

ENGLISH PROGRAMME SPRING 2023

LIST OF COURSES

MODULES

General culture – Understanding popular culture (<i>Cinema, Pop culture & Video Games</i>)	3
Italian fashion	5
News in the media	7
English talks	9
International Communication Challenge	11
General culture – Understanding cinema (<i>French Cinema 1945-1990</i>)	13
Communication and Media Theory	16
General culture – Understanding digital culture (<i>Media and Culture in the Information Age</i>)	19
The Politics of Artificial Intelligence	21
Communication & Plans	24
Entrepreneurial project	26
Communication & Sustainable Development	28
Media & Geopolitics	30
Visual culture	32
Graphic Design for Social Media	35
Geopolitics	37
Intercultural communication (for exchange students only)	39
Visual Communication	41
Negotiation	43
Introduction to International Trade	46
French as a Foreign Language	48
French as a Foreign Language	50
Sport	52
Art (Elective)	53

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

Level	Bachelor 1
-------	------------

Semester	2
----------	---

Number of ECTS credits	1
------------------------	---

Language of instruction	English
-------------------------	---------

Teacher in charge	Giuseppe Montali
-------------------	------------------

Course description

Learning outcomes

A better comprehension of how popular movies became part of the Pop Culture and their influence on Video Games.

Prerequisites

None

Content

- Films that are commonly considered as monuments of the Pop Culture (not necessarily award winning films)
- All the video games inspired by them
- The classics of literature that inspired those films.

Workload

Type	Number of hours	Remarks
Seminar	15	
Homework	15	
Total student workload	30	

Teaching methods

- Lectures supported by video extracts
- Gameplay footages
- Interactive games (Kahoot!)

Assessment

- Semester 1 : written test + presentation
- Semester 2 : 2 presentations

Reading list

Reading tips will be given along with the lecture.

Italian fashion

Level	Bachelor 1
-------	------------

Semester	2
----------	---

Number of ECTS credits	1
------------------------	---

Language of instruction	English
-------------------------	---------

Teacher in charge	Giuseppe Montali
-------------------	------------------

Course description
Learning outcomes
Prerequisites
Content

Workload		
Type	Number of hours	Remarks
Seminar	15	

Homework	15	
Total student workload	30	

Teaching methods

Reading list

News in the media

Level	Bachelor 2
-------	------------

Semester	2
----------	---

Number of ECTS credits	1
------------------------	---

Language of instruction	English
-------------------------	---------

Teacher in charge	B. Rozpara
-------------------	------------

Course description

Learning outcomes

Prerequisites

- Good level of academic English.
- In order to follow this course, students need to be curious and to follow important economic events (reading the press, following current affairs on TV or on the radio).

Content

Workload

Type	Number of hours	Remarks
Seminar	15	
Homework	15	Reading and understanding economic news, group assignments.
Total student workload	30	

Teaching methods

- Analysis of documents
- Interactive classes
- Lectures

Assessment

Reading list

English talks

Level	Bachelor 2
-------	------------

Semester	2
----------	---

Number of ECTS credits	1
------------------------	---

Language of instruction	English
-------------------------	---------

Teacher in charge	B. 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	15	
Total student workload	30	

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

International Communication Challenge

Level	Bachelor 3
-------	------------

Semester	2
----------	---

Number of ECTS credits	2
------------------------	---

Language of instruction	English
-------------------------	---------

Teacher in charge	Iwona Machut
-------------------	--------------

Course description
Learning outcomes: The acquisition and development of the skills necessary to comprehend the importance of the intercultural communication in a constantly developing international context. To familiarize students with the specific language and the terms used in English when dealing with the topic.
Prerequisites: Students should be of upper-intermediate English level and be relatively proficient in the speaking, reading and writing of Business English.
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
<p>Lectures based on interactive PP presentations about the presented topics, analysis of documents, in class discussions and debates.</p> <p>Group work on communication projects</p>

