IHECS
PROGRAMS FOR INTERNATIONAL STUDENTS
DESCRIPTION OF COURSES
2019-2020

FALL SEMESTER

| WELC0011 |

WELCOME SESSION AND INTEGRATION WEEK: COURSES, SEMINARS AND VISITS RELATING TO EUROPE, BELGIUM, IHECS AND BELGIAN MEDIAS.

English
4 ETCS

LECTURERS
Several invited experts

PROGRAM (subject to changes)

Monday	*Tuesday*	*Wednesday*	*Thursday*	*Friday*
Welcome session	Introduction to Belgium	Introduction to Belgian medias	Introduction to Europe	Introduction to cultural specificities
Typical Belgian fries lunch				
Guided Tour in Brussels	Visit of the Belgian Parliament	Visit of the Belgian Medias Institutions	Visit of the European Institutions	Visit to the museum(s)

ASSESSMENT
None

| IMFR0012 |

FRENCH IMMERSION WEEK: LANGUAGE COURSE

French
4 ETCS

PROFESSOR
V. WILLEMS

SUMMARY
To have a basic knowledge of the French language and use simple phrases and expression needed in everyday life. Students are assessed before arrival in order to divide them into groups depending on their level of knowledge.

ASSESSMENT
None

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Journalism & Communication

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COMMUNICATION OF EUROPEAN INTEREST GROUPS

English
5 ETCS

PROFESSOR

N. BAYGERT

SUMMARY

Lobbyists stand for the interests of the industry, trade organisations, associations, trade unions, regions or municipalities, and even member states. It is generally estimated that more than 15,000 people are officially employed in the field of interest groups in Brussels. The main objective of these actors is to maintain a favourable regulatory framework for their organisations, members or clients. At the same time, their expertise represents an essential resource with regard to the legislative work of EU institutions. The course proposes to better comprehend the context of European lobbying and better understand the different (communication or in

fluence-related) strategies used by these actors within the 'Brussels Bubble'.

LEARNING OUTCOMES

Students will get a greater picture of all influencers of the European bubble (policy makers, lobbyists, think tanks and NGOs) ;

1. Understand the constitutive role of lobbyists in the functioning of the European Union (interdependence between interest groups and MEPs, civil servants and other institutional actors) ;
2. Get familiar with the different stages of the EU decision making process and key moments of intervention for interest groups ;
3. Have an overview of lobbyists' communication strategies.

TEACHING UNIT SCHEME

This unit is organised around 36 hours of lectures, a personal work and interactive presentation.

CONTENT

This teaching unit combines theory and practice. The course foresees a number of testimonies of various actors from the 'Brussels' bubble' (lobbies, Commission, European Economic and Social Committee – EESC, etc.) to better grasp the role of EU lobbyists.

In a second interactive phase, students work collectively on two EU-policy issues chosen at the beginning of the semester. Students are then asked to endorse different roles (MEPs, lobbyists, activists for various NGOs) with antagonistic interests, thereby trying to influence each other at various phases of the policy-marking process. This interactive role-playing game (RPG) divided in two sessions will be based on prior knowledge gained in the first phase of the course and on students' individual research/ field work.

RESOURCES

Course presentations available on Learn .

ASSESSMENT

Personal work, i.e. preparation of the RPG and interactive presentations. This teaching unit requires the regular and pro-active attendance of students. Personal investment (research) directly influences the global educational dynamic.

STATUS

No prerequisite.

BIBLIOGRAPHY

• Bouwen, P. (2002). A Comparative Study of Business Lobbying in the European Parliament, the European Commission and the Council of Ministers. Max-Planck-Institut für Gesellschaftsforschung, MPIfG

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Journalism & Communication

Discussion, 2-7.

• European Commission, Communication (2009), European Transparency Initiative: the Register of Interest Representatives, one year after.

• Kluger Rasmussen, M. (May 2001). Lobbying the European Parliament: A necessary evil. CEPS Policy Brief, 242.

• Kreppel, A. & Tsebelis, G. (1999). Coalition Formation in the European Parliament. In: Comparative Political Studies, 32, 933–966.

• Spence, D. (1997). Staff and Personnel Policy in the Commission. In Edwards, G. & • Spencer D. (Eds.), The European Commission. London: Catermill International Limited (not necessary to read it beforehand).

• Von Schendelen, R. (2010). More Machiavelli in Brussels. The Art of Lobbying the EU. Amsterdam : Amsterdam University Press.

KNOW2213

KNOWLEDGE MANAGEMENT AND BUSINESS INTELLIGENCE

English
5 ETCS

PROFESSOR
P. DE VILLERS

SUMMARY
This teaching unit presents the fundamentals of Knowledge Management from a societal and economic perspective. The different steps towards the implementation of a knowledge management strategy are analysed and illustrated by case studies.

Business Intelligence is tackled in the second part of the unit. Concepts and application fields of economic and competitive intelligence are examined and illustrated by case studies.

LEARNING OUTCOMES
At the end of this teaching unit, the student :

1. can position him- or herself in an organisation ;
2. builds and maintains internal and external networks ;
3. identifies formal and informal opinion leaders ;
4. catches weak or implicit signals and understands their complexity ;
5. identifies relevant information sources ;
6. identifies, analyses and integrates change mechanisms ;
7. facilitates bottom-up communication to decision-makers ;
8. takes part to the decision-making process ;
9. estimates and presents the financial, material and human resources necessary, as well as the planning ;
10. integrates impact indicators to his or her strategy, with a view to evaluating its implementation on an ongoing basis ;
11. conducts individual interviews and focus groups ;
12. designs evaluation questionnaires and analyses results ;
13. settles and moderates a strategy watch around the activities of his or her organisation ;
14. organises and supervises the work of his or her team members ;
15. motivates and encourages his or her team members ;
16. nvites his or her team members to share their knowledge and pursue excellence in innovation ;
17. values participation and responsibility among his or her team members.

TEACHING UNIT SCHEME
The unit is organised around 36 hours of lecturing, 12 hours of supervised workshops and 12 hours of

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personal work.

CONTENT

The unit falls into two parts: knowledge management and business intelligence

Knowledge Management

1. Key concepts and definitions
2. Takeuchi's and Nonaka's SECI Model
3. Declarative (explicit) and procedural (tacit) knowledge
4. A KM professional profile
5. Step-by-step implementation of a KM strategy
    - Identifying existing knowledge and skills
    - Anticipating on future knowledge and skills needs
    - Formalising knowledge
    - Sharing knowledge
    - Organising knowledge
    - Circulating knowledge
6. Case studies

Business Intelligence

1. Definitions
2. Basic principles
3. Limits
4. Tools
5. Introduction to big data
6. Data mining
7. Predictive analytics
8. Artificial intelligence
9. Case studies
10. Group assignments

ASSESSMENT

Evaluation is based on supervised group assignments and takes the form of an oral examination. During the presentation, any individual member of the group is likely to be interviewed about specific topics seen
in class.
The 5 credits allocated to this teaching unit are awarded to those earning a minimum of 10/20.

