

ENGLISH PROGRAMME

FALL 2022

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General rules

- 1 ECTS = 20 to 25 hours per semester (face-to-face classes + individual work).
- The normal workload for ISTC students is 30 ECTS per semester.
- The course load is to be determined by the home institution but please note that students should take 20 ECTS minimum.
- Exchange students can mix Bachelor and Master courses.
- Some courses (especially Master courses) might have a limited number of seats. In that case, places will be assigned according to the “first-arrived first-served” basis.
- The International Relations Office will be in charge of making individual timetable after the students choose their classes.
- Students will make a pre-selection before the semester. Then, upon arrival, they will have two weeks to change their course selection.

General culture – Understanding popular culture (*Cinema, Pop culture & Video Games*)

Level	B1
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Semester	1 & 2
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Number of ECTS credits	1 each semester
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Language of instruction	English
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Teacher in charge	G. Montali
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Course description	
Learning outcomes	A greater understanding of pop culture, movies and video games.
Prerequisites	You must have a good command of English to engage in discussions around films, pop culture and video games.
Content	This course considers how popular movies became part of the Pop Culture and their influence on Video Games. It examines films that are commonly considered as monuments of the Pop Culture (not necessarily award-winning films), video games inspired by them and the classics of literature that inspired those films.

Workload		
Type	Number of hours	Remarks
Seminar	15	
Homework	10	
Total student workload	25 per semester	

Teaching methods
<ul style="list-style-type: none"> - Lectures supported by video extracts - Gameplay footages - Interactive games (Kahoot!)

Assessment
Written test and presentation

Reading list
The reading list will be given to students at the beginning of the course.

English Talks

Level	Bachelor 1 / Bachelor 2/Bachelor 3
Semester	1
Number of ECTS credits	1
Language of instruction	English
Teacher in charge	Bogna Rozpara

Course description

Learning outcomes

The key objectives of this course is to improve your confidence, speaking, and writing skills. To learn how to use your opinion and personal experiences to discuss a variety of subjects which be discussed in this course.

Prerequisites

You will need a strong desire to improve your speaking, participation with an open mind, and a positive attitude. You will need an intermediate level of English to fully benefit from the course content.

Content

We will discuss a variety of social issues and cultural issues from across the world.

Workload		
Type	Number of hours	Remarks
Practicals	15	
Estimated homework	10	
Total student workload	25	

Teaching methods
A lecture followed by student discussion.

Assessment
One short writing on the topic each week based on the topic discussed in this talk.

Reading list
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News in the media

Level	Bachelor 2
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Semester	1
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Number of ECTS credits	1
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Language of instruction	English
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Teacher in charge	Bogna Rozpara
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Course description
Learning outcomes
Prerequisites
Content

Workload		
Type	Number of hours	Remarks
Seminar		
Homework		
Total student workload		

Teaching methods

Assessment

Reading list

General culture – Understanding cinema (French Cinema 1945-1990)

Level	Bachelor 2
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Semester	1
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Number of ECTS credits	1
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Language of instruction	English
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Teacher in charge	Oliver Kenny
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Course description

Learning outcomes

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

- The ability to demonstrate understanding and critical engagement with complex theoretical film-studies texts
- The ability to discuss in detail the key concepts and ideas associated with film analysis and French film history
- Broad knowledge of the key social and cultural contexts for French film production from 1945 to 1990
- The ability to research, discuss, and clearly communicate information both orally and in writing
- The ability to apply abstract theoretical concepts to concrete filmic texts, as well as to link the films back to the theories.

Prerequisites

Students need a sufficient level of English to read academic texts and discuss them in class, and to write a university-level essay.

Content

This course will introduce students to a range of theoretical and critical approaches to cinema and to film analysis, and teach them how to apply these to French cinema from the post-war period until the 1990s. Students will gain an appreciation of the historical and cultural contexts in which particular styles, content, themes, political and theoretical approaches emerged. These approaches will be illustrated with reference to a wide range of films and theoretical texts.

Workload

Type	Number of hours	Remarks
Seminar	15	
Homework	10	
Total student workload	25	

Teaching methods

Lectures

Seminar discussions – these will be based on a particular text and film which must be prepared in advance

Writing workshops – these explain how to plan and structure an academic essay

Short individual tutorials – on essay plans and essays

Assessment

Essay – 2500 words (60%)

Participation in class (40%)

Reading list

The reading and watching list will be communicated to students at the beginning of the course.

Communication & Plans

Level	B3
Semester	1
Number of ECTS credits	1
Language of instruction	English
Teacher in charge	C. Melchior

Course description

Learning outcomes

Understand the integration of the communication strategy into the marketing strategy.