Assessment
<p>In-class work (presentations, participation in discussions) 40%</p> <p>End of the term project/exam 60%</p>

Reading list
<p>Recommended reading:</p> <ul style="list-style-type: none"> - Fred E. Jandt: An Introduction to Cross Cultural Communication (Sage, 2011) - Richard Hill: We, Europeans <p>Recommended website:</p> <ul style="list-style-type: none"> - www.cyborlink.com - https://www.cia.gov/library/publications/the-world-factbook/ - http://www.un.org/en/index.shtml

General culture – Understanding cinema (Sequence Analysis)

Level	Bachelor 2
-------	------------

Semester	2
----------	---

Number of ECTS credits	1
------------------------	---

Language of instruction	English
-------------------------	---------

Teacher in charge	Oliver Kenny
-------------------	--------------

Course description
Learning outcomes: On successful completion of this class, students should have developed: <ul style="list-style-type: none">- The ability to discuss in detail the key concepts and ideas associated with film analysis- The ability to apply abstract analytical concepts to concrete filmic texts- The ability to analyse a film sequence in detail- Skills and knowledge that complement other classes involving moving-image media such as marketing and social media management.
Prerequisites: Students need a <u>minimum of B2 level</u> 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 the key tenets of sequence analysis. Over the semester, students will be exposed to a variety of film-analytical concepts such as mise-en-scène, cinematography, editing, sound, lighting, set design, narrative, and genre, and how to apply these critically to moving-image media.

The semester will be split into three main parts: firstly a presentation of the key building blocks of sequence analysis; secondly in-depth examples of sequence analysis using canonical scenes from film history. These first two elements will be taught via lectures – students will be expected to watch relevant film extracts and read appropriate contextualising material before class. The third part will take the form of workshops in which students will be guided through the writing of their own detailed sequence analysis, incorporating all the film-analytical concepts discussed throughout the semester.

Exploring a range of influential scenes from cinema history, students will gain a detailed appreciation of textual analysis, as well as in-depth knowledge of film style and how to interpret it.

Workload

Type	Number of hours	Remarks
Seminar	12	
Homework	15	Reading texts and watching film extracts for class
Total student workload	27	

Teaching methods

Lectures

Writing workshops – these explain how to write a sequence analysis

Assessment

Sequence analysis – 1500 words (100%)

Reading list

The reading list will be communicated to students at the beginning of the course but the following provides an indicative bibliography of texts that will be discussed during the semester:

- Bordwell, D., Staiger, J., & Thompson, K. (1985). *The Classical Hollywood Cinema: Film Style & Mode of Production to 1960*. Routledge.
- Bordwell, D., Thompson, K., & Smith, J. (2020). *Film Art: An Introduction* (Twelfth edition). McGraw-Hill Education.
- Buckland, W. (2015). *Film Studies: An Introduction*. John Murray Learning.
- Cook, P. (2009). *The Cinema Book* (3rd ed). BFI.

Gibbs, J. (2002). *Mise-en-scène: Film Style and Interpretation*. Wallflower Press.

Communication and Media Theory

Level	Bachelor 2
Semester	2
Number of ECTS credits	1,5
Language of instruction	English
Teacher in charge	Camila Cabral

Course description

Learning outcomes

1. Introduce students to the reading and analysis of scholarly sources
2. Familiarize students with some of the fundamental parts of media and communication theory studies
3. Familiarize students with key theorists in media studies and key terms: mass media, new media, digital media, networked society, social networks, convergence, media policy, surveillance
4. Provide a deeper understanding of the contemporary media landscape

Prerequisites

Content (not exhaustive)

- 1) The changing media landscape (Mass communication and its digital transformation; media literacy in the digital age)
- 2) Mass-communication formats (print media, visual media, interactive media)
- 3) Media perspectives (The impact of Social media, the changes in journalism)
- 4) Media and society (Media ethics, Mass communication and politics in the digital age)

Workload

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

Teaching methods

Analysis of documents, videos and podcasts, Interactive classes, Lectures, debates

Assessment

Group work and individual exam

Reading list

(Not exhaustive)

Bougnoux, D. (2006). Introduction aux sciences de la communication (nouv. éd). Éd. La Découverte.

