

ENGLISH PROGRAMME SPRING 2024

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.

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Introduction to French culture and society

**This course is mandatory for all full-time exchange students
(i.e. students taking courses only at ISTC while in Lille)**

Level	All levels
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Semester	2
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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 VILLATTE
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Course description

Learning outcomes:

Being able to understand the French mindset, the way the French think about themselves and the world.

Expand the field to imagology and notions of alterity, make connections with the intercultural communication courses so the student will take distance and perspective on their own experience and way of seeing the other cultures.

Develop empathy and question the notion of exoticism.

Know where to find the information and how to process it to prepare better for any international encounter.

Prerequisites:

- Curiosity and open-mindedness, a taste for fun facts of history.
- B2 level in English

Content

A one-day seminar at the beginning of the semester will present the guidelines of the course, both in content and methodology.

This seminar will provide leads to find the information needed to understand today's French society.

In the following months, the student will create a research dossier (text, presentation, video, photo, podcast, website, Youtube channel, tutorials or mixed). The list of subjects will be provided at the end of the first day seminar.

Considering the long stretch of time between the initial seminar and the end of the semester, students should take the opportunity to create original and out of the box contents rather than produce a high-school type essay.

At the end of the course, the student should be able to take any newspaper in France and understand the stakes of the state's policy, know who the important people in both politics and business are, and have a deeper sense of the profound ideological tendencies in France today. The student will also be able to make their way among the various French media, assess their reliability.

Workload

Type	Number of hours	Remarks
Introductory session (8 hours - presential)	8	Attendance is mandatory
Follow-up sessions (12 hours – on line)	12	Regular attendance is highly recommended, e-mail and Teams connection are encouraged outside the 12 hours.
Homework	25	
Total student workload	45	

Teaching methods

Analysis of documents, Interactive classes, lectures, debates.

Assessment

The final dossier will be assessed and graded according to the richness and depth of the proposed analysis.

The level of commitment of the student will be taken in account (i.e., it is strongly recommended to keep in regular touch with the teacher after the initial seminar).

The methodology will be part of the criteria for the assessment.

Reading list

Optional :

- French Society: 15 Core Ideas for Understanding French Society and Identity (France Series), Thalby Guides
- French Culture and Heritage: Travel Deeper with This Concise Guide. Understand French Art, Food, Architecture & More. Includes Interviews with Locals in Paris (France Series), Thalby Guides

Cultural studies – Understanding popular culture

Level	Bachelor 1
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Semester	2
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Number of ECTS credits	1
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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

- 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.

Cultural studies – Fashion & communication

Level	Bachelor 1
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Semester	2
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Number of ECTS credits	1
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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
Prerequisites You must have a good command of English to engage in discussions.
Content

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

Teaching methods
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Assessment**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
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Semester	2
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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

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	2
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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	Bogna Rozpara
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Course description

Learning outcomes

The main objective is to nourish students' general culture, through regular exposure to all kinds of news channels (from traditional paper articles to Instagram flash news).

Prerequisites

Content

Students will:

- read/listen to the news in English with understanding
- summarise the main information of a given piece of news in a concise paragraph
- defend both for and against arguments
- give their own well-informed opinion

Workload

Type	Number of hours	Remarks
Seminar		
Homework		
Total student workload		

Teaching methods

Students will be sometimes given the most recent articles to read at home so it is crucial for them to do it before their class. In case the student comes unprepared, we have the right to exclude him/her from the class (mark them absent) and give them the necessary details so that he/she can catch up with the work for the next time.

Methods : Debates, written summaries etc

Assessment

2 tests per semester

Reading list

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Cultural studies – Understanding cinema

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:

- 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 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 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
Lectures	12	
Workshops	3	
Homework	15	Reading texts and watching film extracts for class
Total student workload	30	

Teaching methods
<p>Lectures</p> <p>Writing workshops – these explain how to write a sequence analysis</p>

Assessment
Sequence analysis – 1500 words (100%)
Reading list
<p>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:</p> <ul style="list-style-type: none"> • Bordwell, D., Staiger, J., & Thompson, K. (1985). <i>The Classical Hollywood Cinema: Film Style & Mode of Production to 1960</i>. Routledge. • Bordwell, D., Thompson, K., & Smith, J. (2020). <i>Film Art: An Introduction</i> (Twelfth edition). McGraw-Hill Education. • Buckland, W. (2015). <i>Film Studies: An Introduction</i>. John Murray Learning. • Cook, P. (2009). <i>The Cinema Book</i> (3rd ed). BFI. <p>Gibbs, J. (2002). <i>Mise-en-scène: Film Style and Interpretation</i>. Wallflower Press.</p>

