evaluation of the strategy : musts (main objectives), trading cards (concessions) and bottom line, professional vocabulary and quality of the diplomatic language
5	Oral, individual evaluation	Mini case study	active method	Oral, individual evaluation Continuous assessment criteria : evaluation of the strategy : musts (main objectives), trading cards (concessions) and bottom line, professional vocabulary and quality of the diplomatic language

Teaching methods:

- Using various texts, the students will be introduced to negotiating in English. The cases for the course are drawn from the book: English for International Negotiation: A Cross-Cultural Case Study Method, Cambridge Editions. The practice cases used are from this text, as well as from various other sources. Students will be invited to present individual and group research projects and simulations for evaluation, which will be both oral and written, using the language and communication skills acquired during the course work.
- Lectures: Power point presentations

- Case Studies: Simulations of actual negotiation cases, role play with active participation of the students, using case studies, and documents. Some grammar review, idiomatic use of current business English and general vocabulary. Each case is discussed, and unfamiliar vocabulary and concepts introduced and clarified. Discussion questions will be examined in detail. Cultural aspects of each case are outlined. Roles are assigned, and students work in small groups on their assigned tasks.

Pedagogical resources and tools:

Course materials (PowerPoint, PDF presentations, articles, etc.), Creative tools (Adobe Suite, Canva...etc.) , Teams, Databases.

Workload:

TYPE	TEACHING HOURS	COMMENTS
COURSE SESSIONS	24	
PERSONAL STUDY TIME	50-60	Preparation, revision, and assessment work.
TOTAL STUDENT WORDLOAD		

Assessment methods:

ASSESSMENT METHOD	DURATION	WEIGHT
CASE STUDY		40%
FINAL EXAM		60%

Required readings:

- Fisher, Roger and William Ury. Getting to Yes: Negotiating Agreement Without Giving In. 2nd ed. New York: Penguin Books, 1991

Reference bibliography and webography:

- Harvard Business Essentials. Negotiation. Boston: Harvard Business School Publishing, 2003
- Gelfand, Michele, and Jeanne M. Brett. The Handbook of Negotiation and Culture. Palo Alto: Stanford University Press, 2004

Soft skills developed through the course:

- Autonomous learning (learning agility): learn how to learn, adjust one's methods
- Teamwork and collaboration: cooperate, share, resolve conflicts
- Self-confidence and assertiveness
- Persuasive and argumentative skills: defend an idea with assertiveness
- Adaptability and flexibility
- Resilience and perseverance

COMMUNICATION AND POWER IN INTERNATIONAL RELATIONS

SEMESTER	FALL SEMESTER
NUMBER OF CREDITS	3
TEACHING METHOD	In-person course
TEACHER IN CHARGE	Lofti HAMZI

Prior knowledge or skills required:

- Introduction to International Relations
- Basic understanding of global politics
- Interest in communication, media, and strategy

Learning objectives:

By the end of the course, students will be able to:

- Analyze how communication shapes power dynamics in global affairs
- Understand key frameworks (soft power, strategic narratives, public diplomacy, information warfare)
- Evaluate the role of multinational corporations as geopolitical actors
- Identify and manage global reputational risks
- Design strategic communication campaigns in international contexts
- Develop persuasive messaging adapted to diverse audiences
- Apply geopolitical analysis to communication decision-making

Course structure:

SESSION	TOPICS COVERED	PREPARATORY WORK	TEACHING METHOD	ASSESSMENT METHOD
1	Introduction : Communication as Power in International Relations	Nye, Soft Power (Introduction)	Lecture + interactive discussion	Participation
2	Hard Power, Soft Power and Smart Power	Academic article	Lecture + case illustration	Participation
3	Strategic Narratives: Theoretical Foundations	Selected chapter from the e-book Miskimmon, A., Ben O'Loughlin, B. & Roselle, L. Strategic Narratives: Communication Power & the New World Order (available via university library?)	Lecture + interactive discussion	Participation
4	Strategic Narratives in Practice (States & Firms)	Case study	Case analysis + debate	Participation
5	Media Power and Global Communication	Media article	Lecture + discussion	Participation
6	Digital Platforms as Geopolitical Actors	Platform case study	Case study + discussion	Participation
7	Corporate Diplomacy and Global Brand Strategy	Case reading	Lecture + case study	Participation
8	Reputation, Risk and Crisis Communication	Dieselgate case	Simulation (crisis management)	Simulation grade
9	Disinformation and Influence Strategies	Academic article	Lecture	Participation
10	Information Warfare in Practice (Contemporary Conflicts)	Case study	Simulation	Simulation grade
11	Communication Strategies in International Negotiations	Preparatory notes	Lecture + roleplay preparation	Participation
12	Negotiation Simulation (Multinational vs Government)	-	Full role-play simulation	Simulation grade

13	NGOs, Activism and Corporate Vulnerability	NGO campaign case	Case study + debate	Participation
14	AI, Deepfakes and the Future of Influence	Academic article	Lecture + debate	Participation
15	Simulation grade	-	Group work + coaching	Project evaluation
16	Grand Simulation and Course Debrief	-	Simulation + feedback session	Project evaluation

Teaching methods:

Interactive lectures
 Case studies (business + geopolitical)
 Role-playing and simulations
 Group discussions and debates
 Peer-to-peer learning
 Strategic communication exercises

Pedagogical resources and tools:

PowerPoint presentations
 Academic articles and book chapters
 Business case studies
 Videos and documentaries
 Online platforms (Microsoft Teams, Miro)
 Creative tools (Canva for communication design)
 International news sources (BBC, Reuters, Foreign Affairs)

Workload:

TYPE	TEACHING HOURS	COMMENTS
COURSE SESSIONS	24	In-class
PERSONAL STUDY TIME	48	Reading, assignments
TOTAL STUDENT WORDLOAD	72	

Assessment methods:

ASSESSMENT METHOD	DURATION	WEIGHT
Participation and engagement + group projects		40%
FINAL EXAM		60%

Required readings:

1. Nye, J. S. (2004). *Soft Power: The Means to Success in World Politics*. New York: PublicAffairs.
<https://www.publicaffairsbooks.com/titles/joseph-s-nye-jr/soft-power/9781586483067/>
2. Miskimmon, A., O'Loughlin, B., & Roselle, L. (2013). *Strategic Narratives: Communication Power and the New World Order*. Routledge.
<https://www.taylorfrancis.com/books/mono/10.4324/9781315871264>
3. Castells, M. (2009). *Communication Power*. Oxford University Press.
<https://global.oup.com/academic/product/communication-power-9780199567041>

Reference bibliography and webography :

1. Gilboa, E. (2008). "Searching for a Theory of Public Diplomacy", *The ANNALS of the American Academy of Political and Social Science*, 616(1), 55–77.
<https://journals.sagepub.com/doi/10.1177/0002716207312142>
2. Thussu, D. K. (2018). *International Communication: Continuity and Change* (3rd ed.). Bloomsbury Academic.
https://api.pageplace.de/preview/DT0400.9781780932675_A35619623/preview-9781780932675_A35619623.pdf
3. van Riel, C. B. M., & Fombrun, C. J. (2007). *Essentials of Corporate Communication: Implementing Practices for Effective Reputation Management*. Routledge.
<https://www.taylorfrancis.com/books/mono/10.4324/9780203390931>
4. Harvard Business Review (<https://hbr.org>)
5. World Economic Forum (<https://www.weforum.org>)
6. Foreign Affairs (<https://www.foreignaffairs.com>)

Soft skills developed through the course:

- Critical thinking: analyze with perspective, difference between fact/opinion, build arguments
- Analytical and synthesis skills: extract key points from a large amount of information
- Intellectual curiosity: seek information, ask questions, demonstrate openness
- Creativity and innovation: propose original ideas and turn them into concrete actions
- Reasoned decision-making: evaluate options, make choices, take responsibility
- Autonomous learning (learning agility): learn how to learn, adjust one's methods
- Empathy and emotional intelligence: perceive and manage others' emotions ???
- Persuasive and argumentative skills: defend an idea with assertiveness
- Teamwork and collaboration: cooperate, share, resolve conflicts
- Self-confidence and assertiveness
- Adaptability and flexibility
- Resilience and perseverance
- Professional ethics and integrity

WORKING IN MULTICULTURAL TEAMS: MANAGING AND COMMUNICATING

SEMESTER	FALL SEMESTER
NUMBER OF CREDITS	3
TEACHING METHOD	In-person course
TEACHER IN CHARGE	Arnaud VAN DAELE

Prior knowledge or skills required:

Students are expected to have a minimum B2 level in English (CEFR) to participate effectively in discussions, role-plays, and written assessments.

Learning objectives:

This course looks at the many challenges of managing human resources in an international setting, focusing on how to successfully integrate employees.

Cover important topics like gender diversity, cultural backgrounds, ethnic differences, and religious beliefs.

Objective is to understand :

- how to create a workplace where everyone feels included and valued.
- the importance of inclusion programs to reduce employee turnover. By developing strong inclusion initiatives, companies can create supportive environments that meet the diverse needs of their workforce. This helps to improve overall performance and keep employees satisfied.

Course structure:

- Introduction to International Human Resource Management (IHRM)
- Cross-Cultural Management and Communication
- Global Talent Acquisition, Integration, and Management
- International Compensation, Benefits, and Inclusion Programs
- International Labor Relations, Legal Frameworks, and Diversity
- Managing Global Performance, Development, and Inclusion

Teaching methods:

Case studies, Role-playing, simulations , Group projects

Pedagogical resources and tools:

Course materials (PowerPoint, PDF presentations, articles, etc.), Online resources (videos, e-learning modules, etc.), Creative tools (Adobe Suite, Canva...etc.), Microsoft Teams.