Cardon, D. (2015). A quoi rêvent les algorithmes : Nos vies à l'heure des big data. La République des idées : Seuil.

Cardon, D. (2018). Le pouvoir des algorithmes. Pouvoirs, 164(1), 63.

Barthes, R. (1964). "Rhétorique de l'image", Communications, 4, 40-51

Hartley, J. Communication, Cultural and Media Studies - The Key Concepts

Rayner, P; Wall, P.; Kruger, S. (2004). Media Studies: The essential resource, Routledge, London and New York.

John V. Pavlik (Author), Shawn McIntosh (Author). Converging Media: A New Introduction to Mass Communication

Gimenez, E. & Voirol, O. (2017). Les agitateurs de la toile: L'Internet des droites extrêmes.

Présentation du numéro. *Réseaux*, 202-203, 9-37. <https://doi.org/10.3917/res.202.0009>

Voirol, O. (2017). Pathologies de l'espace public et agitation fasciste: Leçons de la Théorie critique. *Réseaux*, 202-203, 123-159. <https://doi.org/10.3917/res.202.0123>

Curran, J. (2011). *Media and democracy*, Routledge, London.

Other sources: Media Ownership Monitor (MOM), promoted by the Reporters Without Borders Organization (RSF) ;

Digital News Report 2022 (Reuters Institute)

General culture – Understanding digital culture (*Media and Culture in the Information Age*)

Level	Bachelor 2
Semester	2
Number of ECTS credits	1
Language of instruction	English
Teacher in charge	Mehdi Ghassemi

Course description	
Learning outcomes:	Upon completion of this class, students will have developed an understanding of
	<ul style="list-style-type: none"> - The key elements of digital media - The economic foundations of the Information Age - Convergence and the contemporary media experience - Privacy and surveillance in digital life - Information politics and online public sphere - Digital identity
Prerequisites:	Students need a minimum of B2 level of English to read academic texts and discuss them in class, and to write a university-level essay.
Content:	<ul style="list-style-type: none"> - The information society - Immersive experiences: Virtuality and Simulation - Types of convergence : Technological, Regulatory and Media industry - Digital surveillance: spaces, traces, tools and privacy - Commercial imperatives and the political economy of surveillance - Internet public sphere : New social movements and Populism Networked citizenship - Avatar and identity - Social networks, profiles and networked identity

Workload

Type	Number of hours	Remarks
Seminar	15	Text-based interactive seminar
Homework	15	
Total student workload	30	

Teaching methods

Analysis of documents, Interactive classes, Lectures, debates

Assessment

Continuous assessment

Reading list

–

The Politics of Artificial Intelligence

Level	ALL LEVELS
-------	------------

Semester	2
----------	---

Number of ECTS credits	2
------------------------	---

Language of instruction	English
-------------------------	---------

Teacher in charge	Magdalena Krzysztoforska
-------------------	--------------------------

Course description

Learning outcomes:

On successful completion of this course a student will be able to demonstrate:

- Knowledge and understanding of the political, social, and ethical issues around artificial intelligence
- The capacity to engage with complex academic arguments related to AI technologies
- 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

Prerequisites:

This module requires a sufficient level of academic English (minimum B2) to read and discuss scholarly literature.

Content

This module explores the politics of artificial intelligence by engaging with a range of recent academic scholarship on the topic. Over the course of the term, we will discuss the operative logics and genealogies of artificial intelligence, the environmental and labour cost of AI technologies, and the broader philosophical and ethical issues related to the on-going development and operationalization of AI in social contexts. This module will challenge students to think critically about the meaning and consequences of the increasing significance of ‘thinking machines’ in our contemporary world.