Be able to analyse marketing and communication context, to identify problematics and set up clear objectives.

Understand steps and get tools to design, with an iterative approach, a targeted and contextualized communication strategy and be able to implement a suitable action plan.

Develop critical thinking evaluating communication campaigns in an international context.

Prerequisites

Marketing fundamentals

Content

- 1- Analysis of corporate, marketing and communication context.
- 2- Communication process
- 3- Communication strategy : (focus on marketing communication)
 - 3-1 : Steps : target audience, objectives, creative strategy, budget, retro planning
 - 3-2 : Communication mix : channel, media, tools and supports
- 4- Communication audits and recommendation

Workload		
Type	Number of hours	Remarks
Practicals	15	
Estimated homework	10	
Total student workload	25	

Teaching methods
<p>Interactive class (Q&A, discussions, groupworks)</p> <p>Case studies</p> <p>Project-based learning</p>

Assessment
<p>50% : Continuous assessment : In class participation, reports and presentations</p> <p>50% : Final individual exam : open questions</p>

Reading list
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General Culture – Understanding Digital Culture (*Prediction society: algorithmic culture and politics*)

Level	Bachelor 3
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Semester	1
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Number of ECTS credits	1
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Language of instruction	English
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Teacher in charge	Magdalena Krysztoforska
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Course description
<p>Learning outcomes:</p> <p>On successful completion of this course a student will be able to demonstrate:</p> <ul style="list-style-type: none"> - Knowledge and understanding of the impact that data-driven technologies have on society - The capacity to engage with complex academic arguments around digital media and politics - Critical thinking skills - Analytical writing skills - The capacity to apply a range of concepts and theories to concrete examples - Transferable skills such as retrieving, presenting, and communicating complex information clearly in oral and written forms

- An informed understanding of the ways in which digital technologies shape the student's own habits and worldviews

Prerequisites:

This course requires a sufficient level of academic English to read and discuss scholarly literature.

Content

This course explores the socio-political consequences of data-driven technologies and takes a detailed look at debates around predictive systems and social justice. The term 'prediction society' is a reference to the way in which media scholarship from recent decades tries to identify the leading technological factors driving societal changes (for example van Dijk's and Castells' 'network society', van Dijk's 'platform society', or Schuilenburg's & Peeters' 'algorithmic society'). This course proposes the term 'prediction society' to highlight the increasing importance of the vast amounts of data being collected and processed, often by automated systems, to then 'predict' human behaviour (and influence it at the same time). The course takes a close look at technologies such as: search algorithms, recommendation algorithms, predictive policing, or facial recognition systems, and explores their genealogies and consequences. Despite the myth of algorithmic objectivity, prejudice and polarisation are at the heart of many of today's leading technologies, and we will explore these issues through a detailed discussion of recent scholarship on the subject.

Students will be asked to read academic texts before each class, critically engage with them, and subsequently discuss them with their peers during seminars. The final two weeks of the semester will take the form of workshops, bringing together the content covered throughout the module and preparing students for writing their final essays.

Workload		
Type	Number of hours	Remarks
Seminar	15	
Homework	10	
Total student workload	25	

Teaching methods

- Short lectures (approx. 30min) + seminars (approx. 1h) involving a discussion of pre-assigned reading
- Writing workshops

Assessment

- Class participation (40%)
- 2500-word essay (60%)

Reading list

- Benjamin, R. (2019). *Race after technology: Abolitionist tools for the new Jim code*. Polity.
- Broussard, M. (2019). *Artificial unintelligence: How computers misunderstand the world*. The MIT Press.
- Chun, W. H. K., & Barnett, A. (2021). *Discriminating data: Correlation, neighborhoods, and the new politics of recognition*. The MIT Press.
- Eubanks, V. (2017). *Automating inequality: How high-tech tools profile, police, and punish the poor*. St. Martin's Press.
- Jefferson, B. J. (2020). *Digitize and punish: Racial criminalization in the digital age*. University of Minnesota Press.
- Karppi, T., & Crawford, K. (2016). Social Media, Financial Algorithms and the Hack Crash. *Theory, Culture & Society*, 33(1), 73–92. <https://doi.org/10.1177/0263276415583139>
- Noble, S. U. (2018). *Algorithms of oppression: How search engines reinforce racism*. New York University Press.
- Steyerl, H. (2016). *A Sea of Data: Apophenia and Pattern (Mis-)Recognition - Journal #72 April 2016 - e-flux*. <https://www.e-flux.com/journal/72/60480/a-sea-of-data-apophenia-and-pattern-mis-recognition/>