RESOURCES

All teaching materials are available on Learn platform. All the videos can be viewed at any time by the student.

STATUS

No prerequisite.

BIBLIOGRAPHY

- Nonaka I. & Takeuchi H., 1995, The Knowledge-Creating Company, OUP;
- Balmisse G., 2004, Guide des outils du knowledge management, Vuibert Entreprendre ;
- Prax J-Y., 2007, Manuel du knowledge management, Dunod ;
- Roulleaux-Dugage M., 2007, Organisation 2.0: le knowledge management nouvelle génération, Ey- rolles.

LEADERSHIP, CHANGE AND INNOVATION MANAGEMENT

PROFESSOR
P. DE VILLERS

SUMMARY

This teaching unit introduces the fundamentals of Change and Innovation Management from a societal and economic perspective. The different steps towards the implementation of a change management strategy are examined and illustrated by case studies.

LEARNING OUTCOMES
At the end of this teaching unit, the student :

1. can position him- or herself in an organisation ;
2. builds and maintains internal and external networks ;
3. identifies formal and informal opinion leaders ;
4. catches weak or implicit signals and understands their complexity ;
5. identifies relevant information sources ;
6. identifies, analyses and integrates change mechanisms ;
7. facilitates bottom-up communication to decision-makers ;
8. takes part to the decision-making process ;
9. integrates impact indicators to his or her strategy, with a view to evaluating its implementation on an ongoing basis ;
10. conducts individual interviews and focus groups ;
11. designs evaluation questionnaires and analyses results ;
12. settles and moderates a strategy watch around the activities of his or her organisation ;
13. organises and supervises the work of his or her team members ;
14. motivates and encourages his or her team members ;
15. invites his or her team members to share their knowledge and pursue excellence in innovation ;
16. values participation and responsibility among his or her team members.

TEACHING UNIT SCHEME
The unit is organised around 36 hours of lecturing, 12 hours of supervised workshops and 12 hours of personal work.

CONTENT

This teaching unit covers the following topics:

1. Leadership theories and models: trait theory, behavior-based theories (incl. the grid), contingency and situational theories, transactional and transformational theories
2. Key concepts and definitions : leadership, management, change, creativity, innovation
3. The theory of dissipative structures
4. Change management models and methodologies
   - Lewin
   - Judson
   - Gleicher
   - ADKAR
   - Bridges

- Kotter
- The Balanced ScoreCard
5. The dead horse exercise
6. The change/grief curve
7. Spencer Johnson's Who Moved my Cheese?
8. Korzybski's The Map Is not the Territory
9. The ladder of inference
10. Guy Kawasaki on innovation
11. Remixes, networked knowledge and combinatorial creativity
12. Insights from futurists (Toffler, Watson)
13. Agile methods
    - SCRUM
    - Kanban
    - The Toyota Way

ASSESSMENT

Evaluation is based on individual assignments and takes the form of an oral examination about all the concepts seen in class. The oral examination represents 60% of the final grading. The remaining 40% are based on supervised research. The 5 credits allocated to this teaching unit are awarded to those earning a minimum of 10/20.

RESOURCES

All teaching materials are available on Learn. All the videos can be viewed at any time by the student.

STATUS

No prerequisite.

CULTURAL STUDIES

English
5 ETCS

PROFESSORS

M. DE WASSEIGE & B. DUPONT

SUMMARY

This course aims at providing students with how culture has been theorized and how mass and/or popular culture has been analyzed in the field of Cultural Studies. It provides students with tools to understand and analyze the function of culture in our contemporary world through the products of the cultural industries. In addition, it offers students an interdisciplinary approach as to how culture influences individuals in a society and how culture engenders resistance and/or consensus.

LEARNING OUTCOMES

The goal of this course is twofold. On the one hand, it confronts the students with an academic course on Cultural Studies in English and demands oral and writing skills for the seminars (, paper) and written exam. On the other hand, it provides an academic and seminar setting for an interdisciplinary survey of major approaches to the study of popular culture.

CONTENT

First 8 classes approx., seminars with the history of the field, the main concepts and theories with contemporary examples. Seminars on Television Studies (television series) and on Music Videos.
Last 4 classes approx., students' presentations of their analysis of a cultural product (of popular culture) of their choosing and subsequent debate with the group.

ASSESSMENT

1. Exercise of applied theory.

Find a contemporary product of popular culture, and do a cultural-studies analysis of it, i.e., understand the market in which it takes place and analyze the product in order to be able to answer the following questions: Whose interests does it serve? Which main issues does it tackle? Which social representation of the world does it offer? And which potentially empowering elements can you find in this product (if necessary by doing an oppositional reading of the product)?

Scientific sources must be the basis of your analysis, which must also partly be personal. The subjects must have been approved by Barbara Dupont (Teaching Assistant and doctoral researcher).

The result of your research and analysis will be presented in an individual 1500-word paper. The best papers could be published, with the students' agreement, in the (IHECS) Bruxelles Bondy Blog.

This work is worth 1/3 of the final grade and is compulsory; the written exam is worth 2/3 of the final grade.

2. Written exam the student must know all the concepts and theories seen in the course and required readings. The student must be able to apply the concepts and theories to particular domains or issues (seen in class or similar to these), contextualize and analyze the latter.

STATUS

No prerequisite.