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	30	
Total student workload	45	

Teaching format

- Seminars involving discussions of pre-assigned reading (with short introductions contextualising the topic each week)
- Writing workshops

Assessment

- 2500-word essay (100%)

Reading list

The complete reading list will be communicated to students at the start of term.

Preliminary reading list:

- Amoores, L. (2013). *The politics of possibility: Risk and security beyond probability*. Duke University Press.
- Crawford, K. (2021). *Atlas of AI: Power, politics, and the planetary costs of artificial intelligence*. Yale University Press.
- Elish, M. C., & boyd, danah. (2018). Situating methods in the magic of Big Data and AI. *Communication Monographs*, 85(1), 57–80. <https://doi.org/10.1080/03637751.2017.1375130>
- Gray, M. L., & Suri, S. (2019). *Ghost work: How to stop Silicon Valley from building a new global underclass*. Houghton Mifflin Harcourt.
- Mackenzie, A. (2017). *Machine learners: Archaeology of a data practice*. The MIT Press.
- Oleinik, A. (2019). What are neural networks *not* good at? On artificial creativity. *Big Data & Society*, 6(1), 205395171983943. <https://doi.org/10.1177/2053951719839433>
- Pasquinelli, M. (Ed.). (2015). *Alleys of your mind: Augmented intelligence and its traumas*. Meson Press, Hybrid Publishing Lab, Centre for Digital Cultures, Leuphana University of Lüneburg.
- Roberge, J., & Castelle, M. (Eds.). (2021). *The cultural life of machine learning: An incursion into critical AI studies*. Palgrave Macmillan. <https://doi.org/10.1007/978-3-030-56286-1>
- Vickers, B., & McDowell, K. (Eds.). (2020). *Atlas of anomalous AI*. Ignota Books.

Communication & Plans

Level	B3
-------	----

Semester	2
----------	---

Number of ECTS credits	1
------------------------	---

Language of instruction	English
-------------------------	---------

Teacher in charge	C. Melchior
-------------------	-------------

Course description	
<p>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.</p>	
<p>Prerequisites Marketing fundamentals</p>	
<p>Content</p> <ol style="list-style-type: none"> 1- Analysis of corporate, marketing and communication context. 2- Communication process 3- Communication strategy : (focus on marketing communication) <ol style="list-style-type: none"> 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	15	
Total student workload	30	

Teaching methods

Interactive class (Q&A, discussions, groupworks)

Case studies

Project-based learning

Assessment

50% : Continuous assessment : In class participation, reports and presentations

50% : Final individual exam : open questions

Reading list

–

Entrepreunarial project

Level	B3
-------	----

Semester	2
----------	---

Number of ECTS credits	4
------------------------	---

Language of instruction	English
-------------------------	---------

Teacher in charge	Depending on the association
-------------------	------------------------------

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.

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	75	
Total student workload	75	

Teaching methods

–

Assessment

Based on active participation and undertaken actions within the association

Reading list

–

Communication & Sustainable Development

Please note that this course will be given from 2nd to 4th January 2023. Therefore, students taking this course will have to be in Lille at those dates.

Level	Master 1
-------	----------

Semester	2
----------	---

Number of ECTS credits	2
------------------------	---

Language of instruction	English
-------------------------	---------

Teacher in charge	
-------------------	--

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	36	
Total student workload	50	

Assessment

To come

Reading list

–

Media & Geopolitics

Level	Master 1
Semester	2
Number of ECTS credits	2
Language of instruction	English
Teacher in charge	Mehdi Ghassemi

Course description

Learning outcomes

Upon completion of this class, students will have developed an understanding of

- the globalizing power of media and its geopolitical implications
- power rivalries between international media actors
- the ways in which new media platforms and big data have given this rivalry a new dimension
- influence operations through the media (including digital media)
- case studies from American media and soft power in the 21st century
- case studies from the US rivals (Europe, Russia, China, and the Middle East)