Workload:

TYPE	TEACHING HOURS	COMMENTS
COURSE SESSIONS	24	
PERSONAL STUDY TIME	50-60	Preparation, revision, and assessment work.
TOTAL STUDENT WORDLOAD		

Assessment methods:

ASSESSMENT METHOD	DURATION	WEIGHT
Class participation, case activities: written control, practical exercises and presentations		40%
Final project/exam		60%

Required readings:

None

Reference bibliography and webography:

Dowling, P. J., Festing, M., & Engle, A. D. (2013). International Human Resource Management. Cengage Learning.

Hofstede, G., Hofstede, G. J., & Minkov, M. (2010). Cultures and Organizations: Software of the Mind. McGraw-Hill.

Adler, N. J., & Gundersen, A. (2007). International Dimensions of Organizational Behavior. Cengage Learning.

Thomas, D. C., & Peterson, M. F. (2014). Cross-Cultural Management: Essential Concepts. SAGE Publications.

Soft skills developed through the course:

Critical thinking: analyze with perspective, difference between fact/opinion, build arguments.

Intellectual curiosity: seek information, ask questions, demonstrate openness, Reasoned decision-making: evaluate options, make choices, take responsibility.

Empathy and emotional intelligence: perceive and manage others' emotions.

Teamwork and collaboration: cooperate, share, resolve conflicts, Self-confidence and assertiveness, Adaptability and flexibility, Professional ethics and integrity.

VISUAL ANALYSIS

SEMESTER	FALL SEMESTER
NUMBER OF CREDITS	3
TEACHING METHOD	In-person course
TEACHER IN CHARGE	Oliver KENNY

Prior knowledge or skills required:

Students are expected to have a minimum B2 level in English (CEFR) to participate effectively in discussions, role-plays, and written assessments.

Learning objectives:

This course will introduce students to the key tenets of visual analysis with a focus on moving-image media. Adverts, short-form videos, news programs, music videos – we are likely to see hundreds of moving images, clips, and segments every day, which communicate a wealth of ideas and information as well as particular values, visions of the world, and ideological framings. This course provides an introduction to the tools necessary to deconstruct and critically analyse how meaning is constructed and purveyed by moving images by conceiving of them as textual artefacts to be 'read'.

Over the semester students will gain a solid methodological grounding in textual analysis and some of the major theoretical frameworks most closely associated with it in order to have the basic skills and knowledge needed to read and analyse any moving-image media. This introductory course will also provide the basic foundations of image analysis in order to allow for the future exploration of the wide range of other visual-media theories and concepts that exist within media studies and associated disciplines.

Theoretically, the course reading will focus heavily on textual analysis and film theory as the basis for understanding moving images of all kinds far beyond the cinema. Lectures will place these theories

within the broader context of media-studies research, as well as recent work on social media, short-form videos, video games, advertising, music videos and so on. Moreover, the primary texts for this course will be entirely drawn from adverts, social-media posts, and music videos.

On successful completion of this class, students will have developed:

- The ability to discuss in detail the key concepts and ideas associated with textual analysis of moving-image media.
- A critical understanding of some of the key theories relating to visual analysis, such as semiotics, narratology, psychoanalysis, or phenomenology.
- The ability to apply abstract analytical concepts to concrete visual texts.
- The ability to analyse in detail a film or video sequence such as an advert, a short-form video, story, television show, film or any other moving-image media.
- Skills and knowledge that complement other classes involving moving-image media such as marketing and social-media management.

Course structure:

SESSION	TOPICS COVERED	PREPARATORY WORK	TEACHING METHOD	ASSESSMENT METHOD
1	Introduction to conflict in professional contexts; definition and types of conflict	None	Conceptual input, guided discussion, initial case analysis	Participation
2	Conflict dynamics; sources of tension; communication breakdown	Reflection on a conflict situation (personal or academic)	Case analysis, video analysis, structured discussion	Participation
3	Communication tools I: structuring a difficult conversation; clarity and neutrality	Review previous session content	Framework input, applied exercises, guided practice	Continuous assessment (exercises)
4	Communication tools II: active listening, reframing, managing misunderstandings	Short preparation task (optional)	Applied exercises, structured role-play, feedback	Continuous assessment (oral participation)
5	Managing difficult conversations; giving constructive feedback	Prepare a short professional situation	Structured role-play, guided practice	Continuous assessment (oral performance)
6	Managing reactions and tension; defensive behavior and emotional responses	None	Scenario-based role-play, group analysis	Continuous assessment (oral performance)

7	Conflict resolution and negotiation; identifying interests and solutions	Review communication tools	Simulation exercises, applied negotiation tasks	Continuous assessment (oral performance)
8	Final assessment (presentation, simulation, or case study)	Student presentations, applied case analysis, peer interaction, and instructor feedback	Preparation of a presentation analyzing a professional conflict and communication strategy	Final assessment (oral presentation/project)

Teaching methods:

Classes are three hours long and so will be split up into shorter periods for different exercises. These shorter periods will involve lectures, which give broader context and provide insight into a wide range of thinkers, theories, and concepts, seminars which involve group discussions of the texts prepared in advance, and workshops which are dedicated to applying the theories and concepts to relevant moving-image media, notably those prepared in advance.

Pedagogical resources and tools:

- Powerpoint presentations
- Academic articles
- Videos and video extracts
- Microsoft Teams (for all documents)

Workload:

TYPE	TEACHING HOURS	COMMENTS
COURSE SESSIONS	24	
PERSONAL STUDY TIME	48	
TOTAL STUDENT WORDLOAD	72	

Assessment methods:

ASSESSMENT METHOD	DURATION	WEIGHT
Sequence analysis	90min	40%
Essay		60%

Required readings:

Bordwell, D., Thompson, K., & Smith, J. (2020). *Film Art: An Introduction* (12th edition). McGraw-Hill Education.

Casetti, F. (1999). *Theories of cinema: 1945-1995* (F. Chiostri, E. G. Bartolini-Salimbeni, & T. Kelso, Trans.). University of Texas Press.

Kress, G. R., & Leeuwen, T. van. (2020). *Reading Images: The Grammar of Visual Design* (3rd ed.). Routledge.

Leeuwen, T. V., & Jewitt, C. (2004). *The Handbook of Visual Analysis*. SAGE.

Lewis, J. (2014). *Essential Cinema: An Introduction To Film Analysis*. Wadsworth, Cengage Learning.

Monaco, J. (2000). *How To Read A Film: The World Of Movies, Media, And Multimedia: Language, History, Theory* (3rd ed.). Oxford University Press.

Prince, S. (2014). *Movies And Meaning : An Introduction To Film* (6th ed). Pearson.

Stam, R. (2000). *Film Theory: An Introduction*. Blackwell.

Soft skills developed through the course:

Critical thinking

Analytical and synthesis skills

Intellectual curiosity

Autonomous learning

Persuasive and argumentative skills

Self-confidence and assertiveness

Resilience and perseverance

GRAPHIC DESIGN: IDENTITY & TOOLS

SEMESTER

FALL SEMESTER

NUMBER OF CREDITS

3

TEACHING METHOD

In-person course

TEACHER IN CHARGE

Marc-Antoine D'HULST

Prior knowledge or skills required:

Proficiency in Computer Tools.

Learning objectives:

Discover graphic design and its tools (Adobe Suite and Artificial Intelligence)
Develop creativity.
Learn to create a visual identity and the associated advertising materials.
Manage images formats for social media, digital platforms, and printed documents.
Master Illustrator and Photoshop software.
Realize creative and consistent campaigns.

Course structure:

Class 1
AI and Firefly
Adobe Creative Cloud

External resources: Fonts, Colors, Express, Capture...
Use AI and create a design using online resources
Pedagogical Method: In-class testing and collective sharing of results
Demonstrations and practical exercises.

Class 2

Discovering the Illustrator interface
Geometric shapes
Anchor points
Colors and gradients
Teaching Method : Demonstrations and Practical Exercises
Individual Monitoring / One-on-One Support

Class 3

Adobe Illustrator
Pathfinder
Reflect Tool
Rotation Tool
Files formats
Teaching Method : Demonstrations and Practical Exercises
Individual Monitoring / One-on-One Support

Class 4

Discovering the Photoshop interface
Image size and formats, resolution, and color modes (Print and Web)
Layers
Selection tools:
- Select and Mask (Subject and Object)
- Refine Edges
- Color-Based Selection
- Pen tool
Teaching Method: Demonstrations and Practical Exercises
Individual Monitoring / One-on-One Support

Class 5

Adobe Photoshop
Text tool
Effects and Styles
Image Retouching Tools
Color Adjustments and Corrections with layers
Teaching Method: Demonstrations and Practical Exercises
Individual Monitoring / One-on-One Support
First Assessment in Pairs: Creation of a Logotype with Illustrator and Two Visuals for a Graphic Campaign Promoting a Fictional Netflix Series with Photoshop

Class 6

Adobe Illustrator

Artistic Shapes

Scatter brushes

Clipping mask

Transformations and Distortions

Teaching Method : Demonstrations and Practical Exercises

Individual Monitoring / One-on-One Support

Class 7

Adobe Photoshop

Layer Mask

Blending Modes

Brush Tool

Vanishing points and Mock-Up

Files formats

Teaching Method : Demonstrations and Practical Exercises

Individual Monitoring / One-on-One Support

Launch of the final individual project: Students will work with Illustrator and Photoshop. They are required to create a vector illustration of their country in Illustrator and a double exposure composition in Photoshop.