BIBLIOGRAPHY

• Barker, C. and Jane, E.A. (2016). Cultural Studies. Theory and Practice. Los Angeles and London: Sage, 5th edition.
• During, Simon (Ed.). (1999). The Cultural Studies Reader (2nd ed.). London and New York: Routledge.
• Fiske, John. (1987). (1989a). Understanding Popular Culture. London and New York: Routledge.
• Fiske, John. (1989b). Reading the Popular. London and New York: Routledge.
• Jenkins, Henry. (2006). Fans, Bloggers and Gamers. Exploring Participatory Culture. New York and London: New York University Press.
• Maguire, J.S. and Matthews, J. (2014). The Cultural Intermediaries Reader. Los Angeles and London: Sage.
• Storey, John. (2003). Cultural Studies and the Study of Popular Culture. Edinburgh: Edinburgh University Press.
• Storey, John. (2006). Cultural Theory and Popular Culture. Athens: University of Georgia Press.
• Vernallis, Carol. (2004). Experiencing Music Video : Aesthetics and Cultural Context. New York : Columbia University Press.
• Wasseige, Mathieu de. (2014). Séries télé US: l'idéologie prime time. Louvain-La- Neuve: Académia (L'Harmattan).

| CUCO2211 | # CULTURES FOR COMMUNICATION | English 5 ETCS |

PROFESSOR

F. PIEROBON, PhD, HdR

SUMMARY

Culture is increasingly used and perceived as a form of communication, both in terms of contents and format, steering clear from the antiquated function of culture as a status marker for the elite. Moreover, cultural diversity is now understood as the context in which people and communities may enter into a mutually beneficial dialogue: cultures with all their diversity are a form of communication, while communication in general creates the conditions for culture to live and blossom.

It is well recognized that Europe's kaleidoscopic array of cultures is both an asset and a liability. An asset,

because of its infinite cultural profusion; a liability, because it is matched with an equally mind-boggling wealth of languages which act sometime as insuperable frontiers. This is the underlying philosophy of the EU Culture Capitals. NGOs and cultural associations have thus been increasingly active in the field of intercultural dialogue at the expense of the age-old nationalistic promotion of culture. The political construction of Europe as well as the overwhelming diffusion, in mainstream society, of the information and communication technologies (Internet, social networks, etc.) have recast culture as a highly civilised and urban way of life, shunning the old guise of cultural distinction and status markers.

LEARNING OUTCOMES

1. A better understanding of the concept of culture as it is used by public authorities (e.g. the EU Capitals of Culture), non-profit organisations including culture and militancy associations throughout Europe, observers such as the media, academia and the artists and creators themselves.
2. A better understanding of the genuinely cultural dimension of social communication both in its widest scope and at the level of cultural niches – trendsetters in the world of arts, policy-makers, sociologists, advocacy groups including gender and LGBT militancy.
3. A deeper, richer information regarding the impact which the most recent forms of communication (i.e. the established as well as the newest information and communication technologies) may have upon various forms of cultural militancy and advocacy (e.g. street art and underground versus mainstream) and upon the enduring forms of classical cultures.
4. A more sophisticated insight as regards the operation of communication strategies (its achievements and challenges) which various NGOs implement as a form of lobbying in favour of culture in general and various cultural identities in particular (e.g. culture forms alive with Roma, migrant and/or vulnerable and impoverished communities)

TEACHING UNIT SCHEME

The course is taught in English, by means of lectures and presentations, while providing space for debates and dissents. A few key personalities from the cultural world will be invited to present their point of view regarding their work on communication and culture, their achievements and challenges – cultural communication versus actual creation, militancy versus promotion of cultural ad creative industries, acceptancy, dialogue and integration of cultural differences, intercultural and interreligious dialogue.

CONTENT

The course is based upon an assortment of information drawn from political, sociological and institutional milieus, sometime presented by means of PowerPoint presentations. Moreover, a proper "Syllabus" in English will be made available to participants.

ASSESSMENT

Written or oral examination (depending on the number of students).

RESOURCES

information portfolios, syllabus and Powerpoint presentations available on Learn.

STATUS

No prerequisite.

VESTED INTEREST AND CURRENT AFFAIRS

English
5 ETCS

PROFESSOR
R. FLORENT

SUMMARY
This teaching unit highlights the vested interests connected to decisions made in the political, industrial and economic fields. The classes draw attention to the fact that the influence of these vested interests is often detrimental to the greater good.

LEARNING OUTCOMES
The intention is to make the students more aware of economic and political interests that are often downplayed or concealed by clever PR campaigns.

TEACHING UNIT SCHEME
The unit is organised around 28 hours of lecturing, the students will be requested to do some additional reading and to watch documentaries. The teaching and working language is English.

CONTENT
The classes will focus on vested interests in the world of finance, the pharmaceutical industry, the car industry, the gun lobbies, etc … ; it will draw attention to the attitude of decision-makers in the field of e.g. climate change and issues connected to energy and natural resources. The classes also draw attention to cases of « spinning » on behalf of these vested interests. The issues that are highlighted may differ in function of the news. The course is based on a selection of documents posted on the e-campus (written material, audio and video documents) that come from e.g. "The economist", "Pro Publica", "Public interest", … ; the students are encouraged to do personal research and a list of useful sources of information is provided by the teacher. Specialists of the issues discussed in class will regularly be invited to give further information and to allow students to ask specific questions.

ASSESSMENT
Evaluation takes the form of an oral exam, documents may be used during the preparation stage right before the exam ; the focus is more on understanding the issues than on memorisation.

RESOURCES
All teaching materials are available on Learn. All the videos can be viewed at any time by the student.

STATUS
No prerequisite.

INTRODUCTION TO GENDER STUDIES

English
5 ETCS

PROFESSORS
M. DE WASSEIGE, B. DUPONT & C. GODART

SUMMARY
This course explores our understanding of sexual difference and the social construction of gender, by examining assumptions about gender roles and relations in contemporary society, how gender partici-

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pates in modelling individuals, social institutions and culture, as well as gender's ability to shape diverse identities. This will be done in an intersectional perspective, i.e. by examining gender in its interaction with class, sexuality, race/ethnicity and other social markers. Eventually, the aim of this course is to explore how gender works as a power relation, and how it is intertwined with other power relations. Topics will include age/ageing, citizenship, consciousness raising, (domestic) division of labor, gender mainstreaming, power, practices of working life, representation, sexuality, violence, etc.

RESSOURCES
Course notes, course reader, Powerpoint presentations.

STATUS
No prerequisite.

BIBLIOGRAPHY
- Adams, R. and Savran, D. (2002). The Masculinity Studies Reader. Malden: Blackwell Publishing.
- Barker, M.J. (2016). Queer: A Graphic History. New York: Icon Books.
- Bereni, L., Chauvin, S., Jaunait, A. & Revillard, A. (2012). Introduction aux études de genre. Louvain-la-Neuve : De Boeck Supérieur.
- Connell, R.W. (2005). Masculinities. 2nd edition. Cambridge: Polity Press.
- Gillis, M.J, Jacobs, A. (2016). Introduction to Women's and Gender Studies. Oxford: Oxford UP
- Hall, D., Jagose, A. (2012). The Routledge Queer Studies Reader. New York: Routledge
- Segal, L. (1990). Slow Motion. Changing Men, Changing Masculinities. New Brunswick: Rutgers UP.
- Smith, B. G. (2013) Women's Studies: the Basics. New York: Routledge

CIVIC ENGAGEMENT

English
5 ETCS

PROFESSOR

H. POCHET

SUMMARY

Civic engagement is an integrated learning activity whereby students, through concrete and direct actions, develop an ethical behaviour and work towards common good. Students become aware of current social issues and which actions can be undertaken individually and in the community. Students use their previous skills and understand how to utilize them in a new environment.