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

- Power and international politics in the 21st century
- Soft power
- The role of media in international relations (digital diplomacy, public diplomacy, propaganda, disinformation,)
- “War of meanings” and “battles of perceptions” as fought by and through the media
- The intersection of communication technologies, power, and conflict
- Geopolitics of international media (CNN, MBN, BBC World, France 24, Aljazeera, RT, CGTN)
- Geopolitics of digital media, big data and the emergence of “cyber-geopolitics”

Workload

Type	Number of hours	Remarks
Lectures	21	Short lectures followed by text-based interactive seminars
Estimated homework	29	Reading excerpts and preparing class discussion
Total student workload	50	

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.

Visual culture

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

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
- 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

Skills and knowledge that complement other classes involving moving-image media such as marketing and social media management.

Prerequisites

Students need a minimum of B2 level of English to read academic texts and discuss them in class, and to write a university-level essay.

Content

This course will provide students with the key analytical tools for moving image analysis. Students will learn to analyse how particular techniques create specific effects within a film sequence. Using the films of Alfred Hitchcock as guiding examples, students will gain an advanced appreciation of key film-analytical concepts, how to apply these critically to moving-image media, and how to contextualise this in relation to Hitchcock's oeuvre. Each week, students will read an academic text and extracts from Hitchcock's films for discussion – each class will then be devoted in part to a discussion of the text, and in part to an in-depth analysis of one or several sequences. Students will gain both a deeper appreciation of moving images, and the tools to better understand any kind of audiovisual material they might encounter.

This course will be of interest to any students wishing to explore analysis of the moving image in greater detail, and will provide conceptual knowledge and skills useful for image analysis in adjacent courses on marketing, social media, image creation, and branding.

Workload

Type	Number of hours	Remarks
Lectures	18	
Estimated homework	30	
Total student workload	48	

Teaching methods

Seminar discussions – these will be based on a particular text and film which must be prepared in advance (there will also be some short introductions in order to contextualise the topic)

Assessment

Sequence analysis – 2000 words (100%)

Reading list

The reading list will be communicated to students at the beginning of the course but the following provides an indicative bibliography of texts that will be discussed during the semester:

- Allen, R., & Ishii Gonzalès, S. (Eds.). (1999). *Alfred Hitchcock: Centenary essays*. BFI Pub.
- Bordwell, D., Thompson, K., & Smith, J. (2020). *Film Art: An Introduction* (Twelfth edition). McGraw-Hill Education.
- Corrigan, T., & White, P. (2015). *The film experience: An introduction* (Fourth edition). Bedford/St. Martins.
- Gottlieb, S., & Brookhouse, C. (Eds.). (2002). *Framing Hitchcock: Selected essays from the Hitchcock annual*. Wayne State University Press.

Raubichek, W., & Srebnick, W. (Eds.). (1991). *Hitchcock's rereleased films: From Rope to Vertigo*. Wayne State University Press.

Graphic Design for Social Media

Level	All levels
Semester	2
Number of ECTS credits	3
Language of instruction	English
Teacher in charge	M-A D'Huslt

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

Geopolitics

Level	All levels
-------	------------

Semester	2
----------	---

Number of ECTS credits	3
------------------------	---

Language of instruction	English
-------------------------	---------

Teacher in charge	T. Ragot
-------------------	----------

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
-------	------------

Semester	2
----------	---

Number of ECTS credits	2
------------------------	---

Language of instruction	English
-------------------------	---------

Teacher in charge	Fella Adimi
-------------------	-------------

Course description

Learning outcomes:

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.

They will be encouraged to analyze their own country's habits, behaviors, culture.

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.