Cultural studies – Understanding Digital Culture

Level	Bachelor 3
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Semester	2
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Number of ECTS credits	1
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Language of instruction	English
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Teacher in charge	Mehdi Ghassemi
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Course description

Learning outcomes:

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

- 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/>

International Communication Challenge

Level	Bachelor 3
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Semester	2
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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
Learning outcomes: The main objectives are: - 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 theories, language and terms used in English when dealing with the topic during the given lecture. To create the space of intercultural exchange between French and international students where each one can build their own experience of intercultural communication during the challenge group work
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: <u>Semester 2:</u> Intercultural communication- overview Theories of intercultural communication Intercultural communication competences and skills CQ AI in intercultural context The dynamics of international negotiations - introduction

Workload		
Type	Number of hours	Remarks
Seminar	30	
Homework	10	Group work and individual learning
Total student workload	40	

Teaching methods
<p>Intercultural communication: Lectures based on interactive PP presentations about the presented topics, analysis of documents, in class discussions, debates and practical exercises.</p> <p>Lectures on the topic of intercultural communication from the guest lecturers (one per semester)</p> <p>International Challenge: group work (if possible composed of international and French students in order to create the intercultural context for the group exchanges) on a given communication project (one per semester).</p>

Assessment
<p>In class work (written control, practical exercises and presentations) : 40%</p> <p>End of the term project/exam : 60%</p>

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

Communication & Plans

Level	B3
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Semester	2
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Number of ECTS credits	1
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Language of instruction	English
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Teacher in charge	C. Melchior
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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

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

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Entrepreneurial project

Level	Bachelor 3
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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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Crisis communication

Level	Master 1
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Semester	2
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Number of ECTS credits	2
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Language of instruction	English
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Teacher in charge	Kim Herbert
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Course description

Learning outcomes

- Recognize the objectives and challenges related to each stage of crisis communication management
- Know about the major theories regarding risk and crisis management
- Evaluate a crisis communication response
- Develop a risk assessment and communication plan

Prerequisites

- Being proficient in English

Content

To come

Workload

Type	Number of hours	Remarks
Lectures	14	
Estimated homework	31	
Total student workload	45	

Teaching methods

Lecture, study case, interactive class

Assessment

To come

Reading list

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Communication & sustainable development

Level	Master 1
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Semester	2
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Number of ECTS credits	2
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Language of instruction	English
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Teacher in charge	Marie Chaillou
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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	31	
Total student workload	45	

Teaching methods
To come

Assessment
To come

Reading list
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Graphic Design for Social Media

Level	All levels
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Semester	2
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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'Hulst
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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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Intercultural communication (for exchange students only)

Level	All levels
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Semester	2
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Number of ECTS credits	2
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Language of instruction	English
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Teacher in charge	Kate Price
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Course description

Learning outcomes:

Intercultural communication will provide you with an essential set of skills to better understand people from different backgrounds, as well as face the modern workplace. In developing your intercultural awareness and competence, you will acquire a deeper understanding of the theory and practice of intercultural communication. Emphasis will be placed on the influence of culture on the interpretation of the communication act and on the skills that enhance intercultural communication.

Prerequisites:

An open and curious mind, willingness to engage and preferably a B2 English level

Content

1. Interpersonal Communication: The Components and Characteristics of Communication
2. Fundamentals of Intercultural Communication: Forms of Intercultural Communication and Models of Intercultural Communication
3. Culture and Perception: Beliefs, Values, and Attitudes; Western (French) Cultural Patterns; Diverse Cultural Patterns; Approaches to cultural difference; Bennett's DMIS, Hofstede's Value Dimensions, Kluckhohn and Strodtbeck's Value Orientation, Hall's High and Low-context Languages, Trompenaars 7 dimensions, Laray M Barna's Stumbling blocks and Sauquet and Vielajus's Culturoscope
4. Cultural Perspectives: Diverse World View and History
5. Language and Culture: Importance and Nature of Language, Language and Meaning, Language and Co-cultures
6. Nonverbal Communication and Culture: Importance and Functions of Nonverbal Communication; Time, Kinesics, Haptic, Proxemics, and Paralanguage
7. Intercultural Issues: Domestic and International Problems, Prejudice, Racism, and Discrimination
8. Intercultural Communication Settings: Business and Education
9. The practice of Intercultural competence

Workload

Type	Number of hours	Remarks
Seminar	20	Student-centred learning. 30 students maximum. Registration on first-arrived first-served basis
Homework	30	Reading, videos, reflective writing tasks and projects.
Total student workload	50	

Teaching methods

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

Assessment

Class participation (work in class, homework, willingness to engage)
Reflective writing tasks
Projects (presentation/case study)

Reading list

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

Other reading materials will be provided throughout the course.