Media and Politics in the Middle East

Level	Bachelor 3
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Semester	1
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Number of ECTS credits	2
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Language of instruction	English
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Teacher in charge	Dr. Mehdi Ghassemi
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Course description
<p>Learning outcomes:</p> <p>Upon completion of this class, students will have developed an understanding of</p> <ul style="list-style-type: none"> - The differences and similarities between propaganda, soft power, and nation branding - the importance of international broadcasting in local and international politics - the rivalry between American, European, Russian, Chinese, and Middle Eastern (Al Jazeera) international broadcasting as sophisticated influence operations - the major debates around the role of the media in reflecting and shaping international politics, with a focus on the Middle East as one of the most strategic regions for world powers - the ways in which American media function as important actors in the overall context of American foreign policy in the Middle East <p>The transformation of propaganda and public diplomacy through digital technologies.</p>

Prerequisites:

Students need a sufficient level of English to read academic texts and discuss them in class, and to write a university-level essay.

Content

- The Middle East as a (Geo)Political concept
- The construction of the global image of the Middle East through American soft power
- Media representation of US foreign policy in the Middle East (Netflix and CNN)
- US's rivals: Aljazeera, RT, BBC, France 24, DW, ...
- The digitalization of American Public Diplomacy in the Middle East
- Internet governance and the digitalization of the media in the Middle East

Workload

Type	Number of hours	Remarks
Seminar	15	
Homework	25	
Total student workload	40	

Teaching methods

Lectures

Seminar discussions – these will be based on a particular text which must be prepared in advance

Assessment

Final essay – 1500 words (60%)

Class participation (40%)

Reading list

The reading list will be communicated to students at the beginning of the course.

International Communication Challenge

Level	Bachelor 3
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Semester	1
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Number of ECTS credits	2
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Language of instruction	English
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Teacher in charge	Iwona Machut
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Course description
<p>Learning outcomes:</p> <p>The acquisition and development of the skills necessary to comprehend the importance of the intercultural communication in a constantly developing international context.</p> <p>To familiarize students with the specific language and the terms used in English when dealing with the topic.</p>
<p>Prerequisites:</p> <p>Students should be of upper-intermediate English level and be relatively proficient in the speaking, reading and writing of Business English.</p>

Content

International communication is a course in which students will be introduced to the process of communication between and among individuals from different cultures or subcultures. Following aspects of international communication will be dealt with:

Introduction, the concept and definitions of Communication

Communication and Words

Language and verbal communication

Written communication

Non-verbal communication

Active listening

Culture and communication

Intercultural communication theories

Intercultural communication: forms

Intercultural communication: competence

Workload

Type	Number of hours	Remarks
Seminar	30	
Homework	10	
Total student workload	40	

Teaching methods

Lectures based on interactive PP presentations about the presented topics, analysis of documents, in class discussions and debates.

Group work on communication projects

Assessment

In-class work (presentations, participation in discussions) 40%

End of the term project/exam 60%

Reading list

Recommended reading:

- Fred E. Jandt: An Introduction to Cross Cultural Communication (Sage, 2011)
- Richard Hill: We, Europeans

Recommended website:

- www.cyborlink.com
- <https://www.cia.gov/library/publications/the-world-factbook/>
- <http://www.un.org/en/index.shtml>

Entrepreneurial project

Level	B3
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Semester	1
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Number of ECTS credits	4
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Language of instruction	English
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Teacher in charge	Depending on the association
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Course description

Learning outcomes

Associations are at the heart of ISTC and are held by 3rd-year students. The ISTC has an average of 19 associations such as BDE (Students' Union), BDS (Sports Association), BDA (Arts Association), BDI (International Students' Association), DFEA (Fashion Association), Solidar (Humanitarian Association)... All associations are described [here](#).

The associations offer activities around specific topics and aim to unite all students.

An association is run by a group of 3 to 15 students, depending on the importance of the projects.

Prerequisites

None except the envy to be involved in the association life. Some associations might require a good command of French language.

Content

Students will join the association of their choice (attention: numerus clausus) and then implement the strategy of the chosen association, run projects throughout the semester.

Workload		
Type	Number of hours	Remarks
Group project	100	
Total student workload	100	

Teaching methods
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Assessment
Based on active participation and undertaken actions within the association.

Reading list
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Cross-Cultural Management

Level	Master 1
Semester	1
Number of ECTS credits	2
Language of instruction	English
Teacher in charge	JP Charles

Course description

Learning outcomes

1. Identify how cross cultural and intercultural issues manifest in the workplace.
2. Deal with cross cultural and intercultural issues such as communication, conflict resolution and decision making.
3. Leverage cultural differences and maximize the potential of a multicultural team.
4. Adapt “universal” management tools to local cultural contexts.