LEARNING OUTCOMES
Students will:

- realize interculturalism and possible dialogues between cultures;
- learn how to integrate the associative sector and how to develop a relevant and efficient action;
- show openness towards listening, dialogue and adaptability;
- manage his/her time and resources;
- be an actor of change, capable of mobilizing and intervene practically on issues ;
- use his/her knowledge and skills learnt previously towards the associative project s.he is involved in;
- contextualize in an associative framework the knowledge and skills acquired, it also takes the measure of those which are still missing
- develop capacity to a critical feedback on the organization.

TEACHING UNIT SCHEME
This teaching unit is divided into preparation sessions and a learning activity within a civic organization. The student plays an active role in the life of the organization by working 30h.

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ASSESSMENT

Evaluation is based on a critical report submitted by the student.

STATUS

No prequisite

INTRODUCTION TO RUSSIAN POLITICS AND MEDIA

English
5 ETCS

PROFESSOR

A.Van Marsenille

SUMMARY

This course will briefly cover Russian history, politics and media. The view of Russia will be considered in the media in Western Europe and/or in the United States on the one hand and in Russia on the other hand.The new Russian media, considered as propaganda media, will also be examined. Indeed, Russia is a large country, which is partly in Europe; this country is undergoing political, economic and demographic change.

LEARNING OUTCOMES

At the end of this unit, students must be able:

1. to understand the history and the situation of post-Soviet Russia as well as the development of the media in Russia.

2. to understand Russian culture and the relations between Western Europe, the United States and Russia.

3. To critically analyse the news about Russia in the Belgian and/or in the Western media.

4. to carry out a work including different views on the Russian news.

TEACHING UNIT SCHEME

This unit is organised around 36 hours of lectures (à vérifier avec Frédéric Moens), interactive and personal work.

CONTENT

This course includes :

- a presentation of the history of post-Soviet Russia as well as the evolution of the media in Russia.
- a presentation of the country and Russian culture in contrast to Western Europe.
- a presentation of the news in Russia through the contacts in Russian of the teacher in Moscow and in Brussels.
- a critical analysis of the Belgian and Western media on the view of Russia.
- a work presenting the different views (Belgian, Western and Russian) of a topic related to the Russian news.

RESOURCES

The course will be given with a PowerPoint presentation, which will be available on the online resources of the institute. Extra documents will be used for the course.

ASSESSMENT

The personal work related to the analysis of Russian news in the Belgian and Western media, as well as in the Russian media will be assessed. There will be an oral examination concerning the history, culture and media of post-Soviet Russia with a critical analysis of the Russian news.

STATUS

No prerequisite

BIBLIOGRAPHY

- Blot, I. (2015) La Russie de Poutine, Paris: Bernard Giovanangeli Editeur.
- Bowker M., Ross C. (2014) Russia after the Cold War, London and New York: Routledge.
- Mettan, G. (2015) Russie-Occident, une guerre de mille ans : La russophobie de Charlemagne à la crise ukrainienne, Genève: Editions des Syrtes.
- Pozner, V. (1991) Parting With Illusions: The Extraordinary Life and Controversial Views of the Soviet Union's Leading Commentator, New York: Harper Collins.
- Vartanova E. (2012) The Russian media model in the context of post-Soviet dynamics in Comparing media systems beyond the Western world, 119-142, edited by Hallin, D.C., Mancini, P., Cambridge, Cambridge Univeristy Press.

PCPH0016

PRACTICE COURSE: PHOTOGRAPHY

English
5 ETCS

PROFESSOR

B. GRIGNET

LEARNING OUTCOMES

1. Understand the basics of photography (aperture, speed, depth of field…)
2. Be able to use the different functions of a camera
3. Be able to tell a story with photographs
4. Be able to edit and sequence pictures in order to create meaning
5. Develop a personal point of view
6. Produce a small book on a topic chosen by the student

TEACHING UNIT SCHEME

Weekly theoretical presentations related to a topic (framing, light..) and introduction to the work of different photographers to illustrate it. Weekly shooting assignments that are reviewed collectively the following week.

CONTENT

This class is an introduction to the language of photography and to the development of a personal point of view.

Photography is everywhere but how do you tell a story with pictures? How can we make a photograph stronger? How to balance content and form?

In this course, students will first be introduced to the different functions of a camera and to the technical basics that will enable them to translate their point of view into images.

Through weekly assignments they will experiment with portraits, light, framing, movement, and street photography. They will learn how to edit and sequence images in order to give meaning and rhythm to a project. In the second part of the course, students will develop a personal project that they will present as a book at the end of the class.

ASSESSMENT

Continuous evaluation based on weekly assignments and final project, with the following criteria:

- Development of a personal point of view
- Knowledge of camera
- Creativity in student's approach
- Personal investment and motivation
- Relevance

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- Sensitivity
- Project coherence
- Respect of instructions and deadlines
- Attendance to class and active involvement in class

There is also an individual meeting with the student at the end of the course, where the student's pictures and book will be reviewed.

STATUS
No prerequisite.

PRACTICE COURSE: VIDEO

English
5 ETCS

PROFESSOR
L. VINCENT

LEARNING OUTCOMES
At the end of the term, they will have the basics in writing, shooting, editing and realising a subject in video.

TEACHING UNIT SCHEME
Students will first attend at a theoretical course (4h)and a demonstration of the material use (2h). After that, coaching sessions will be organized with the student to write, shoot and edit their production.

CONTENT
1. Lectures about the theory of filming (the scale of shots, 180° rule, 2/3 rule, how to frame, etc.)
2. First exercise : Remake of one Pulp Fiction scene. Analysis of the scene, shooting and editing. The exercise aims to focus on technical issues (framing, editing, use of Canon XF100,...)
3. Second exercise : Portrait documentary style or promotional or journalism or whatever. Autonomous process of writing, shooting and editing. Weekly coaching.

ASSESSMENT
Participation during the workshops and final group work.

RESOURCES
Powerpoint presentations available on Learn.

STATUS
No prerequisite.