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	20	
Total student workload	35	

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.

Visual Communication

Level	All levels
Semester	1
Number of ECTS credits	2
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	20	
Estimated homework	30	
Total student workload	50	

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

Assessment
Oral presentation

Reading list
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Introduction to International Trade

Level	All levels
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Semester	2
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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
Prerequisites - C1 level in English or English as mother tongue
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
Conversation classes	20	
Estimated homework (preparation)	25	
Total student workload	45	

Teaching methods

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

Assessment

Oral presentation + written exam

Reading list

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Political Elites, Elections and the Public

Level	All levels
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Semester	2
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Number of ECTS credits	2
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Language of instruction	English
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Teacher in charge	T. Murat Yildirim
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Course description
Learning outcomes <p>By the end of this course, students will have a detailed understanding of how electoral systems work, how they shape the incentive structure facing elected officials and voters, and what this means for representative democracy. While the primary goal in the course is to equip students with a general understanding of electoral politics, the course materials will also provide students with a toolbox of concepts and methods that will help them to pursue more specialised topics in electoral behaviour and legislative politics in the future.</p>
Prerequisites <p>- B2 level in English</p>
Content <p>This course is an introduction to the study of democracy and elections from the perspective of the representative and the represented. We will examine various electoral institutions utilised in democracies around the world, and how such institutions shape the incentive structure facing politicians and voters. Special attention will be paid to electoral systems, elite behaviour in and outside parliament, and substantive representation.</p>

Workload		
Type	Number of hours	Remarks
Conversation classes	24	12 hours of online lectures + 12 hours for preparation (self-study before lectures)
Estimated homework (preparation)	16	Assignments are worth 16 hours of work
Total student workload	40	

Teaching methods
<ul style="list-style-type: none"> • Pre-recorded lectures will be shared online.

Assessment
The assessment in this course will be based on a homework and a final assignment.

Reading list
To be announced

Media in a social context

Level	All levels
Semester	2
Number of ECTS credits	2
Language of instruction	English
Teacher in charge	Veronica RAMOS

Course description

Learning outcomes

What cultural values does media communicate? What do the colors, images, words that make up a media message symbolize to different audiences? In what ways do these media message communicate the important narratives of a culture? These are the questions we will explore in this class. Using Stuart Hall's writings on representation and reception of media message we will delve into the ways in which media can be used explore cultural differences in values and practices.

Prerequisites

Some knowledge of sociology and an intermediate (B2 level of English)

Content

Week 1 Welcome and intro to class

Week 2 Sociological Imagination: social construction of reality

Week 3 Audience Effects Theories

Week 4 Social Theory—Stuart Hall

Week 5 Social Theory—content and consumption

Week 6 Content analysis practicum

Week 7 Social Theory—cultural differences

Week 8 Social Theory--cultural differences

Week 9 Group presentations of comparative /20

Workload

Type	Number of hours	Remarks
Face-to-face classes + Group works	18 + 8	Lectures Individual assignments ; group project work ; peer to peer evaluations
Estimated homework (preparation)	24	
Total student workload	50	

Teaching methods

The course will be a combination of lecture, in-class ad analysis, take home case studies and group activities that apply theoretical learning.

Assessment

Individual assignment—content analysis

Group project and presentation—comparative ad campaign

Reading list

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

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

Media Education Foundation. 1997. Stuart Hall : Representation and the Media lecture transcript.

Additional materials will be distributed in class

Meeting Point (language assistant)

Level	All levels
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Semester	2
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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
Prerequisites - C1 level in English or English as mother tongue
Content 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.

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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French as a Foreign Language - Beginners

Level	Beginners
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Semester	2
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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

- 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

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French as a Foreign Language – Intermediate/Advanced

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
 - 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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Sport

Level	All levels
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Semester	2
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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

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	Each sport activity
Homework	–	
Total student workload	30	

Assessment

Participation