Prerequisites

A good command of English.

Content

Session 1

Introduction: course objectives

The concept of “Culture”

The “acculturation curve”

The concept of culture

What cultural differences?

Identity: individual o collective

- Definition
- Communication: sincere or diplomatic

- Attitude towards conflicts
- Decision making process
- Blame and rewards
- Reconciling the extremes

Session 2

Vision of time

- Priority to the schedule or to the personal relationships
- One task or many tasks at the same time
- Orientation towards the past, the present or the future
- Orientation towards short, middle or long term.

Session 3

Attitude towards the unknown:

- Enthusiasm for innovation or preference for stability.

Power Distribution: Hierarchies

- Level of centralization
- Boss and subordinates
- Communication: formal or informal

Session 4

Preferred attitude: "masculine" or "feminine"

- Communication: assertive / strong o modest / tender
- Gender Roles
- Norms: rigid or flexible
- Corruption
- Hiring process
- Business contract
- Price

Initial trust

- High or low

Group presentations

Session 5

Level of personal involvement in business / workplace

- Starting a negotiation
- Divide between work and private life
- Communication: "low context" o "high context"
- A "good" business presentation

Group presentations

Session 6

Expression of emotions and its impact on credibility:

- Communication: expressive or controlled
- Interruptions: tolerated or avoided
- Verbal and non verbal languages
- Silence and humor

Session 7

Course Review (1 hour) + Final Exam (2 hours)

Workload		
Type	Number of hours	Remarks
Lectures	21	Online
Estimated homework	24	
Total student workload	45	

Teaching methods
<p>Classes will be conducted in seminar format promoting student participation.</p> <p>The aim is to cover the subjects described in the “Contents” section both from a practical and theoretical perspective, so the course divides into theoretical lectures and tutorials.</p> <p>The tutorials represent a practical application, via case-studies and exercises, of the knowledge acquired during the lectures. The students will also have to make a group presentation in class.</p> <p>Given that a major objective of this course is to be able to adapt to people from other cultures, students will work individually in class at the end of each chapter on their own cultural orientation, the way they are seen by others and what they can do to bridge the cultural gap. The result will be a paper (“My Personal Orientation”) to be delivered at the end of the course.</p>

Assessment

The course will have 4 evaluation activities:

20%: CLASS ATTENDANCE & PARTICIPATION

10%: GROUP PRESENTATION

30%: WRITTEN PAPER: "MY PERSONAL ORIENTATION"

40%: FINAL EXAM

Reading list

Schneider, Susan, Barsoux, Jean Louis (1997), *Managing across Cultures*, Prentice Hall Europe.

Usinier, Jean Claude (2002), *International and Cross-Cultural Management Research*, SAGE Series in Management Research.

Hofstede, Geert (1984). *Culture's Consequences: International Differences in Work-Related Values* (abr. edition). Beverly Hills: Sage Publications

Primecz, Henriett, Romani, Laurence and Sackmann, Sonja (2009), "Multiple perspectives in Cross Cultural Management", *International Journal of Cross-Cultural Management*, 9, 3, 267-274.

Additional resources may include a variety of print & visual resources, handouts along with class PPTs

Public Relations

Level	M1
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Semester	1
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Number of ECTS credits	1,5
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Language of instruction	English
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Teacher in charge	Raphaël VILATTE
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Course description
Learning outcomes
Content strategy in Public Relations
Prerequisites
- Being proficient in English
Content
- What are Public relations? What are Press relations?
- The importance of content in PR strategy
- How to build a PR strategy?

Workload		
Type	Number of hours	Remarks
Practicals	14	
Estimated homework	20	
Total student workload	34	

Teaching methods
- Group work

Assessment
- To be precised

Reading list
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Intellectual & cultural curiosity

Level	M1
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Semester	1
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Number of ECTS credits	2
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Language of instruction	English
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Teacher in charge	Raphaël VILATTE
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Course description
<p>Learning outcomes: A better knowledge of what general culture is, depending on the milieu. Strategies to understand better and faster people you deal with, especially in an international context and professional relationships. Elements of intercultural skills and imagology, and toolkit to approach exchanges. An upgraded confidence in one's capacities to understand the other.</p>
<p>Prerequisites: Open mindedness, curiosity.</p>
<p>Content The course is based on debates and case studies, along with many group works and exercises.</p>

Workload		
Type	Number of hours	Remarks
Seminar	21	
Homework	21	
Total student workload	42	