PRACTICE COURSE: MULTIMEDIA

French
5 ETCS

PROFESSOR
D. LEYNEN

SUMMARY
The workshops in Web UI (Users Interface) Design will consist in creating step by step a UI with Photoshop. Web design isn't just about colors and shape, but also about presenting to the users the right tools to accomplish their goals.

UI are much more than menu, buttons and pretty colors. Their final goal is the usability. Great web UI design must strike a perfect balance between captivating aesthetics and efficient interactivity.

In this class, you'll learn the best practices in UI; the do's and don'ts do including advices to optimize UI. How to apply the best practices and real-life examples to create an efficient web interfaces? Most of the time there is a gap between concept and practices. With the workshop students will be able to understand the opportunity.

LEARNING OUTCOMES

Student will :

- Learn the design process to create the most efficient web UI ;
- Know the best practices about the usability of a web site ;
- Know and respect the standards about a web site ;
- Take a critical look about the site map, the structure and the design of a webpage ;
- Optimize the structure of a webpage with a wireframe ;
- Create and design a webpage with Adobe Photoshop practice basic knowledge about programing.

TEACHING UNIT SCHEME

Brief presentation of the teaching unit's layout (self-study, e-learning, seminars, exercises, etc.)

CONTENT

This teaching unit combines concept and best practices about the creation of a web page. With different kind of workshops the student will be available to create a web design with the tools Adobe Photoshop. The student will also learn specification to do the best structure with a grid. Step by step, workshop after workshop the student will create a UI with Adobe Photoshop.

ASSESSMENT

Day-to-day evaluation between the workshop and the final presentation and research

RESOURCES

Course presentations (PowerPoints) available on Learn.

STATUS

The basic knowledge about Adobe Photoshop is a plus.

FRENCH LANGUAGE COURSE

English
5 ETCS

PROFESSOR

V. WILLEMS

LEARNING OUTCOMES

1. To be able to express yourself in a general context in a specific language (oral expression) ;
2. To be able to understand clear messages and direct questions (oral understanding) ;
3. Improvement of your general language vocabulary list, expressions and general sayings ;
4. Better understanding of French grammar ;
5. Written understanding ;
6. Written expression.

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TEACHING UNIT SCHEME

1. Grammar exercices and written expression under the format of weekly homework;
2. Oral exercices and debates ;
3. Grammar application's exercices under the format of Q&A by groups of two ;
4. Emphasizing of new vocabulary ;
5. Test at the end of each chapters.

CONTENT

1. Oral expression: tell about your week, a trip, an article you have read, etc. The goal is to work on your fluenteness, your vocabulary and to correct your grammatical mistakes.
2. Grammar: emphasize a grammar rume, written exercices and application of these rules in oral exercices by groups of two.
3. Debate themes: article on current news, emphasizing of hard-to-remember vocabulary and debates by groups.

ASSESSMENT

Weekly evaluation, student participation during the classes, weekly homeworks and final written exam for advanced level and oral exam for beginners.

RESOURCES

Hand-outs, presentations and articles from newspapers and magazines.

BIBLIOGRAPHY

• Références Grammaire Progressive du Français Niveau Intermédiaire (CLE international).
• Dites-moi un peu (Vocabulaire et Expression) B1-B2 (PUG).

SPONSORSHIP AND FINANCING

English
5 ETCS

PROFESSOR

NATHALIE COURVILLE

LEARNING OUTCOMES

At the end of this teaching unit, the student:

1. analyses funding and positioning opportunities in order to assess their possible impacts;
2. evaluates the impact (economic, social, etc.) of the event;
3. chooses the best financial tools in accordance with the objectives and values conveyed by the event;
4. builds strong partnership files linking the values of the event project to the values of the partners;
5. studies alternative financing (co-production, etc.);
6. develops innovative marketing and financing strategies and techniques that take into account the life of the event;
7. adapts its message to the various partners in order to convince them of the merits, value and impact of the event and to obtain their support;
8. obtains the support and collaboration of the political world.

TEACHING UNIT SCHEME

The EU will be given in English. The system consists of 34 hours of classroom lessons and 18 hours of group work in class under supervision and 6 hours of personal research. The course is divided into 13 sessions. Each session includes a theoretical and a practical part allowing students to apply the concepts learned in team exercises. Two full course sessions will be dedicated to writing the final work. A session will be devoted to the preparation of the oral presentation scheduled for mid-term group

work. Experts will also be invited to participate.

CONTENT

The 13 sessions offer notions related to the search for private funds in all the current forms of the event world. The concepts covered will be as follows:

1. Best Practices in communication and Marketing: The establishment of partnerships requires great ease and good creativity in communication and marketing. The first two sessions will be devoted to reviewing the industry's best practices in terms of event marketing and the main attractive anchors for sponsors

2. Brand Management and valorisation: The key to funding success lies in the ability of funders to partner with brands that are compatible with their event and to value the brands through the customer experiences they offer. It is therefore desirable, in the introduction, to provide an overview of what a brand is in the event industry and how it can be enhanced to become attractive to potential financial partners.

3. Partnership Structure, Marketing benefits, commercial policy: In order to create effective and relevant partnerships for all stakeholders, Event Organization Funding Managers need to be able to structure their marketing environment to best accommodate sponsors and prepare their team well for the commitments that this entails for those organizations. Event organizations.

4. Equity calculation, finding sponsors, selling and monitoring (Part1): The search for sponsors begins with research and market analysis, which is based on the event company's ability to join a particular type of partner. Then comes the stage of the sale, the realization of effective research consistent with the organization's ability to partner with partners. To do this, the concepts of this course will allow students to detect market opportunities, research the different brands and then prepare, write and submit tailor-made proposals.

5. Equity calculation, finding sponsors, selling and monitoring (Part2): See above.

6. Team Work session to prepare oral presentations for research and identification of sponsors for the session work event.

7. Oral team presentations on identifying financial partners.

8. Sponsorship seen by the private sector :Event organizations have been negotiating sponsorship for only thirty years. Initially, sponsorships were more like philanthropy, but they represent real marketing companies, which have become specialists in the analysis of the benefits they can bring

9. New private financing methods: Partnerships with private sector companies can also be more patronage. There are many ways to raise funds that will be explored in this race.

10. Team session with supervision and coaching

11. Products published, manufactured, concessions and rentals: With the increasing competitiveness of the market, event companies must multiply the sources of revenue, and sometimes engage in sectors complementary to the primary mission of the company by manufacturing derivatives or renting spaces in their places.

12. Last team work session with supervision and coaching for session work

13. Private financing planning: The sources of private financing are many and varied. Each commands a unique approach, methods and timelines. This session aims to get students to strategically plan the search for private funds. The tools relating to a good management of the prospecting of private funds (CRM, databases, etc.) will be explained during the session.