A mock-up will also be requested.

Teaching methods:

Peer-to-peer learning, Co-creation of content, Group projects.

Pedagogical resources and tools:

Creative tools (Adobe Suite, Canva...etc.), Online resources (videos, e-learning modules, etc.), Course materials (PowerPoint, PDF presentations, articles, etc.), Microsoft Teams.

Workload:

TYPE	TEACHING HOURS	COMMENTS
COURSE SESSIONS	24	
PERSONAL STUDY TIME	20	
TOTAL STUDENT WORDLOAD	44	

Assessment methods:

1. First Assessment in Pairs: Creation of a Logotype with Illustrator and Two Visuals for a Graphic Campaign Promoting a Fictional Netflix Series with Photoshop. 40% of the final grade. Students will be assessed on their technical proficiency with the softwares, as well as the modernity and creativity of their work.
2. Final individual assessment with Illustrator and Photoshop. Students are required to create a vector illustration of their country in Illustrator and a double exposure composition in Photoshop. A mock-up will also be requested. 60% of the final grade. Students will be assessed on their technical proficiency with the softwares, as well as the modernity and creativity of their final work.

Required readings:

External resources :

- Adobe Fonts
<https://fonts.adobe.com/>
- Adobe colors
<https://color.adobe.com/>
- Creative cloud (libraries, swatches)
- Adobe Firefly (text to images, Generative Fill and options)
<https://firefly.adobe.com/>
- Adobe express (templates and automations with AI tool)
<https://www.adobe.com/com/express/>

Adobe ILLUSTRATOR

<https://helpx.adobe.com/illustrator>

Adobe PHOTOSHOP

<https://helpx.adobe.com/photoshop>

Mock up

<https://www.freepik.com/>

Reference bibliography and webography :

External resources :

- Adobe Fonts

<https://fonts.adobe.com/>

- Adobe colors

<https://color.adobe.com/>

- Creative cloud (libraries, swatches)

- Adobe Firefly (text to images, Generative Fill and options)

<https://firefly.adobe.com/>

- Adobe express (templates and automations with AI tool)

<https://www.adobe.com/com/express/>

Adobe ILLUSTRATOR

<https://helpx.adobe.com/illustrator>

Adobe PHOTOSHOP

<https://helpx.adobe.com/photoshop>

Soft skills developed through the course:

Teamwork and collaboration: cooperate, share, resolve conflicts.

Adaptability and flexibility, resilience and perseverance.

Autonomous learning (learning agility): learn how to learn, adjust one's methods.

Creativity and innovation: propose original ideas and turn them into concrete actions.

MEDIA IN A GLOBAL CONTEXT

SEMESTER

FALL SEMESTER

NUMBER OF CREDITS

3

TEACHING METHOD

In-person course

TEACHER IN CHARGE

Veronica RAMOS

Prior knowledge or skills required:

Students are expected to have a minimum B2 level in English (CEFR) to participate effectively in discussions, role-plays, and written assessments.

Learning objectives:

The course aims to help students manage conflict in professional environments through effective communication. Students will learn to understand conflict situations, communicate clearly in difficult interactions, and contribute to constructive solutions.

Course structure:

Each session is 3 hours and is a combination of lectures, in-class analysis, and group activities that apply theoretical learning. Most work is done in class with reflective work done outside of class-- individually or with work group.

SESSION	TOPICS COVERED	PREPARATORY WORK	TEACHING METHOD	ASSESSMENT METHOD
1	Welcome and intro to class			
2	Sociological Imagination: social construction of reality			
3	Audience Effects Theories			
4	Social Theory– Stuart Hall			
5	Content analysis practicum–VW ads			
6	Social Theory– cultural values and symbols			
7	Social Theory– cultural differences representation			
8	Social Theory– cultural differences consumption practice			
9	Group presentations of comparative analysis			

Teaching methods:

Case studies, brainstorming, peer-to-peer learning, Co-creation of content , group projects.

Pedagogical resources and tools:

Course materials (PowerPoint, PDF presentations, articles, etc.) ,Collaborative tools ,Microsoft Teams ,Online resources (videos, e-learning modules, etc.).

Workload:

TYPE	TEACHING HOURS	COMMENTS
COURSE SESSIONS	24	
PERSONAL STUDY TIME	50-60	Preparation, revision, and assessment work.
TOTAL STUDENT WORDLOAD		

Assessment methods:

ASSESSMENT METHOD	DURATION	WEIGHT
individual assessment-- content analysis due 3 week of class		40%
group project/presentation- comparative campaign due last day of class		60%

Reference bibliography and webography:

Reference bibliography and webography:

C. Wright Mills. 1959. *The Sociological Imagination*. Oxford University Press

Understanding Media and Culture: An Introduction to Mass Communication. Chapter 2. University of Minnesota. Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License

Media Education Foundation. 1997. *Stuart Hall : Representation and the Media* lecture transcript.
Robert Shuter. 2017. "New Media and Intercultural Communication". *The International Encyclopedia of Intercultural communication*. Wiley.

Soft skills developed through the course:

Critical thinking: analyze with perspective, difference between fact/opinion, build arguments.
Analytical and synthesis skills: extract key points from a large amount of information.

Intellectual curiosity: seek information, ask questions, demonstrate openness, Creativity and innovation: propose original ideas and turn them into concrete actions , Teamwork and collaboration: cooperate, share, resolve conflicts.

ENTREPRENEURIAL & ASSOCIATIVE PROJECT

SEMESTER	FALL SEMESTER
NUMBER OF CREDITS	3
TEACHING METHOD	Students join an ISTC student association and actively contribute to its projects throughout the semester.
TEACHER IN CHARGE	No teacher in charge

Prior knowledge or skills required:

None.

Learning objectives:

Student associations are a central part of student life at ISTC and are managed by third-year students.

Through this course, students will:

- Discover how student-led organizations operate
- Contribute to the development and implementation of projects
- Gain practical experience in teamwork and project management
- Develop initiative, autonomy, and organizational skills

ISTC hosts around 12 student associations, including:

BDE (Student Union), BDS (Sports Association), BDA (Arts Association), BDI (International Students' Association), DFEA (Fashion Association), Synopsis (Cinema Association), etc.

Each association focuses on specific themes and aims to foster student engagement and community life.

Course structure:

Students will join the association of their choice at the beginning of the semester. They will then:

- Participate in regular meetings
- Contribute to ongoing projects
- Take part in the organization of events and activities

Their level of involvement may vary depending on the association and its projects.

Teaching methods:

- Experiential learning
- Project-based involvement
- Teamwork and collaboration

Workload:

TYPE	TEACHING HOURS	COMMENTS
COURSE SESSIONS	None	Learning is entirely project-based within the association
PERSONAL STUDY TIME	100	Active involvement in association projects
TOTAL STUDENT WORDLOAD	100	

Assessment methods:

Assessment is based on:

Active participation within the association
Involvement in projects and events
Commitment and initiative shown throughout the semester

Soft skills developed through the course:

Teamwork
Project management
Communication skills
Leadership
Adaptability
Initiative and autonomy

**ENGLISH
PROGRAM
SPRING SEMESTER
COURSES
26/27**

PRESS REVIEW

SEMESTER	SPRING SEMESTER
NUMBER OF CREDITS	3
TEACHING METHOD	In-person course
TEACHER IN CHARGE	Elisabeth LLOYD-BURKHALTER

Prior knowledge or skills required:

Students are expected to have a minimum B2 level in English (CEFR) to participate effectively in discussions, role-plays, and written assessments.

Learning objectives:

By the end of this course, the student will be able to:

- * Analyze the media coverage of a current event by identifying biases, framing, and the diversity of sources.
- * Communicate orally in English in a clear, structured, and persuasive manner through both individual and group presentations.
- * Compare different forms of media (traditional and digital) in order to assess their influence on the perception of information.
- * Synthesize key facts and trends within an industry to produce a professional and relevant press review.

Course structure:

1 Introduction to the course. Symbols, culture, and current events.

Teaching methods: transmissive and active approaches.

Pair interviews, pair presentations.

Diagnostic oral discussion on students' news consumption habits.

2 PPT: Media bias – understanding and identifying framing.

Reflection on a recent major news event.

Presentation with visual support.

Oral quiz on media bias.

3 Workshop: analyzing an information source (Media Bias Project).

Research of an article covering the same topic in two different media outlets.

Teaching method: active and collaborative (case study analysis).

Group discussion on observed differences.

Presentation of instructions for the "Weekly News" assignment.

4 to 6 Group work based on "Weekly News": comparison of sources and media typologies.

Reading of weekly "Weekly News" publications on TEAMS.

Project-based learning (research and discussion work).

Peer feedback on clarity, analysis, and oral presentation.

7 to 9 "Weekly News" presentations and preparation of the group "Press Review" (sector-based press review).

Group formation, selection of sector, and article monitoring.

Project-based and collaborative learning.

Validation of the press review outline and oral feedback.

10 Oral presentations: "Industry Press Review".

Rehearsal of presentations and finalization of materials.

Experiential learning (presentation + group feedback).

Final assessment + collective oral feedback.

Teaching methods:

Case studies, brainstorming, peer-to-peer learning, Co-creation of content, group projects.

Pedagogical resources and tools:

Course materials (PowerPoint, PDF presentations, articles, etc.), Collaborative tools, Microsoft Teams, Online resources (videos, e-learning modules, etc.).