Teaching methods
Analysis of documents, Interactive classes, Lectures, debates

Assessment
Case study - short essay/oral exercises

Reading list

Communication & Sustainable Development

Level	Master 1
Semester	1
Number of ECTS credits	2
Language of instruction	English
Teacher in charge	J. TAVERNIER

Course description

Learning outcomes

- Understand the crucial importance and urgency of Sustainability for people, firms and society. Explain the pathway that has led to the Sustainability Imperative.
- Distinguish between linear and circular economies. Describe the characteristics of circular economies and the challenges firms face when trying to implement them.
- Analyze the mutual dependence between the environmental, social, and economic spheres of Sustainability.
- Differentiate between Corporate Social Responsibility (CSR), Sustainability and Shared Value. From the perspective of a brand manager, discuss the motivational factors for different approaches.
- Explain how brands can use the Shared Value approach to effectively integrate Sustainability into brand management, strategies and communications.
- Compare the traditional approach to Communicating Sustainability to a new “customer-oriented” approach in terms of methods and effectiveness.

Prerequisites

- Being proficient in English.

Content

Design a communication piece and show how it could effectively communicate a Sustainability message to a selected target audience, leading to a desired outcome.

Workload

Type	Number of hours	Remarks
Lectures	14	
Estimated homework	42	
Total student workload	56	

Assessment

To come

Reading list

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360° Project Management

Level	Master 1
Semester	1
Number of ECTS credits	2
Language of instruction	English
Teacher in charge	Marine LHOMEL

Course description

Learning outcomes

- Position the basics of the project organization (communication) in the company's organization.
- To discover the methods and tools of project management, to allow an immediate implementation as of the first return in company.
- Discover the fundamentals of agile project management (be careful because they are a day of 7 hours on agile management).
- Understand the qualities of the project manager

Prerequisites

- Be proficient in English.

Content

1. Project management essentials
 - a. Key concepts of a project
 - b. Organizing a project
 - c. Starting the project: the founding documents
 - d. Developing the initial schedule
2. Agile project management vs. traditional methods
3. Methods and tools

- a. Estimating costs
- b. Tracking physical progress
- c. Controlling deadlines
- d. Controlling costs
- e. Project dashboards
- f. Reduce project costs
- g. Managing information
- 4. Personal effectiveness of the project manager: a manager of influence
 - a. Project manager performance
 - b. Personal effectiveness of the project manager: managing time
 - c. Mastering the complexity of the project manager's role
- 5. What makes a good project manager?
Which personality profile is best suited to be a project manager?

Workload

Type	Number of hours	Remarks
Lectures	14	
Estimated homework	26	
Total student workload	40	

Assessment

Continuous assessment

Reading list

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Research methodology

Level	M1
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Semester	1
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Number of ECTS credits	1
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Language of instruction	English
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Teacher in charge	Dr Mehdi Ghassemi
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Course description
<p>Learning outcomes:</p> <p>This class will be of particular interest to anyone wishing to write a master thesis or university level essays in media and communication. Upon completion of this class, students will learn about</p> <ul style="list-style-type: none"> - the structure of an academic paper in the humanities and social sciences - how to design an effective research question - how to identify concepts and write a literature review in the field of media and communication - the differences between qualitative and quantitative research methods - applying academic research principles on a specific case study and write a research paper
<p>Prerequisites:</p> <p>Students need a sufficient level of English to read academic texts and discuss them in class, and to write a university-level essay.</p>

Content

- What is research? Why does it matter?
- Designing a research question
- Building an argument
- What is theory and why is it important in research?
- Literature review
- Field work and corpus analysis
- Qualitative research methods
- Quantitative research methods
- Structure and form of an academic paper
- Ethical concerns when doing research

Workload

Type	Number of hours	Remarks
Seminar	10h30	
Homework	10h30	
Total student workload	21	

Teaching methods

Short lectures followed by workshops – these will be based on a particular assignment which must be handed in before each class. Students will also receive individual feedback on each assignment.

Assessment

Final essay – 2500 words (60%)
Class participation (40%)

Reading list

The reading list will be communicated to students at the beginning of the course.

Graphic Design for Social Media

Level	All levels
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Semester	1
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Number of ECTS credits	3
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Language of instruction	English
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Teacher in charge	M-A D'Huslt
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Course description

Learning outcomes

- Being able to create a page setup for social Medias or other supports (web and print)
- Gain knowledges on technical tools to work with professional partners (agency, community manager, graphic designer, webmaster...)

Prerequisites

- Being proficient in English
- Computer and *Windows operating system* skills.