ASSESSMENT

 The evaluation has two components :

- a teamwork (30% of the final grade) that will allow students to apply the various learnings received to a real case. More concretely, the work will consist in researching the Belgian market to identify the potential partner(s) that could enable the event chosen for the work to be funded. As a precondition, students will have to identify the strengths and weaknesses of their chosen event organization for the exercise as well as the main external issues. They will also have to identify the anchor points that will allow sponsors to be welcomed. This first part will be the subject of an oral presentation at mid-term and will account for 30% of the points. Then, once the right sponsor has been identified, students will have to develop a fair and relevant partnership offer for the sponsor's brand. This second part of the work will be the subject of a written work of a maximum of 10 pages which will be submitted at the end of the session.

- a final exam (70% of the final grade) in which the level of understanding of the concepts taught will be assessed. The exam will consist of a set of questions requiring brief answers but also some questions requiring strategic development for students to demonstrate their understanding of the subject.

RESOURCES

Syllabus. Numerous readings and videos will be available to students throughout the session. Some of these readings may be done in class to inform discussions (e. g. case studies).

WELC0022

WELCOME SESSION AND INTEGRATION WEEK: COURSES, SEMINARS AND VISITS RELATING TO EUROPE, BELGIUM, IHECS AND BELGIAN MEDIAS.

English
4 ETCS

LECTURERS
Several invited experts

PROGRAM

Monday	Tuesday	Wednesday	Thursday	Friday
Welcome session	Introduction to Europe	Introduction to Cultural specificities	Introduction on Belgium	Visit of the Belgian Parliament
Typical Belgian fries lunch				
	Visit of the Belgian Medias Institutions	Visit to the museum	Chocolate Tour	Class schedule
Guided Tour in Brussels				

EICF0021

EU PUBLIC COMMUNICATION STRATEGIES

English
5 ETCS

PROFESSOR
N. BAYGERT

SUMMARY
Understanding the complexity of EU institutional communication and branding strategies. A key objective is to understand the way in which the EU seeks to create a supportive environment for its actions by communicating with different target groups. A particular emphasis shall be put on the use of social media for internal and external communication purposes.

LEARNING OUTCOMES
Students will be able to:
1. Understand the main actors, targets and message of EU institutional communication ;
2. Apprehend EU storytelling and branding strategies ;
3. Critically analyse EU public awareness campaigns targeting the general public ;
4. Have a critical understanding of the benefits and main reproaches as regards the EU's presence on social media ;
5. Differentiate between institutional (public) and political communication.

TEACHING UNIT SCHEME
This teaching unit is divided into three learning phases:
- 20 hours of lecture ;
- 6 hours of on site visits (European Parliament, European Commission, etc.) ;
- 4 hours of group presentations (collective evaluation).

CONTENT

The course critically analyses the institutional internal and external communication practices of the European Union. Focusing on the European institutions' communication strategies and policies, we will look at the work of communication & information services of different institutional bodies (Parliament, Council, Commission). The course moreover offers an overview of varied actors involved in the design of institutional communication campaigns (external service providers, EU agencies, etc.). The course will thereby assess current communication strategies used by EU institutions and EU officials to convey information as regards the policy-making process. Considering the last (2014) European Parliament elections, the course shall put a particular focus on the potential and shortcomings of pan-European political communication. Hence, the course explores different communication tools (e.g. Social Media in EU communication) and messages sent to target audiences, pointing out a number of best practices - including testimonies of communication professionals. Finally, the course strives to stimulate critical knowledge and debate about current EU communication schemes.

ASSESSMENT

Small workgroups will work on designing or/and evaluating current EU communication campaigns (different themes: EU Branding, EU-US cooperation, European citizenship, environmental issues, euroscepticism, European federalism etc.). The evaluation is based on a presentation of the results of this work.

RESOURCES

Lecture notes available on Learn.

STATUS

No prerequisite.

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EUROPE'S CULTURE AND ITS SPECIFICITIES

English
5 ETCS

PROFESSOR

M. FAHSI

SUMMARY

The aim of this course is to give students a better insight into Europeans' thinking and vision of the

world; and the influence this can have on the way Europe and Europeans relate to the world and to people from other countries and cultures.

CONTENT
This course is a mixture of lectures given by the teacher; presentations made by the students; and general discussions. The idea is to create a think-thank spirit where students actively contribute to the content of the course with their own personal input on a variety of topics, including :

1. What made and shaped Europe? From the Greek philosophers to the French Revolution
2. Did Europeans 'europeanize' the world? From the human rights concept to the 'civilizing mission' of colonialism
3. Is the European Union trying to export its norms and values to the rest of the world? How?
4. Intellectual Property Rights (IPR) and the origin of Europe's cultural exception: examples of WTO and UNESCO and consequences at the international level.
5. Any other subject that students may find of interest.

RESOURCES
Lectures by teacher; research done by the students.

ASSESSMENT
Evaluation is done throughout the process and is based on the presentations by the students as well as their active involvement in the group's discussions.

STATUS
No prerequisite.

RESEARCH AND CASE STUDIES IN PR

English
5 ETCS

PROFESSOR
P. DE VILLERS

SUMMARY
This teaching unit presents the different application fields of the narrative for corporate and marketing communications purposes.
The student comes to grips with storytelling methods, techniques and strategies.

LEARNING OUTCOMES
Students will be able to :

1. can position him- or herself in an organisation ;
2. catches weak or implicit signals and understands their complexity ;
3. integrates cultural diversity among his or her team members ;
4. identifies, analyses and integrates change mechanisms ;
5. can enlighten the decision-maker with regard to the stakes of communication in a crisis or conflict context ;
6. ensures total coherence between communication objectives, target audiences, messages and materials ;
7. feels comfortable when adressing audiences or when being interviewed;
encourages intercultural exchanges among his or her team members.

TEACHING UNIT SCHEME

The unit is organised around 48 hours of lecturing and 12 hours of personal work.

CONTENT

The unit falls into three parts: storytelling, gamification and intercultural communication.

Storytelling for:

Context : the shift from analogue to digital
- from text to content
- from focus to distraction
- from linear, single-channel to omni-channel
- from mainstream, earned or paid media to owned media

Storytelling
- about companies, products and services, nations, regions, behaviours…
- told, written, filmed…
- co-created
- user-generated
- storymaking
- storytasting

The storytelling matrix
The principle of consistency
The unconscious mind
Metaphoria and Zaltman Metaphor Elicitation Technique (ZMET)

ASSESSMENT

Evaluation is based on group assignments and takes the form of an oral examination.