Workload:

TYPE	TEACHING HOURS	COMMENTS
COURSE SESSIONS	24	
PERSONAL STUDY TIME	50-60	Preparation, revision, and assessment work.
TOTAL STUDENT WORDLOAD		

Assessment methods:

ASSESSMENT METHOD	DURATION	WEIGHT
<p>Presentation of a current news topic, analyzing media coverage by identifying biases, framing, and the diversity of sources + 5-minute discussion on the topic.</p> <p>The evaluation rubric will be communicated to students both orally and in writing:</p> <ol style="list-style-type: none"> Clarity: provide a FULL (Who, What, When, Where, Why, and How) and CONCISE description of the news event 		40%

<p>2. Analysis: using specific examples, demonstrate CRITICAL THINKING about how the news is presented</p> <p>3. Relevance: convince us that this is a major story, either by discussing its implications or by connecting it to other news events</p> <p>4. Presentation skills</p>		
<p>Presentation of a professional and relevant press review (synthesis of key facts and trends within an industry).</p> <p>The evaluation rubric will be communicated to students both orally and in writing:</p> <p>Clarity /5: the summary of articles is clear and concise</p> <p>Analysis /5: introduction and presentation of trends and developments in the industry (what you concluded about the industry based on the articles)</p> <p>Relevance /5: articles are carefully selected and relevant to professionals working in that industry</p> <p>Presentation skills /5: voice, body language, etc.</p>		<p>60%</p>

Required readings:

English-language press articles (BBC, The New York Times, The Guardian, Al Jazeera, etc.).

Reference bibliography and webography:

"News Media Across the Political Spectrum," Harvard Library.

<https://guides.library.harvard.edu/newsleans/thechart>

"In brief: News media bias," News Literacy Project.

<https://newslit.org/educators/resources/in-brief-news-media-bias/>

"Media and Information Literacy," UNESCO. <https://www.unesco.org/en/media-information-literacy>.

Soft skills developed through the course:

Analytical and synthesis skills: ability to extract key information from a large volume of data.

Critical thinking: ability to analyze information with perspective, distinguish fact from opinion, and build structured arguments.

Intellectual curiosity: ability to stay informed, ask questions, and demonstrate openness to new ideas.

Collaboration / teamwork: ability to cooperate, share responsibilities, and manage conflicts effectively.

Persuasion and argumentation skills: ability to defend an idea clearly and assertively.



INTERNATIONAL COMMUNICATION CHALLENGE

SEMESTER	SPRING SEMESTER
NUMBER OF CREDITS	3
TEACHING METHOD	In-person course
TEACHER IN CHARGE	Iwona MACHUT

Prior knowledge or skills required:

English B2- Students should be of upper-intermediate English level and be relatively proficient in the speaking, reading and writing of Business English.

Learning objectives:

By the end of the course, students will be able to:

- Understand and critically discuss key theories of intercultural communication
- Analyze cultural differences using major frameworks (Hofstede, Trompenaars, Erin Meyer, Cultural Intelligence).
- Develop intercultural communication skills in both academic and professional contexts.
- Apply negotiation principles within intercultural settings.
- Work effectively in international and multicultural teams in a COIL environment.
- Conduct collaborative research and structure a group project on a complex social topic.
- Communicate findings clearly through oral presentations and written reports.
- Demonstrate adaptability, autonomy, and teamwork in a virtual international collaboration setting.

Course structure:

The course is divided into two main components combining theoretical input and a collaborative COIL (Collaborative Online International Learning) project with a partner university.

Part 1: Intercultural Communication

This part of the course combines transmissive and active learning methods.

Topics covered include:

S1–S2: Concept of culture

S3: Intercultural communication theories (Hofstede)

S4: Intercultural communication theories (Trompenaars)

S5–S6: Intercultural communication competences and Erin Meyer's Culture Map

S7: Cultural Intelligence (CQ)

S8: Written assessment

S9: Fundamentals of negotiation in an intercultural context

S10: Guest lecture

Assessment includes one individual written evaluation.

Part 2: COIL Group Project (Collaborative Online International Learning)

This project is based on collaborative and project-based learning methods and includes one oral presentation and a written report.

Project topic: social gender roles.

Structure of the project:

S1: Introduction to the COIL project and presentation of research topics

S2: Group formation, ice-breaking activity, identification of team strengths and weaknesses, task allocation, and planning of work schedule

S3–S7: Preliminary research, group work, and continuous development of content

S8–S9: Online exchange sessions with partner university students

S10: Final group presentations (oral assessment)

Students will use collaborative tools (e.g., Canva, shared documents, and online communication platforms) to coordinate their work and ensure effective teamwork throughout the project.

Teaching methods:

Case studies, brainstorming, peer-to-peer learning, Co-creation of content, group projects.

Pedagogical resources and tools:

Course materials (PowerPoint, PDF presentations, articles, etc.) ,Collaborative tools ,Microsoft Teams ,Online resources (videos, e-learning modules, etc.).

Workload:

TYPE	TEACHING HOURS	COMMENTS
COURSE SESSIONS	24	
PERSONAL STUDY TIME	50-60	Preparation, revision, and assessment work.
TOTAL STUDENT WORDLOAD		

Assessment methods:

ASSESSMENT METHOD	DURATION	WEIGHT
Continuous assessment		40%
Final exam		60%

Required readings:

Understanding intercultural communication Stella Ting-Toomey and Leeva C. Chung (2012, 2nd ed.)
New York: Oxford University Press. Pp. 326. ISBN 978-0-19-973979-0

Reference bibliography and webography:

Jandt, F. E. (2011). An Introduction to Cross-Cultural Communication. Sage Publications- Hill, R. (1997). We Europeans (3^e éd.). Brussels: Europublic

- www.cyborlink.com

- <https://www.cia.gov/library/publications/the-world-factbook/>

Soft skills developed through the course:

Critical thinking: analyzing with perspective, distinguishing fact from opinion, and building arguments.

Analytical and synthesis skills: extracting key information from a large volume of information.

Intellectual curiosity: staying informed, asking questions, and demonstrating openness.

Reasoned decision-making: evaluating options, making choices, and taking responsibility for them

Autonomous learning (learning agility): learning how to learn, adapting methods, and continuously improving.

Empathy and emotional intelligence: understanding and managing others' emotions.

Collaboration / teamwork: cooperating, sharing responsibilities, and managing conflicts.

Self-confidence and assertiveness: expressing ideas clearly and confidently.

Adaptability and flexibility: adjusting effectively to new situations and environments.

Resilience and perseverance: maintaining effort and focus despite challenges.

Professional ethics and integrity: acting responsibly and respecting ethical standards.

FRENCH AS A FOREIGN LANGUAGE BEGINNER

SEMESTER	SPRING SEMESTER
NUMBER OF CREDITS	1
TEACHING METHOD	In-person course
TEACHER IN CHARGE	Carine MASSE

Prior knowledge or skills required:

None

Learning objectives:

To be able to communicate in everyday situations (transportation, supermarket, school life, etc.)

Course structure:

Developing communication skills in daily life
 Learn how to introduce yourself and talk about yourself, your studies, your country, ...
 Learn the present tense of common verbs used in everyday life
 Each session encourages students to develop their oral and written skills.

Teaching methods:

Role-playing, simulations, Peer-to-peer learning ,Group projects.

Pedagogical resources and tools:

Course materials (PowerPoint, PDF presentations, articles, etc.) ,Online resources (videos, e-learning modules, etc.), Creative tools (Adobe Suite, Canva...etc.) ,Collaborative tools.

Workload:

TYPE	TEACHING HOURS	COMMENTS
COURSE SESSIONS	24	
PERSONAL STUDY TIME	A minimum of 1 to 2 hours per week to benefit from the current session and more depending on each student's objectives.	
TOTAL STUDENT WORDLOAD		The examination assesses written and oral skills (oral comprehension, written comprehension, oral expression and written expression)

Assessment methods:

ASSESSMENT METHOD	DURATION	WEIGHT
CONTINUOUS ASSESSMENT	Ongoing	40%
FINAL EXAM	1h30	60%

Required readings:

None

Reference bibliography and webography :

podcastfrancaisfacile.com, TV5 monde apprendre le français.

Soft skills developed through the course:

- Autonomous learning (learning agility): learn how to learn, adjust one's methods
- Teamwork and collaboration: cooperate, share, resolve conflicts

FRENCH AS A FOREIGN LANGUAGE INTERMEDIATE

SEMESTER	SPRING SEMESTER
NUMBER OF CREDITS	1
TEACHING METHOD	In-person course
TEACHER IN CHARGE	Carine MASSE

Prior knowledge or skills required:

A minimum level of A2+/B1 is required.

Learning objectives:

- To be able to express oneself in French in everyday situation
- To talk about oneself, one's studies, one's country, one's plans, etc.

Course structure:

The topics are chosen after consultation with the students at the beginning of the semester (culture, economics, gastronomy, sport, etc.). Some sessions require preparation at home and a presentation of your work in class. There are also group projects.

Teaching methods:

Peer-to-peer learning, Role-playing, simulations, Group projects.

Pedagogical resources and tools:

Course materials (PowerPoint, PDF presentations, articles, etc.), Online resources (videos, e-learning modules, etc.), Collaborative Tools, Creative tools (Adobe Suite, Canva...etc.)

Workload:

TYPE	TEACHING HOURS	COMMENTS
COURSE SESSIONS	24	
PERSONAL STUDY TIME	Minimum 2 hours per week, and more depending on each student's personal goals	
TOTAL STUDENT WORDLOAD		The final examination is scheduled for the last day of class. Each student must give an oral presentation on a topic chosen by the teacher. Part of the presentation is prepared at home, and part of the examination takes place live on the day of the presentation.