Prerequisites:

- Being proficient in English
- Involvement and open-mindedness
- Analytical skills

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

Visual Communication

Level	All levels
-------	------------

Semester	2
----------	---

Number of ECTS credits	1,5
------------------------	-----

Language of instruction	English
-------------------------	---------

Teacher in charge	Thierry Ragot
-------------------	---------------

Course description
<p>Learning outcomes</p> <ul style="list-style-type: none"> - Being able to analyse and work on a Brief in order to create a visual communication campaign.
<p>Prerequisites</p> <ul style="list-style-type: none"> - Being proficient in English
<p>Content</p> <ul style="list-style-type: none"> - 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

- Lectures
- Debates
- Group work

Assessment

Oral presentation

Reading list

–

Negotiation

Level	All levels
Semester	2
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

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 is outlined and researched by small groups of students.

Roles are assigned, and students work in small groups on their assigned tasks.

Presentations of Cultural research for individual and group/class appreciation and further discussion.

Practice negotiations, providing students with opportunities to develop their negotiating skills with peers in class simulations.

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.

Introduction to International Trade

Level	All levels
-------	------------

Semester	2
----------	---

Number of ECTS credits	2
------------------------	---

Language of instruction	English
-------------------------	---------

Teacher in charge	Anita Audureau
-------------------	----------------

Course description

Learning outcomes:

To be able to deploy a company abroad by analyzing its current environment, the market in which it wants to establish itself, and the questions to be asked before going abroad.

Prerequisites:

None

Content

- Export diagnosis
- Market study
- Introduction to the strategy.
- Exchange rate, invoicing methods
- Adapting the product to the market

Workload

Type	Number of hours	Remarks
Seminar	20	
Homework	25	
Total studentworkload	45	

Teaching methods

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

Assessment

Oral presentation + written exam

Reading list

–

French as a Foreign Language

Level	Beginners
-------	-----------

Semester	2
----------	---

Number of ECTS credits	4
------------------------	---

Language of instruction	French
-------------------------	--------

Teacher in charge	Carine Masse
-------------------	--------------

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

- 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

- Lectures
- Interactive classes

Assessment

- Written exam

Reading list

French as a Foreign Language

Level	Intermediate/Advanced
Semester	2
Number of ECTS credits	4
Language of instruction	French
Teacher in charge	C. Masse

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
 - o Revision of the past tenses (passé composé/imparfait)
 - o Learning of future, conditional, subjunctive tenses
 - o Relative pronouns
 - o Pronouns y/en as well as definite and indefinite articles
- Oral and written comprehension and expression
 - o Reading and listening of B1 – B2-level texts.
 - o Learn how to read a French press article, extract the main ideas and present them.
 - o Know how to express your opinion in a varied and toned manner on a topic.
 - o Know how to talk about yourself, your studies, your home country...
 - o Know how to make a 20-minute presentation on a chosen topic (ex: presentation of your home country with the exciting stereotypes...).
 - o Understand a narrative text.

Workload

Type	Number of hours	Remarks
Practicals	24	
Estimated homework	56	
Total student workload	80	

Teaching methods

- Lectures
- Discussions
- Group work

Assessment

100% continuous assessment

Reading list

–

Sport

Level	All level
-------	-----------

Semester	2
----------	---

Number of ECTS credits	1
------------------------	---

Language of instruction	French
-------------------------	--------

Teacher in charge	Depending on the class
-------------------	------------------------

Course description

Students will have to choose a minimum of two sport activities during the semester, among the ones proposed below:

- Basket-Ball
- Badminton
- Cheerleading
- Boxing
- Running
- Football (soccer)
- Muscular reinforcement
- Yoga
- Rugby

Workload

Type	Number of hours	Remarks
Seminar	30	
Homework	-	
Total student workload	30	

Assessment

Participation

Art (Elective)

Level	All levels
-------	------------

Semester	2
----------	---

Number of ECTS credits	1
------------------------	---

Language of instruction	English
-------------------------	---------

Teacher in charge	Arts Association
-------------------	------------------

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

–

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

–