RESOURCES

All teaching materials are available on Learn. All the videos can be viewed at any time by the student.

STATUS

No prerequisite.

ISSUES IN DIGITAL MARKETING COMMUNICATION

English
5 ETCS

PROFESSOR

J.-P. RANSCHAERT

SUMMARY

The course is entitled 'LIVErtising' and shows how marketing communication models have become more participative. Formerly designed to be 'top-down', unidirectional and interruptive, advertising evolved into a 'bottom-up' and bidirectional interaction based on permission. Today it is deployed as a network and on networks.

LEARNING OUTCOMES

This course encourages students to be aware of the technology, communication and societal challenges stemming from this paradigm shift.

CONTENT

The course is based on

1. a weekly classroom activity, to get students participating and contributing, plus three sessions led by outside guests who practise participative communication ;
2. content offered on a variety of course media: the blog, Twitter feed, Youtube

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channel. It also includes the possibility to attend an online Inbound marketing certificate from Hubspot or a digital marketing course from Google.

ASSESSMENT

1. Follow-up and content uploading to the course's various media platforms (blog – Twitter feed – Youtube channel) ;
2. Optional Hubspot or Google certification
3. Oral exam.

RESOURCES

Blog and Forum: http://LIVErtising.net Twitter feed: http://http://twitter.com/#!/LIVErtising

STATUS

This class requires prequisites inMarketing communication and advertising.

BIBLIOGRAPHY

Online bibliography: http://www.librarything.com/catalog/jpranschaert.

GLOBALIZATION

PROFESSORS

M. DE WASSEIGE & B. DUPONT

English
5 ETCS

SUMMARY

This course tries to put in perspective the concept of globalization by confronting it with the concept of Americanization. Students will therefore be introduced to the development of the U.S. as a hyperpower and its relationship to global developments, from its origins to the present day. Influential definitions of globalization will then be presented and analyzed and the students will be introduced to some of the major topics in the literature on globalization. This course will subsequently provide a seminar setting for the discussion of various key issues of the globalization debate: culture, media, cultural identity, citizenship, governance, global economy, health, environment or development.

LEARNING OUTCOMES

1. The student understands how globalization has taken shape and is able to define today's globalization and underlying concepts
2. The student understands the implications of globalization on a few key issues or domains linked to their specialization (culture, media, cultural identity, citizenship, governance, global economy, health, environment, development…)
3. The student knows where to find and how to use reliable sources to achieve the two aforementioned goals.

TEACHING UNIT SCHEME

The students attend weekly seminars. A PowerPoint presentation is often used and available after the classes on the intranet (Learn). The students have to read articles before some classes.

CONTENT

1. First 8 classes approx., seminars, including a seminar on gender and globalization.
2. A midterm paper is due for March 29, 2016. It includes an 800-word personal summary and a 600-word personal review of a recent scientific article (5,000/10,000 words, publication: 2011-2016 for journals, 2013-2016 for books) that deals with a specific development within the field of globalization studies. The article choice

must have been accepted beforehand and the paper and article must be handed in electronically on barbara.dupont@galilee.be AND printed, during class, on March 29, 2016).

3. Last 5 classes approx., seminars with the paper presentations by students, followed by group debates

ASSESSMENT

At the oral exam the student must know all the concepts and theories seen in the course and required readings. The student must be able to apply the concepts and theories to particular domains or issues (seen in class or similar to these), contextualize and analyze the latter.

Ascep students: Paper 20 pts, paper presentation 10 pts, oral exam 30 pts / Other students: Paper 20 pts, oral exam 30 pts.

RESOURCES

Powerpoint presentations of the teacher and the students - Articles.

BIBLIOGRAPHY

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• Axford, Barrie. (2013). Theories of Globalization. Cambridge & Malden : Polity Press.

• Boli, J. & Lechner, F. J. (2004). The Globalization Reader. 2nd edition. Malden and Oxford: Blackwell Publishing.

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• UNCTAD (United Nations). (2008). Development and Globalization: Facts and Figures. Geneva: United Nations.

CIVIC ENGAGEMENT

PROFESSOR

INTERNATIONAL
EXCHANGES

IHECS
Journalism & Communication

H. POCHET

English
5 ETCS

SUMMARY

Civic engagement is an integrated learning activity whereby students, through concrete and direct actions, develop an ethical behaviour and work towards common good. Students become aware of current social issues and which actions can be undertaken individually and in the community. Students use their previous skills and understand how to utilize them in a new environment.

LEARNING OUTCOMES

Students will:

- realize interculturalism and possible dialogues between cultures;
- learn how to integrate the associative sector and how to develop a relevant and efficient action;
- show openness towards listening, dialogue and adaptability;
- manage his/her time and resources;
- be an actor of change, capable of mobilizing and intervene practically on issues ;
- use his/her knowledge and skills learnt previously towards the associative project s.he is involved in;
- contextualize in an associative framework the knowledge and skills acquired, it also takes the measure of those which are still missing
- develop capacity to a critical feedback on the organization.

TEACHING UNIT SCHEME

This teaching unit is divided into preparation sessions and a learning activity within a civic organization. The student plays an active role in the life of the organization by working 30h.

ASSESSMENT

Evaluation is based on a critical report submitted by the student.

STATUS

No prequisite

DIVING INTO INVESTIGATIVE JOURNALISM

PROFESSOR

D. REUTER

SUMMARY

English
5 ETCS

In 2016 headlines around the world featured the scandal of the Panama Papers, a worldwide cross-border investigation led by an American-based media and its more than 350 collaborating journalists, who exposed the issues caused by tax evasion like never before. Investigative journalism is changing every day, but the basics remain the same. This class will be a mix of lectures and discussions about what today's investigative journalism is about and what the future might hold.

LEARNING OUTCOMES

At the end of this class, students will :

- Have a better knowledge of the history of investigative journalism
- Understand and be able to define what investigative journalism is
- Use basic investigative techniques such as online background searches and document requests
- Apply those techniques to different contexts and approaches

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• Apply an investigative angle to stories

TEACHING UNIT SCHEME

30 hours in total: 20 hours of lectures, and 10 hours of workshops divided between presentations and discussions.

CONTENT

1. Definition : what investigative journalism is about, in different countries and different contexts
2. History of investigative journalism around the world
3. Case studies of recent investigations, local and global ones, with a focus on cross-border collaborations
4. Presentations by students in class and discussions: investigations in different countries
5. Investigative techniques: online searches, document requests, security for journalists, etc.
6. Business models that promise to support the future of investigative journalism
7. Introduction to data journalism
8. Visit of a Belgian newsroom and/or meeting with an investigative journalist*

* students will also be given the opportunity to participate in a journalism conference taking place in Mechelen, Belgium in May, at a reduced price (non-compulsory)

ASSESSMENT

The evaluation will be drawn from the presentation made by students in class, and their participation in the group's discussions.