Content

Theoretical knowledges

- Iconographic rules
- Printed and digital norms (resolution, size and color)

Practical skills (Adobe Photoshop and Illustrator)

- Create and custom photographic layouts (selection, color, transformation and adjustment)
- Design vectorial drawings (pictogram, logotype and illustration)

- Text tools
- Export and adapt a file depending on the supports (Website, magazine cover...)
- Page setup options for the main social Medias (Facebook, twitter, LinkedIn, Pinterest, Instagram...)

Workload		
Type	Number of hours	Remarks
Lectures	24	
Estimated homework	51	
Total student workload	75	

Teaching methods
<ul style="list-style-type: none"> • For Photoshop and Illustrator: <ul style="list-style-type: none"> - Explanation and demonstration of the tools - Practical works (imposed and free subjects)

Assessment
<ul style="list-style-type: none"> • Design an advanced graphical layout with Photoshop and Illustrator

Reading list
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Geopolitics

Level	All levels
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Semester	1
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Number of ECTS credits	3
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Language of instruction	English
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Teacher in charge	T. Ragot
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Course description

Learning outcomes

Develop Geopolitical analysis skills, in order to understand our globalized world

Prerequisites

- B1 level in English.

Content

Based on international press, we will decrypt the information, we will give tools in order to understand what's behind the words, to be able to analyse and explain that the target is to become an actor not only a consumer.

Workload

Type	Number of hours	Remarks
Lectures	30	
Estimated homework	45	
Total student workload	75	

Teaching methods

- Flipped Classroom
- Group works

Assessment

Continuous assessment

Reading list

- *Introduction to Geopolitics*, Colin Flint
- *The End of American Era*, Charles Kupchan
- International Press, Web, Press agencies

Intercultural communication (for exchange students only)

Level	All levels
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Semester	1
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Number of ECTS credits	2
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Language of instruction	English
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Teacher in charge	Fella ADIMI
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Course description
<p>Learning outcomes:</p> <p>Students will have a better understanding on cultural differences, they will also improve their ability to communicate appropriately with people from other cultures which is very important in today's world.</p> <p>They will be encouraged to analyse their own country's habits, behaviours, culture.</p> <p>The objective of this course is to enable them to have a better understanding of cross-cultural communication and be able to make well-informed choices before meeting with someone from another culture in the workplace. They will, this way, avoid cultural misunderstandings and open their mind to different approaches.</p>
<p>Prerequisites:</p> <p>Involvement and open-mindedness Analytical skills</p>

Content

1. Introduction – In a culture, what we see from what we don't
What is French culture?

Fighting against stereotypes.
2. From saying hello to saying no or nothing, the multitude of ways to communicate
Students examples, sharing of intercultural anecdotes
3. Getting in contact with some other cultures...
From Denmark to Brazil and Saudi Arabia

Emotions and confrontation, the different approaches from a country to the other (video)
4. Students presentations and conclusion

Workload

Type	Number of hours	Remarks
Seminar	20	
Homework	30	
Total student workload	50	

Teaching methods

Analysis of intercultural situations through videos, lectures and sharing experiences

Assessment

Oral presentation

Reading list

Ting-Toomey Stella, *Communicating across cultures*, Guilford Press, 2018

Harvard Business Review's most reads on managing across cultures, HBR, 2016

Meyer Erin, *The Culture Map, Decoding how people think, lead, and get things done across cultures*, PublicAffairs, 2016

The students will be invited to read all sort of press sources.

Negotiation

Level	All levels
Semester	1
Number of ECTS credits	1,5
Language of instruction	English
Teacher in charge	I. Machut

Course description

Learning outcomes

The acquisition and development of the skills necessary to negotiate in English in an international context.

To familiarise students with the current business language of Negotiations in English.

Prerequisites

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.

Content

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.

Main Themes:

- The development of "Principled Bargaining" through the Focusing on Interests not Positional Negotiation;

- the importance of Communication, Observation and Understanding of others perceptions, positions and interests, and the development of the idea of separating people from the problem; Active listening, relationship building; Encouragement of the Invention of options for mutual gain;
- Use of Objective criteria with fair procedures, integrity, with the eventual goal of fair and wise agreements.
- The development of a sensitive approach to Cultural Differences in International negotiations: the use of Diplomatic Language;
- an understanding of the notions of Monochromic versus Polychromic time;
- Protocol;
- Legal issues during decision making; and different ways of dealing with Conflict.

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 duration of the course work.