Assessment methods:

ASSESSMENT METHOD	DURATION	WEIGHT
CONTINUOUS ASSESSMENT	Ongoing	40%
FINAL EXAM	1h30	60%

Required readings:

None

Reference bibliography and webography :

podcastfrançaisfacile.com, TV5 monde apprendre le français.

Soft skills developed through the course:

- Analytical and synthesis skills: extract key points from a large amount of information
- Intellectual curiosity: seek information, ask questions, demonstrate openness
- Autonomous learning (learning agility): learn how to learn, adjust one's methods
- Persuasive and argumentative skills: defend an idea with assertiveness
- Teamwork and collaboration: cooperate, share, resolve conflicts
- Self-confidence and assertiveness

BUSINESS & CORPORATE STRATEGIES

SEMESTER

SPRING SEMESTER

NUMBER OF CREDITS

3

TEACHING METHOD

In-person course

TEACHER IN CHARGE

Prior knowledge or skills required:

Coming soon....

Learning objectives:

Coming soon....

Course structure:

Coming soon....

Teaching methods:

Coming soon....

Pedagogical resources and tools:

Coming soon....

Workload:

TYPE	TEACHING HOURS	COMMENTS
COURSE SESSIONS	24	
PERSONAL STUDY TIME		
TOTAL STUDENT WORDLOAD		

Assessment methods:

ASSESSMENT METHOD	DURATION	WEIGHT
CONTINUOUS ASSESSMENT		40%
FINAL EXAM		60%

Required readings:

Soft skills developed through the course:

INTERNATIONAL MARKET STUDIES

SEMESTER	SPRING SEMESTER
NUMBER OF CREDITS	3
TEACHING METHOD	In-person course
TEACHER IN CHARGE	Anita AUDUREAU

Prior knowledge or skills required:

Language level: A minimum English level of B2 (CEFR) to understand theoretical concepts, participate actively in discussions, and complete written and oral assignments involving marketing vocabulary and analytical reasoning.

Technical skills: None required

Learning objectives:

Collect and organize market information using documentary analysis to support international marketing decisions.

Differentiate qualitative and quantitative research methods and select the most appropriate approach for a specific international market study.

Design a structured questionnaire adapted to a defined research objective in an international context.

Define and construct a representative sample that aligns with the goals of a market study.

Identify methodological and cognitive biases that may affect data collection and interpretation.

Analyze questionnaire results to extract meaningful insights about consumer behaviors in international markets.

Formulate segmentation criteria and create relevant market segments based on collected data.

Interpret research results to support recommendations for international marketing strategies.

Course structure:

SESSION	TOPICS COVERED	PREPARATORY WORK	TEACHING METHOD	ASSESSMENT METHOD
1	<p>Introduction to Market Studies & Documentary Analysis</p> <p>Topics covered:</p> <ul style="list-style-type: none"> • What is a market study? • Types of information used in international marketing • Documentary analysis: sources, data reliability, cross-checking methods • 1 hour: Project brief that will be presented the last session (group, project, ...) 		<ul style="list-style-type: none"> • Lecture (theoretical foundations) • Short comparative analysis of two real data sources 	
2	<p>Qualitative vs. Quantitative Methods: Concepts, Tools & Applications</p> <p>Topics covered:</p> <ul style="list-style-type: none"> • Main differences between qualitative and quantitative approaches • Types of qualitative data (interviews, focus groups) • Types of quantitative data 	<p>Create the groups, choose a problem or improvement</p>	<ul style="list-style-type: none"> • Lecture (40%) • Exercise: choosing the right method for a market entry scenario • Collaborative group discussion 	

	(surveys, numerical indicators) • When to use each approach in international markets • 1 hour: workshop (1st step of the project)			
3	Defining Research Needs & Objectives + Sampling Principles Topics covered: • From business needs to research questions • Defining the objective of a questionnaire • How to translate objectives into study variables • Sampling types (probability / non-probability) • Sample size & representativeness	Worked on the first step of the project	•Lecture •Exercise: reformulate vague business needs into concrete research questions	
4	Writing a Questionnaire – Part 1: Structure & Question Types Topics covered: •Types of questions (open, closed, Likert scales...) •Flow and structure of a questionnaire •Rules for clarity and neutrality •Typical mistakes and how to avoid them	Revise the questions	•Lecture •Workshop (create the questionnaire and send it) •Feedback	
5	Biases in Data Collection + Data Analysis (Part 1) Topics covered:	Create the questionnaire	•Lecture •Analysis of flawed questionnaires •Guided interpretation	

	<ul style="list-style-type: none"> •Impact of bias on international market studies •Introduction to data interpretation •Reading basic descriptive statistics 		of a small dataset	
6	<p>Data Analysis (Part 2) + Segmentation & Segment Creation</p> <p>Topics covered:</p> <ul style="list-style-type: none"> •Extracting insights from survey data •Structuring results to support decisions •Segmentation principles (geographic, demographic, psychographic, behavioral) •Creating market segments from collected data •Challenges specific to international segmentation 	Continue the presentation	<ul style="list-style-type: none"> •Workshop: interpret survey results and present insights •Group project: build segments and justify them 	
7	Presentation of the project in groups			Written exam (1.5 hrs)
8	<p>Qualitative vs. Quantitative Methods: Concepts, Tools & Applications</p> <p>Topics covered:</p> <ul style="list-style-type: none"> •Main differences between qualitative and quantitative approaches •Types of qualitative data (interviews, focus groups) •Types of quantitative data (surveys, numerical indicators) •When to use each approach in international markets 	Create the groups, choose a problem or improvement	<ul style="list-style-type: none"> •Lecture (40%) •Exercise: choosing the right method for a market entry scenario •Collaborative group discussion 	

	•1 hour: workshop (1st step of the project)			
9	<p>Defining Research Needs & Objectives + Sampling Principles</p> <p>Topics covered:</p> <ul style="list-style-type: none"> •From business needs to research questions •Defining the objective of a questionnaire •How to translate objectives into study variables •Sampling types (probability / non-probability) •Sample size & representativeness 	Worked on the first step of the project	<ul style="list-style-type: none"> •Lecture •Exercise: reformulate vague business needs into concrete research questions 	

Teaching methods:

Case studies, Peer-to-peer learning ,Group projects

Pedagogical resources and tools:

Course materials (PowerPoint, PDF presentations, articles, etc.), Creative tools (Adobe Suite, Canva...etc.), Microsoft Teams

Workload:

TYPE	TEACHING HOURS	COMMENTS
COURSE SESSIONS	24	
PERSONAL STUDY TIME	50-60	Preparation, revision, and assessment work.
TOTAL STUDENT WORDLOAD		

Assessment methods:

ASSESSMENT METHOD	DURATION	WEIGHT
Oral presentation / written exercise		40%
Final written exam	1h30	60%

Required readings:

None

Reference bibliography and webography :

Malhotra, N. & Birks, D. (2017). Marketing Research: An Applied Approach. Pearson.

A comprehensive reference for research methods, sampling, questionnaire design, and data analysis.

Burns, A. & Bush, R. (2019). Marketing Research. Pearson.

Clear explanations of qualitative and quantitative techniques with international examples.

Hair, J., Wolfinbarger, M., Money, A., Samouel, P. & Page, M. (2015). Essentials of Business Research Methods. Routledge.

Useful for understanding research design and methodological rigor.

Kotler, P. & Armstrong, G. (2021). Principles of Marketing. Pearson.

Provides the fundamentals of segmentation and consumer behavior in international contexts.

Soft skills developed through the course:

- Critical thinking: analyze with perspective, difference between fact/opinion, build arguments
- Analytical and synthesis skills: extract key points from a large amount of information
- Intellectual curiosity: seek information, ask questions, demonstrate openness
- Reasoned decision-making: evaluate options, make choices, take responsibility
- Persuasive and argumentative skills: defend an idea with assertiveness
- Teamwork and collaboration: cooperate, share, resolve conflicts

INTERNATIONAL WEEK

SEMESTER	SPRING SEMESTER
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NUMBER OF CREDITS	3
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TEACHING METHOD	Intensive, short-format courses delivered by visiting professors from partner universities.
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TEACHER IN CHARGE	Visiting professors from ISTC partner universities
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Prior knowledge or skills required:

Students are expected to have a minimum B2 level in English (CEFR) to participate effectively in discussions, role-plays, and written assessments.

Learning objectives:

This International Week aims to:

- Expose students to international academic perspectives.
- Explore key topics in management, communication, and marketing.
- Develop adaptability in intensive and multicultural learning environments.
- Encourage active participation and critical thinking.

Course structure:

During one intensive week, students will select courses from a list of modules taught by visiting professors.

Students are required to:

- Attend all selected sessions.
- Actively participate in class activities.

Complete any assignments or evaluations required by the professors.

Attendance is mandatory for each session in order to validate the International Week and obtain the corresponding credits.

Teaching methods:

Interactive lectures.
Workshops and case studies.
Group work and discussions.
Continuous in-class exercises.

Pedagogical resources and tools:

Course materials provided by visiting professors.
Case studies and practical exercises.
Presentations and interactive content.

Assessment methods:

ASSESSMENT METHOD	DURATION	WEIGHT
CONTINUOUS ASSESSMENT	Throughout the week	100%
FINAL EXAM	-	-

Required readings:

None. Materials will be provided during the sessions.

Soft skills developed through the course:

Intercultural communication.
Adaptability.
Teamwork.
Critical thinking.
Active participation.
Time management.