RESOURCES

Handouts, copies of articles (online and on paper), power point presentations

STATUS

No prerequisite is necessary but a good grasp of journalism is key to apply investigative methods.

PRACTICE COURSE: PHOTOGRAPHY

PROFESSOR

B. GRIGNET

LEARNING OUTCOMES

English
5 ETCS

1. Understand the basics of photography (aperture, speed, depth of field…)
2. Be able to use the different functions of a camera
3. Be able to tell a story with photographs
4. Be able to edit and sequence pictures in order to create meaning
5. Develop a personal point of view
6. Produce a small book on a topic chosen by the student

TEACHING UNIT SCHEME

Weekly theoretical presentations related to a topic (framing, light..) and introduction to the work of different photographers to illustrate it. Weekly shooting assignments that are reviewed collectively the following week.

CONTENT

This class is an introduction to the language of photography and to the development of a personal point of view.

Photography is everywhere but how do you tell a story with pictures? How can we make a photograph stronger? How to balance content and form?

In this course, students will first be introduced to the different functions of a camera and to the technical basics that will enable them to translate their point of view into images.

Through weekly assignments they will experiment with portraits, light, framing, movement, and street photography. They will learn how to edit and sequence images in order to give meaning and rhythm to a project. In the second part of the course, students will develop a personal project that they will present as a book at the end of the class.

ASSESSMENT

Continuous evaluation based on weekly assignments and final project, with the following criteria:

- Development of a personal point of view
- Knowledge of camera
- Creativity in student's approach
- Personal investment and motivation
- Relevance
- Sensitivity
- Project coherence
- Respect of instructions and deadlines
- Attendance to class and active involvement in class

There is also an individual meeting with the student at the end of the course, where the student's pictures and book will be reviewed.

STATUS

No prerequisite.

PRACTICE COURSE: VIDEO

PROFESSOR

L. VINCENT

LEARNING OUTCOMES

At the end of the term, they will have the basics in writing, shooting, editing and realising a subject in video.

English
5 ETCS

TEACHING UNIT SCHEME

Students will first attend at a theoretical course (4h), then a little demonstration of the material will be organized (2h). After that, we will organized meeting points with the student to write, shoot and edit their production.

CONTENT

1. Lectures about the theory of filming (the scale of shots, 180° rule, 2/3 rule, how to frame ?, etc.)
2. Students have to practice by making a remake of the Pulp Fiction scene in the appartment of Bret. I analys that scene during a lecture, shot by shot. Then they come back on next class with the shooting is done and they edit during the class. That little practice has the objective to compose good frames and to worh with camera canon XF100 for the first time and to edit. They don't have to worry about writing, only technical issues.
3. After, we have 9 weeks to realise a little portrait. Thay have to find someone and they have to

make a portrait. It can be in e documentary style or promotional or journalism or whatever. But I want them to use differents type of shots, « découpage ». Thay have to write, shoot and edit by themselves. I see them every week to « coach » them for every steps of realisation.

ASSESSMENT
Participation during the lectures and final group work (video clip to produce and present in front of the class)

RESOURCES
Powerpoint presentations available on Learn.

STATUS
No prerequisite.

PRACTICE COURSE: MULTIMEDIA

PROFESSOR
D. LEYNEN

SUMMARY
The workshops in Web UI (Users Interface) Design will consist in creating step by step a UI with Photoshop. Web design isn't just about colors and shape, but also about presenting to the users the right tools to accomplish their goals.

English
5 ETCS

UI are much more than, menu, buttons and pretty colors. Their final goal is the usability. Great web UI design must strike a perfect balance between captivating aesthetics and efficient interactivity.
In this class you'll learn the best practices in UI the do's and don'ts do including advices to optimize UI. How to apply the best practices and real-life examples to create an efficient web interfaces? Most of the time there is a gap between concept and practices. With the workshop the student will be able to understand the opportunity.

LEARNING OUTCOMES
Student will :
- Learn the design process to create the most efficient web UI ;
- Know the best practices about the usability of a web site ;
- Know and respect the standards about a web site ;
- Take a critical look about the site map, the structure and the design of a webpage ;
- Optimize the structure of a webpage with a wireframe ;
- Create and design a webpage with Adobe Photoshop practice basic knowledge about programing.

TEACHING UNIT SCHEME
Brief presentation of the teaching unit's layout (self-study, e-learning, seminars, exercises, etc.)

CONTENT
This teaching unit combines concept and best practices about the creation of a web page. With different kind of workshops the student will be available to create a web design with the tools Adobe Photoshop. The student will also learn specification to do the best structure with a grid. Step by step, workshop after workshop the student will create a UI with Adobe Photoshop.

ASSESSMENT
Day-to-day evaluation between the workshop and the final presentation and research

RESOURCES

Course presentations available on Learn.

STATUS

The basic knowledge about Adobe Photoshop is a plus.

FRENCH LANGUAGE COURSE

French
5 ETCS

PROFESSOR

V. WILLEMS

LEARNING OUTCOMES

1. To be able to express yourself in a general context in a specific language (oral expression) ;
2. To be able to understand clear messages and direct questions (oral understanding) ;
3. Improvement of your general language vocabulary list, expressions and general sayings ;
4. Better understanding of French grammar ;
5. Written understanding ;
6. Written expression.

TEACHING UNIT SCHEME

1. Grammar exercices and written expression under the format of weekly homework ;
2. Oral exercices and debates ;
3. Grammar application's exercices under the format of Q&A by groups of two ;
4. Emphasizing of new vocabulary ;
5. Test at the end of each chapters.

CONTENT

1. Oral expression: tell about your week, a trip, an article you have read, etc. The goal is to work on your fluenteness, your vocabulary and to correct your grammatical mistakes.
2. Grammar: emphasize a grammar rume, written exercices and application of these rules in oral exercices by groups of two.
3. Debate themes: article on current news, emphasizing of hard-to-temember vocabulary and debates by groups.

ASSESSMENT

Weekly evaluation, student participation during the classes, weekly homeworks and final written exam for advenced level and oral exam for beginners.

RESOURCES

Hand-outs, presentations by Mrs. Willems and articles from newspapers and magazines.

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• Dites-moi un peu (Vocabulaire et Expression) B1-B2 (PUG).