Workload		
Type	Number of hours	Remarks
Practicals	15	
Estimated homework	30	
Total student workload	45	

Teaching methods
<p>Simulations of actual negotiation cases, role play with active participation of the students, using case studies, and documents.</p> <p>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.</p> <p>Cultural aspects of each case is outlined and researched by small groups of students. Roles are assigned, and students work in small groups on their assigned tasks.</p> <p>Presentations of Cultural research for individual and group/class appreciation and further discussion.</p> <p>Practice negotiations, providing students with opportunities to develop their negotiating skills with peers in class simulations.</p>

Assessment

CC An evaluation of each student per month: in the form of 15-30 minutes presentation on Cultural research or Negotiation techniques
 one evaluation on the use of appropriate vocabulary (written test)
 one written assignment per term.
 EXAM in the form of a 20-minute Negotiation between two students (with a jury of 1 professor) after a 20 minute preparation.

Reading list

Suggested Reading:

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

Visual Communication

Level	All levels
Semester	1
Number of ECTS credits	1,5
Language of instruction	English
Teacher in charge	T. Ragot

Course description

Learning outcomes

- Being able to analyse and work on a Brief in order to create a visual communication campaign.

Prerequisites

- Being proficient in English

Content

- How to develop a strong creativity
- How to transform ideas in powerful lever
- Analysis of communication (media, advertising...)

Workload		
Type	Number of hours	Remarks
Practicals	15	
Estimated homework	30	
Total student workload	45	

Teaching methods
<ul style="list-style-type: none"> • Lectures • Debates • Group work

Assessment
Oral presentation

Reading list
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International Week

Level	All levels
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Semester	1
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Number of ECTS credits	1
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Language of instruction	English
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Teacher in charge	–
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Course description
<p>Learning outcomes:</p> <p>Depending on the modules chosen by the student.</p>
<p>Prerequisites:</p> <p>Good command of English.</p>
<p>Content</p> <p>Students will have to choose two modules among around 10 modules. These will be given by professors coming from ISTC partner universities in the frame of ISTC International Week that will take place in late October 2022. Topics will be varied, in relation with communication, marketing, management...</p>

Workload		
Type	Number of hours	Remarks
Seminar	6	Per module
Homework	4	Per module
Total student workload	1	

Teaching methods
Depending on the chosen modules.

Assessment
Participation and final feedback.

Reading list

International Business Project (in collaboration with CHE University)

Level	All levels
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Semester	1
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Number of ECTS credits	5
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Language of instruction	English
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Teacher in charge	Harrie van Toor MSc
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Course description
<p>Learning outcomes:</p> <p>You identify, analyze and advise on the critical success factors of international business experts and their businesses in an international context.</p>
<p>Prerequisites:</p> <p>Have knowledge about doing business (either in France or somewhere else) and a willingness to cooperate in an international group of students.</p> <p>A good command of English is also necessary.</p>
<p>Content</p> <p>An International Business Carrousel is a strong teaching instrument for confirmation or refutation of classroom teaching and day-to-day practice. In an International Business Carrousel groups of</p>

students interview Experts about their experience in the field of business. Each interview lasts for one hour, after which the group rotates to the next expert. After an hour again, and so on.

Including coffee breaks etc. a carousel with four experts lasts for approximately 5 hours after which students have gathered a relatively deep and intense view of the field of study.

Prerequisite is that students hand in a questionnaire of at least 30 questions about the subject prior to the carousel meeting itself.

Afterwards, on the days that follow, the students prepare a written report and a presentation, in which they confirm or refute the critical success factors of doing international business that they learned through their classroom teaching. Of course, the most important aspect of this project is not necessarily the newly gained theoretical knowledge, but the ability to work in an international project group towards a common goal.

Workload

Type	Number of hours	Remarks
Seminar	40	Please note that the maximum number of seats for this class is 12 students. Registration on first-arrived first-served basis
Homework	40	
Total student workload	80	

Teaching methods

On the first day of the project, the students get to know each other in their internationally mixed project groups. They prepare and finalize the questionnaire that they will use during the interviews, based on (international) business knowledge from theory and literature.

On the second day the project groups do interviews with a number of business experts to gather data.

The third and fourth day are filled with working on the report and the presentation, in which the project group confirms or refutes the critical success factors of doing international business that they learned through their classroom teaching. This work is done based on the interviews and theory and literature the students had already studied before.

The fifth day is used for the interactive presentations.

Assessment

Both the report, the presentation and the way the project group takes care of cross-cultural issues are assessed.

Reading list

N/A

International market studies

Level	All levels
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Semester	1
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Number of ECTS credits	2
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Language of instruction	English
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Teacher in charge	Anita Audureau
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Course description
<p>Learning outcomes:</p> <p>Be able to obtain information from the market, create a questionnaire, analyse the results, deduce segmentation and create segments on international markets.</p>
<p>Prerequisites:</p> <p>Good command of English language.</p>

Content

Documentary analysis

Qualitative VS quantitative methods

Focus on the questionnaire and the sample

Objective of the questionnaire

Write a questionnaire

Analyse a questionnaire

Identify the biases

Segmentation + segments

Workload

Type	Number of hours	Remarks
Seminar	20	
Homework	30	
Total student workload	50	

Teaching methods

40% theoretical and 60% of case studies and presentation.