CULTURES OF PREDICTION - Surveillance, Automation and the Rewiring of society

SEMESTER	SPRING SEMESTER
NUMBER OF CREDITS	3
TEACHING METHOD	In-person course
TEACHER IN CHARGE	Madeleine DONNELLY

Prior knowledge or skills required:

English (B2) to read and understand academic texts
 Foundational knowledge in social sciences and/or media studies
 Digital literacy: familiarity with social media platforms, digital communication tools, and online research methods.

Learning objectives:

- Examine the complex relationships between digital technologies and cultural, social, and legal practices.
- Evaluate the societal impact of digitalization, particularly in relation to privacy and surveillance.
- Define and compare major models of surveillance, including Big Brother, Panopticon, Synopticon, Sousveillance, and Assemblages.
- Apply surveillance concepts to concrete digital practices and technologies.
- Investigate how prediction and automation reshape human activity, subjectivity, and everyday experience.

- Interpret contemporary digital phenomena using theoretical frameworks from sociology, philosophy, and media studies.
- Develop analytical skills for understanding and critiquing digital culture.
- Apply theoretical insights to real-world digital examples.
- Communicate research findings and analyses effectively in both written and oral formats.
- Reflect on the broader societal implications of emerging digital technologies.

Course structure:

Week 1 – Introduction to Digital Cultures and Surveillance

- Lecture: What do we mean by digital and culture? Overview of frameworks: Information Society, Network Society, Platform Society, Automatic Society, Surveillance SocietyD
- Core Reading: Castells, *The Network Society* (chap.1).
- Activities: Mapping students' daily digital practices + discussion of where surveillance appears.
- Output: Short in-class reflection (5–10 minutes).

Week 2 – Conceptual foundations of surveillance

Lecture: Exploring surveillance models

- Core Reading: Miller, *Understanding Digital Culture* (ch. on surveillance models).
- Activities: Comparative mapping of models in today's platforms.
- Assignment 1

Week 3 – Privacy, law, and everyday surveillance

Lecture: Snowden and the Surveillance State: Privacy Between U.S. and Europe

- Themes: Privacy as solitude, secrecy, anonymity, Snowden revelations, legal frameworks (PATRIOT Act, GDPR).

- Core Reading: Greenwald, *No Place to Hide* (excerpts).
- Activities: Contrast U.S. vs. EU/regional approaches to privacy and surveillance.

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- Assignment 2

Week 4 – Critiques of digital optimism

Lecture: From techno-utopianism to critical digital studies

- Core Reading: Morozov, *To Save Everything, Click Here*.
- Activities: Debate: "Do digital technologies inherently lead to progress, or do they reinforce control?"
- Output: Group presentations linking Morozov's critique to current cases (AI, smart cities, social media).
- Assignment 3

Week 5 – Surveillance in culture and media

Lecture: Surveillance on screen and in everyday culture

- Themes: Media representations of surveillance and their cultural impact.
- Core Reading: D.Lyon, *The Culture of Surveillance*
- Activities: Close reading + analysis of media portrayals of surveillance.
- Assignment 4

Week 6 – Surveillance Capitalism

Lecture: Zuboff's *Surveillance Capitalism: A New Logic of Power?*

- Core Reading: Zuboff, *The Age of Surveillance Capitalism*
- Themes: Surveillance capitalism vs. digital technology, the "unprecedented."
- Activities: Group work on Zuboff concepts, applied to platforms.
- Output: 1-page synthesis note linking theory to a case (e.g., targeted ads, predictive analytics).
- Assignment 5

Week 7 – Automation

Lecture: Automating subjectivity, automating society

- Core Reading: B.Stiegler, *Automatic Society*
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- Themes: Automation of labor and subjectivity, biases of automation, social de-skilling.
 - Assignment 6 + outline and first page draft of final paper

Week 8 – Student Paper Workshop

- Assignment Due: Students bring outline + first-page draft.
- Activity: Peer review + instructor feedback.
- Goal: Concrete revisions for final submission.

Week 9 – Digital Sovereignty and Self-Governance, Internet Freedom, Regulation, and the Future of Cyberspace

- Seminar +, collective synthesis of digital autonomy and governance theories
- Core reading: J.P. Barlow, *A Declaration of the Independence of Cyberspace*
- Assignment 7: read text + answer questions

Week 10 – Wrap-up: Futures and predictive surveillance(s)

Lecture: The future of watching and being watched

- Themes: Integrating surveillance capitalism, privacy, automation, and digital cultures.
- Activities: Student-led discussions on "the future of surveillance."
- Output: Final reflections + synthesis.
- Assignment: Final paper due

Teaching methods:

Close text reading and seminar-based learning.

Pedagogical resources and tools:

Course materials (PowerPoint, PDF presentations, articles, etc.) ,Online resources (videos, e-learning modules, etc.), Creative tools (Adobe Suite, Canva...etc.), Microsoft Teams.

Workload:

TYPE	TEACHING HOURS	COMMENTS
COURSE SESSIONS	24	
PERSONAL STUDY TIME	50-60	
TOTAL STUDENT WORDLOAD		

Assessment methods:

ASSESSMENT METHOD	DURATION	WEIGHT
Participation & weekly assignments. Final Paper Draft (Assignment 6): mandatory for feedback.		40%
Final Paper		60%

Required readings:

Required readings:

J.P. Barlow, A Declaration of the Independence of Cyberspace, Electronic Frontier Foundation, February 8, 1996.

Castells, The Network Society, From Knowledge to Policy, Washington, DC: Johns Hopkins Center for Transatlantic Relations, 2005

Glenn Greenwald, No Place to Hide: Edward Snowden, the NSA and the US Surveillance State, Penguin, 2014

David Lyon, The Culture of Surveillance: Watching as a Way of Life, Polity, 2018

Vincent Miller, Understanding Digital Culture, SAGE Publications Ltd, 2011

Evgeny Morozov, To Save Everything Click Here, Public Affairs, New York, 2013

Bernard Stiegler, Automatic Society, Volume 1: The Future of Work, 2016

Shoshana Zuboff, The Age of Surveillance Capitalism: The Fight for a Human Future at the New Frontier of Power, 2019

Reference bibliography and webography:

J.P. Barlow, A Declaration of the Independence of Cyberspace, Electronic Frontier Foundation, February 8, 1996.

Castells, The Network Society, From Knowledge to Policy, Washington, DC: Johns Hopkins Center for Transatlantic Relations, 2005

Glenn Greenwald, No Place to Hide: Edward Snowden, the NSA and the US Surveillance State, Penguin, 2014

David Lyon, The Culture of Surveillance: Watching as a Way of Life, Polity, 2018

Vincent Miller, Understanding Digital Culture, SAGE Publications Ltd, 2011

Evgeny Morozov, To Save Everything Click Here, Public Affairs, New York, 2013

Bernard Stiegler, Automatic Society, Volume 1: The Future of Work, 2016

Shoshana Zuboff, The Age of Surveillance Capitalism: The Fight for a Human Future at the New Frontier of Power, 2019

Soft skills developed through the course:

- Critical thinking: analyze with perspective, difference between fact/opinion, build arguments
- Analytical and synthesis skills: extract key points from a large amount of information
- Intellectual curiosity: seek information, ask questions, demonstrate openness
- Reasoned decision-making: evaluate options, make choices, take responsibility
- Autonomous learning (learning agility): learn how to learn, adjust one's methods
- Persuasive and argumentative skills: defend an idea with assertiveness
- Professional ethics and integrity

VISUAL COMMUNICATION

SEMESTER

SPRING SEMESTER

NUMBER OF CREDITS

3

TEACHING METHOD

In-person course

TEACHER IN CHARGE

Elisa REBELLE

Prior knowledge or skills required:

Coming soon...

Learning objectives:

Coming soon...

Course structure:

Coming soon...

Teaching methods:

Coming soon...

Pedagogical resources and tools:

Workload:

TYPE	TEACHING HOURS	COMMENTS
COURSE SESSIONS	24	
PERSONAL STUDY TIME	50-60	
TOTAL STUDENT WORDLOAD		

Assessment methods:

ASSESSMENT METHOD	DURATION	WEIGHT
Participation & weekly assignments. Final Paper Draft (Assignment 6): mandatory for feedback.		40%
Final Paper		60%

Required readings:

Soft skills developed through the course:

COMMUNICATION & PLANS

SEMESTER	SPRING SEMESTER
NUMBER OF CREDITS	3
TEACHING METHOD	In-person course
TEACHER IN CHARGE	Céline MELCHIOR

Prior knowledge or skills required:

Students are expected to have a minimum B2 level in English (CEFR) to participate effectively in discussions, role-plays, and written assessments.

Learning objectives:

To understand & integrate the cultural differences and how they can impact communication campaigns.

To formalize and evaluate effective communication campaigns.

To apply theoretical knowledge to practical exercises demonstrating their ability to navigate the complexities of marketing communication landscape.

Course structure:

Session 1: lecture based: remind of concepts, and 1st steps of communication strategy

Session 2: lecture based: further steps of communication strategy + project based #1

Session 3: oral presentation project 1 + final steps of communication strategy

Session 4: project based # 2

Session 5: final oral presentations project 2 & feedback

Teaching methods:

Case studies, Role-playing, simulations, Group projects.

Pedagogical resources and tools:

Course materials (PowerPoint, PDF presentations, articles, etc.).

Workload:

TYPE	TEACHING HOURS	COMMENTS
COURSE SESSIONS	24	
PERSONAL STUDY TIME	50-60	
TOTAL STUDENT WORDLOAD		

Assessment methods:

ASSESSMENT METHOD	DURATION	WEIGHT
Continuous assessment and individual participation during sessions		40%
Group Evaluation		60%

Required readings:

None

Soft skills developed through the course:

- Critical thinking: analyze with perspective, difference between fact/opinion, build arguments
- Analytical and synthesis skills: extract key points from a large amount of information
- Creativity and innovation: propose original ideas and turn them into concrete actions
- Reasoned decision-making: evaluate options, make choices, take responsibility
- Persuasive and argumentative skills: defend an idea with assertiveness
- Teamwork and collaboration: cooperate, share, resolve conflicts

ENTREPRENEURIAL & ASSOCIATIVE PROJECT

SEMESTER	SPRING SEMESTER
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NUMBER OF CREDITS	3
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TEACHING METHOD	Students join an ISTC student association and actively contribute to its projects throughout the semester.
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TEACHER IN CHARGE	No teacher in charge
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Prior knowledge or skills required:
None.

Learning objectives:
<p>Student associations are a central part of student life at ISTC and are managed by third-year students.</p> <p>Through this course, students will:</p> <ul style="list-style-type: none"> Discover how student-led organizations operate Contribute to the development and implementation of projects Gain practical experience in teamwork and project management Develop initiative, autonomy, and organizational skills <p>ISTC hosts around 12 student associations, including:</p> <p>BDE (Student Union), BDS (Sports Association), BDA (Arts Association), BDI (International Students' Association), DFEA (Fashion Association), Synopsis (Cinema Association), etc.</p>

Each association focuses on specific themes and aims to foster student engagement and community life.

Course structure:

Students will join the association of their choice at the beginning of the semester. They will then:

- Participate in regular meetings
- Contribute to ongoing projects
- Take part in the organization of events and activities

Their level of involvement may vary depending on the association and its projects.

Teaching methods:

- Experiential learning
- Project-based involvement
- Teamwork and collaboration

Workload:

TYPE	TEACHING HOURS	COMMENTS
COURSE SESSIONS	None	Learning is entirely project-based within the association
PERSONAL STUDY TIME	100	Active involvement in association projects
TOTAL STUDENT WORDLOAD	100	

Assessment methods:

Assessment is based on:

Active participation within the association
Involvement in projects and events
Commitment and initiative shown throughout the semester

Soft skills developed through the course:

Teamwork
Project management
Communication skills
Leadership
Adaptability
Initiative and autonomy



PROFESSIONAL DEVELOPMENT & SOFT SKILLS

SEMESTER	SPRING SEMESTER
NUMBER OF CREDITS	3
TEACHING METHOD	In-person course
TEACHER IN CHARGE	Simon Owen

Prior knowledge or skills required:

Coming soon

Learning objectives:

Coming soon

Course structure:

Coming soon

Teaching methods:

Coming soon

Workload:

TYPE	TEACHING HOURS	COMMENTS
COURSE SESSIONS	15	
PERSONAL STUDY TIME		
TOTAL STUDENT WORDLOAD		

Assessment methods:

Coming soon

Soft skills developed through the course:

Coming soon

**ENGLISH
PROGRAM**

ELECTIVES COURSES

26/27

CULTURAL STUDIES: CULTURE OF INFLUENCES

SEMESTER	FALL SEMESTER
NUMBER OF CREDITS	1
TEACHING METHOD	In-person course
TEACHER IN CHARGE	Marijke DE VEIRMAN

Prior knowledge or skills required:

Students are expected to have a minimum B2 level in English (CEFR) to participate effectively in discussions, role-plays, and written assessments.

Learning objectives:

- By the end of this course, students will be able to:
- Define and distinguish core terms and concepts in the influencer/creator ecosystem.
 - Explain and apply theoretical foundations behind influence (psychology, persuasion, social network theory, attention economy, trust) and analyze how influencers mirror or influence sociocultural trends.
 - Understand how the influencer and creator ecosystem is structured, who the key players are, and how they work together.
 - Understand how issues of diversity, inclusion, and power shape influencer culture, and why these raise important ethical questions.
 - Interpret and apply the legal, regulatory, and normative constraints on influencer practices.
 - Explain influencer monetization strategies. Critically reflect on the broader societal impact of influencers.

Course content:

In today's rapidly changing media landscape, influencers and creators play a central role in shaping how we communicate, consume, and connect.

This course invites students to critically engage with the influencer and creator economy by combining insights from marketing, communication, cultural studies, sociology, and psychology. Together we ask: What makes influencers effective? How do they build trust, visibility, and authority? And what does their growing prominence mean for culture, business, and society?

Building on these questions, the course provides a critical introduction to the influencer and creator economy. Students engage with core concepts and theories of influence, and examine the structure of the ecosystem, including its key actors and the monetization strategies that sustain it. The course also considers ethical and regulatory issues, and encourages reflection on the broader societal and cultural impact of influencers in today's media landscape.

Teaching methods:

This course combines lectures with interactive group discussions to foster both theoretical understanding and critical debate. Case studies will be used to connect core concepts to real-world practice, while readings from *Influencers and Creators* (Kozinets et al.) provide the theoretical grounding. Applied perspectives will be offered by guest speakers.

Pedagogical resources and tools:

Course materials (PowerPoint, PDF presentations, articles, etc.).

Workload:

TYPE	TEACHING HOURS	COMMENTS
COURSE SESSIONS	15	
PERSONAL STUDY TIME	15	
TOTAL STUDENT WORDLOAD	30	

Assessment methods:

ASSESSMENT METHOD	DURATION	WEIGHT
Multiple-choice questions that assess comprehension of key concepts, theories, and terminology covered throughout the course.		40%
Open-ended essay questions that require you to critically analyze, explain, and apply course concepts to real-world cases.		60%

Reading List:

Kozinets, R. V., Gretzel, U., & Gambetti, R. (2023). *Influencers & creators: Business, culture and practice*. SAGE.

Soft skills developed through the course:

- Critical thinking: analyze with perspective, difference between fact/opinion, build arguments
- Analytical and synthesis skills: extract key points from a large amount of information
- Creativity and innovation: propose original ideas and turn them into concrete actions
- Reasoned decision-making: evaluate options, make choices, take responsibility
- Persuasive and argumentative skills: defend an idea with assertiveness
- Teamwork and collaboration: cooperate, share, resolve conflicts

CULTURAL STUDIES: FASHION & COMMUNICATION

SEMESTER	FALL SEMESTER
NUMBER OF CREDITS	1
TEACHING METHOD	In-person course
TEACHER IN CHARGE	Giuseppe MONTALI

Prior knowledge or skills required:

Students are expected to have a minimum B2 level in English (CEFR) to participate effectively in discussions, role-plays, and written assessments.

Learning objectives:

1. **Historical Comprehension:** Understand how fashion and aesthetic sensitivities have evolved from Roman antiquity through to the early 20th century, contextualized by the socio-political needs of each epoch.
2. **Sociological Decoding:** Analyze the cultural, social, and communicative roles of key fashion elements, specifically historical evolution and significance of jewelry, lingerie, and makeup.
3. **Brand Identity Analysis:** Identify, analyze, and distinguish the specific aesthetic codes, design philosophies, and communication strategies of iconic Italian fashion houses (Gucci, Pucci, Armani, Prada).
4. **Presentation & Synthesis:** Develop the ability to synthesize complex design histories and defend a professional aesthetic analysis before an audience.

Course content:

Session	Topics covered	Preparatory work	Teaching methods	Assessment methods
1	Introduction to Fashion as Communication & The Ancient Roots		Interactive lecture, Visual analysis of historical art, Class brainstorming	
2 -4	The Renaissance to the Early 20th Century • Evolution of silhouettes according to shifting cultural sensibilities. • Changing social expectations of the body.	Art, politics and fashion during the Rinascimento	Review lecture slides	
3	The Anatomy of Detail: Jewelry, Lingerie, & Makeup	Significance of lingerie and makeup, roles of jewelry and accessories	Peer-to peer learning	Team-led presentations, Group critique, Interactive Q&A.
5	XVII century Baroque – Spanish led Era	Analysing the evolution of silhouettes according to shifting cultural sensibilities and social status. Visual analysis of historical art.	Interactive lecture, Visual analysis of historical art, Class brainstorming	

6	XVIII century France	Corsets, crinolines, and the changing social expectations and shaping of the body. Selected reading analysis.	Interactive lecture, Visual analysis of historical art, Class brainstorming	
7	XIX century England and US fashion	Shifting silhouettes, the liberation of the body, and transition into early modern fashion. Reviewing historical lecture slides.		
8	Iconic Italian Houses I: Pucci, Gucci, Armani, Prada, & Wrap-Up	Analysing the theatricality and heritage of Gucci. Decoding Emilio Pucci's geometric prints and post-war resort lifestyle. Deconstructing Armani's structured minimalism and Prada's "ugly chic" luxury.		
9 and 10	Assessment			9 Mid-term MCQ (30 mins) followed by the kickoff of Team Presentations. 10 Final round of Team Presentations and course wrap-up.

Teaching methods:

Visual & Aesthetic Analysis: Extensive use of imagery, archival videos, and historical artwork to decode fashion visual systems.

Case Studies: Direct structural study of major Italian fashion house campaigns and runway collections.

Co-creation of Content: Interactive brainstorming and peer debate on the sociological aspects of trends.

Group Projects & Peer-to-Peer Learning: Collaborating on cultural research and presenting findings to classmates.

Pedagogical resources and tools:

Course materials: Structured PowerPoint presentations, highly curated historical image/video slides, and selected article PDFs.

Collaborative & Creative tools: Canva (for student presentation slide design), Microsoft Teams (for sharing course readings, guidelines, and turn-ins).