Assessment

50%: Oral presentation / written exercise

50%: Final written exam

Reading list

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French as a Foreign Language - Beginners

Level	Beginners
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Semester	1
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Number of ECTS credits	4
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Language of instruction	French
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Teacher in charge	C. Masse
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Course description	
Learning outcomes	Using the fundamental structures of standard French as well as the vocabulary and cultural knowledge necessary in everyday situations.
Prerequisites	None
Content	<ul style="list-style-type: none"> - Developing communication skills - Using grammatical structures in context - Apprehending the French-speaking world

Workload		
Type	Number of hours	Remarks
Classes	24	
Homework	56	
Total student workload	80	

Teaching methods
<ul style="list-style-type: none"> • Lectures • Interactive classes

Assessment
<ul style="list-style-type: none"> • Written exam

Reading list
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French as a Foreign Language – Intermediate/Advanced

Level	Intermediate/Advanced
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Semester	1
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Number of ECTS credits	4
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Language of instruction	French
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Teacher in charge	C. Masse
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Course description

Learning outcomes

- Improve grammar knowledge.
- Express yourself in French with more ease.
- Improve vocabulary, esp. in the business area.

Prerequisites

- B1 level in French

Content

- Grammar
 - Revision of the past tenses (passé composé/imparfait)
 - Learning of future, conditional, subjunctive tenses
 - Relative pronouns
 - Pronouns y/en as well as definite and indefinite articles
- Oral and written comprehension and expression
 - Reading and listening of B1 – B2-level texts.
 - Learn how to read a French press article, extract the main ideas and present them.
 - Know how to express your opinion in a varied and toned manner on a topic.

- Know how to talk about yourself, your studies, your home country...
- Know how to make a 20-minute presentation on a chosen topic (ex: presentation of your home country with the exciting stereotypes...).
- Understand a narrative text.

Workload

Type	Number of hours	Remarks
Seminar	24	
Estimated homework	56	
Total student workload	100	

Teaching methods

- Lectures
- Discussions
- Group works

Assessment

100% continuous assessment

Reading list

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Meeting Point (language assistant)

Level	All levels
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Semester	1
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Number of ECTS credits	1,5
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Language of instruction	English
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Teacher in charge	Iwona Machut
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Course description
<p>Prerequisites</p> <p>- C1 level in English or English as mother tongue</p>
<p>Content</p> <p>Students will be in charge of animating a conversation class in English for French students. They will be supervised by an English teacher who will teach grammar points to French students. The language assistants will then have to re-use the same grammar points in the conversation classes.</p>

Workload		
Type	Number of hours	Remarks
Conversation classes	10	
Estimated homework (preparation)	20	
Total student workload	30	

Teaching methods
<ul style="list-style-type: none"> Discussions

Assessment
100% continuous assessment, based on involment

Reading list
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Sport

Level	All levels
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Semester	1
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Number of ECTS credits	1
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Language of instruction	French
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Teacher in charge	Depending on the class
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Course description
<p>Students will have to choose a minimum of two sport activities during the semester, among the ones proposed below:</p> <ul style="list-style-type: none"> - Basket-Ball - Badminton - Cheerleading - Boxing - Running - Football (soccer) - Muscular reinforcement - Yoga - Rugby

Workload		
Type	Number of hours	Remarks
Seminar	30	Each sport activity
Homework	–	
Total student workload	30	

Assessment
Participation

Art Elective

Level	All levels
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Semester	1
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Number of ECTS credits	1
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Language of instruction	English
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Teacher in charge	
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Course description	
Learning outcomes:	
Facilitate access to art and culture to all ISTC students	
Prerequisites:	
None	
Content:	
The student will have to validate at least five activities: theatre, opera, exhibition, show, drawing class... These activities can either be followed with the frame of events organised by ISTC (drawing or theatre classes, guided visits, opera ...) or organised on your own – in Lille, Paris or elsewhere (for instance visits in London, Brussels, Barcelona... could be taken into account).	

Workload		
Type	Number of hours	Remarks
Personal workload (visits, elaboration of the Art Book...)	30	
Total student workload	30	

Teaching methods
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Assessment
At the end of the semester, you will have to hand in an Art Book detailing your activities (with entry tickets, pictures, given places etc.).

Reading list
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