Workload:

TYPE	TEACHING HOURS	COMMENTS
COURSE SESSIONS	15	interactive in-person sessions
PERSONAL STUDY TIME	15	Preparation for team presentations, reading assigned texts, and analyzing a chosen designer
TOTAL STUDENT WORDLOAD	30	

Assessment methods:

ASSESSMENT METHOD	DURATION	WEIGHT
Multiple-choice questions that assess comprehension of key concepts, theories, and terminology covered throughout the course.		40%
Open-ended essay questions that require you to critically analyze, explain, and apply course concepts to real-world cases.		60%

Reading List:

Barnard, Malcolm. Fashion as Communication. Routledge.

Reference bibliography and webography :

McDowell, Colin. The Anatomy of Fashion: Why We Wear What We Wear. Phaidon Press.

Riello, Giorgio, and Peter McNeil (Eds.). The Fashion History Reader: Global Perspectives. Routledge.

Vogue Runway Archives & The Business of Fashion (BoF) (web resources for contemporary designer case studies).

Soft skills developed through the course:

- Critical thinking: analyze with perspective, difference between fact/opinion, build arguments
- Analytical and synthesis skills: extract key points from a large amount of information
- Intellectual curiosity: seek information, ask questions, demonstrate openness
- Persuasive and argumentative skills: defend an idea with assertiveness
- Teamwork and collaboration: cooperate, share, resolve conflicts

INTRODUCTION TO FRENCH CULTURE AND SOCIETY

SEMESTER	FALL SEMESTER
NUMBER OF CREDITS	1
TEACHING METHOD	In-person course
TEACHER IN CHARGE	Raphaël VILLATTE

Prior knowledge or skills required:

Students are expected to have a minimum B2 level in English (CEFR) to participate effectively in discussions and written assessments.

Learning objectives:

Discovering and gaining a deeper understanding of France, French culture, and the French mindset through the exploration of history, social values, traditions, daily life, communication styles, and contemporary issues in French society.

The course also aims to help students develop intercultural awareness and better understand how cultural differences influence behaviors, relationships, and ways of thinking in France.

Course content:

Session	Topics covered	Preparatory work	Teaching methods	Assessment methods
Demi-journée 1	<p>Study of stereotypes and clichés.</p> <p>Exercises and feedback on how others perceive you: What do you know about France upon arrival? What are your preconceived notions about France? Are you familiar with the stereotypes associated with your own culture? What factors contribute to these stereotypes (historical, artistic, industrial, religious, etc.)?</p> <p>Lecture: The French, a survival guide (cultural codes, ways of being, behavior, attitudes, gestures, facial expressions, etc.)</p>	None	Class, workshops, group work.	Final assessment.
Demi-journée 2 (3h)	Visit of the city, historic center, monuments, and Vieux-Lille.			
Demi-journée 3	<p>Presentation (Lecture) of some key aspects of French culture.</p> <p>1. The French language: a tool of power or resistance?</p> <ul style="list-style-type: none"> ● Explanation: The role of French in history (diplomacy, colonization, the Francophonie), its status in relation to English, and the debates surrounding the defense of the language (Toubon Laws, Anglicisms). 			

	<ul style="list-style-type: none"> ● Debate: Is French an elitist language? Can it remain a universal language? <p>2. The History of France: the French and their relationship with themselves</p> <ul style="list-style-type: none"> ● Explanation: How the notions of national narrative have permeated the collective consciousness since the 19th century ● Debate: Do the French perceive themselves as they are in their evolution? How important is this today? <p>3. French gastronomy: heritage or cliché?</p> <ul style="list-style-type: none"> ● Explanation: UNESCO and the gastronomic meal, regional diversity, and the evolution of eating habits (fast food, veganism). ● Debate: Is French gastronomy accessible to everyone? How can we avoid falling into the "cheese-baguette-wine" cliché? 			
Demi journée 4	3 hours at the Palais des Beaux-Arts (with a focus on its important Flemish collection), study of the museum's curation, the structure of the Palais, and the balance between the different artistic periods presented.			
Demi journée 5	Presentation of the students' work.			

Teaching methods:

This course combines lectures with interactive group discussions to foster both theoretical understanding and critical debate. Case studies will be used to connect core concepts to real-world practice, while readings from Influencers and Creators (Kozinets et al.) provide the theoretical grounding. Applied perspectives will be offered by guest speakers.

Pedagogical resources and tools:

Co-creation of content, Group projects, in class course, exposés.

Workload:

TYPE	TEACHING HOURS	COMMENTS
COURSE SESSIONS	15	
PERSONAL STUDY TIME	15	
TOTAL STUDENT WORDLOAD	30	

Assessment methods:

ASSESSMENT METHOD	DURATION	WEIGHT
Group Project		100%

Reference bibliography and webography :

Books

- Culture Shock! France – Sally Adamson Taylor
- France – Culture Smart!: The Essential Guide to Customs & Culture – Barry Tomalin

- France: Be Fluent in French Life and Culture – Andrew Whittaker
- Contemporary French Cultural Studies – edited by Michael Kelly, Marie-Christine Koop, et al.
- The Bonjour Effect: The Secret Codes of French Conversation Revealed – Julie Barlow & Jean-Benoît Nadeau
- Sixty Million Frenchmen Can't Be Wrong – Jean-Benoît Nadeau & Julie Barlow

Websites:

- France.fr (official tourism and culture portal)
- Campus France
- The Local France
- Connexion France
- Institut français UK – French culture resources
- TV5MONDE Langue Française

Soft skills developed through the course:

- Critical thinking: analyze with perspective, difference between fact/opinion
- Intellectual curiosity: seek information, ask questions, demonstrate openness
- Empathy and emotional intelligence: perceive and manage others' emotions
- Teamwork and collaboration: cooperate, share
- Adaptability and flexibility

ENGLISH TALK

SEMESTER	FALL SEMESTER
NUMBER OF CREDITS	1
TEACHING METHOD	In-person course
TEACHER IN CHARGE	Stephen Hindmarsh

Prior knowledge or skills required:

Minimum B2 level in English
Basic ability to participate in conversations and understand spoken English
Motivation to improve oral communication and confidence in professional and social contexts

Learning objectives:

By the end of the course, students will be able to:

Communicate more confidently and fluently in professional and social situations
Improve pronunciation, phonics, rhythm, and intonation in spoken English
Develop active listening and interaction skills
Use appropriate vocabulary and expressions for business and everyday communication
Participate effectively in discussions, debates, and role-plays
Express opinions, arguments, and personal experiences clearly
Strengthen intercultural understanding through exploration of British culture and real-world topics
Gain confidence in spontaneous oral communication

Course content:

Session	Topics covered	Preparatory work	Teaching methods	Assessment methods
1	Introduction to communication skills and confidence building	Self-introduction preparation	Icebreakers, oral activities, pair work	Participation
2	Pronunciation, phonics and intonation	Listening exercises	Pronunciation workshops, repetition drills	Continuous assessment
3	Everyday social interactions	Vocabulary preparation	Role-playing, simulations	Oral participation
4	Professional communication fundamentals	Reading business dialogues	Case studies, discussions	Speaking activities
5	Meetings, presentations and networking	Vocabulary exercises	Simulations, peer interaction	Continuous assessment
6	British culture and communication styles	Short article reading	Group discussions, videos	Participation
7	Real-world communication challenges	Current events research	Debates, collaborative work	Oral evaluation
8	Expressing opinions and arguments	Debate preparation	Structured debates	Debate performance
9	Team communication and collaboration	Group preparation	Group projects, peer learning	Group participation
10	Cross-cultural communication	Reflection activities	Discussions, case studies	Continuous assessment

11	Advanced fluency and spontaneous speaking	Speaking preparation	Improvisation activities	Oral fluency assessment
12	Final oral activities and course review	Revision	Presentations, discussions	Final continuous assessment

Teaching methods:

Role-playing and simulations
 Group discussions and debates
 Peer-to-peer learning
 Oral expression activities
 Pronunciation and fluency workshops
 Case studies
 Collaborative learning activities
 Interactive speaking exercises
 Real-life communication scenarios

Pedagogical resources and tools:

PowerPoint presentations
 PDF course materials and worksheets
 Videos and audio recordings
 Online speaking and pronunciation resources
 Articles and authentic English-language materials
 Discussion forums and collaborative activities
 Microsoft Teams for communication and document sharing
 Interactive oral activities and quizzes

Workload:

TYPE	TEACHING HOURS	COMMENTS
COURSE SESSIONS	15	In-class oral participation and interactive activities
PERSONAL STUDY TIME	15	Speaking practice, reading exercises, vocabulary review and preparation
TOTAL STUDENT WORDLOAD	30	

Assessment methods:

ASSESSMENT METHOD	DURATION	WEIGHT
Continuous oral assessment (participation, activities, debates)	Throughout semester	100%

Reference bibliography and webography :

Reference bibliography and webography :

Books

English Vocabulary in Use – Michael McCarthy & Felicity O'Dell

Market Leader – David Cotton, David Falvey & Simon Kent

English Pronunciation in Use – Mark Hancock

Online resources

BBC Learning English

British Council Learn English

TED Talks

Cambridge English

Soft skills developed through the course:

Critical thinking
Analytical and synthesis skills
Intellectual curiosity
Creativity and innovation
Reasoned decision-making
Autonomous learning and adaptability
Empathy and emotional intelligence
Persuasive and argumentative skills
Teamwork and collaboration
Self-confidence and assertiveness
Adaptability and flexibility
Resilience and perseverance
Professional ethics and integrity