IHECS
PROGRAM FOR INTERNATIONAL STUDENTS
DESCRIPTION OF COURSES
2025-2026

Co-funded by the European Union

INTERNATIONAL EXCHANGES
IHECS
Journalism & Communication

FALL SEMESTER

WELC0011		

INTEGRATION WEEK: SEMINARS AND VISITS ABOUT BELGIUM, EUROPE, IHECS AND MORE

English
3 ETCS

LECTURERS
Several invited experts

PROGRAM (subject to changes)

Monday	Tuesday	Wednesday	Thursday	Friday
Welcome session	Introduction to Belgium	Introduction to cultural specificities	Introduction to Europe	Introduction to Belgian Medias
Typical Belgian fries lunch				
Guided tour in Brussels	Visit of the school	Cultural visit	Social activities	Cultural visit

ASSESSMENT
None

IMFR0011		

FRENCH IMMERSION WEEK: LANGUAGE COURSE

French
2 ETCS

TEACHER
V. WILLEMS

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

ASSESSMENT
None

HUMAN RIGHTS IN THE AGE OF FAKE NEWS

English
5 ETCS

TEACHER
Y. HAKOUM

SUMMARY
This course aims to explore the intersection between human rights and fake news, highlighting the impact of fake news on fundamental rights and the ways individuals can take steps to safeguard their rights. It covers various topics such as understanding fake news, international legal frameworks, the impact of fake news on human rights, democracy, and marginalized communities, the importance of media literacy and fact-checking, the role of social media, consequences of failing to combat fake news, and empowering individuals to combat fake news.

LEARNING OUTCOMES
- Understand the origins and spread of fake news and the role of social media platforms in its propagation.
- Identify the international legal framework that governs human rights, including the Universal Declaration of Human Rights and its subsequent treaties and conventions.
- Recognize the various ways in which fake news can undermine human rights, including the right to privacy, freedom of expression, and the right to a fair trial.
- Understand the relationship between fake news and democracy and the ways in which fake news can undermine democratic processes.
- Learn about media literacy and how it can be used to educate individuals about the dangers of fake news and how to spot it.
- Understand the importance of fact-checking and learn practical tips on how to fact-check and identify fake news.
- Recognize the impact of fake news on marginalized communities, including ethnic and religious minorities and the LGBTQ+ community.
- Understand the consequences of failing to combat fake news, including the erosion of trust in institutions and an increase in prejudice and hate speech.
- Learn practical tools and resources for identifying and combating fake news.

TEACHING UNIT SCHEME
The students attend weekly seminars.

CONTENT
Session 1: Understanding Fake News
This session will provide a general overview of fake news, its origins, and how it is spread. It will also give a brief introduction to the role of social media platforms in the spread of fake news.

Session 2: Human Rights and International Law
This session will explore the international legal framework that governs human rights. It will examine the Universal Declaration of Human Rights and its subsequent treaties and conventions.

Session 3: The Impact of Fake News on Human Rights
This session will focus on the various ways in which fake news can undermine human rights, including the right to privacy, freedom of expression, and the right to a fair trial.

Session 4: Fake News and Democracy
This session will examine the relationship between fake news and democracy, including the ways in which fake news can undermine democratic processes.

Session 5: The Role of Media Literacy in Combating Fake News
This session will explore the concept of media literacy and how it can be used to educate individuals about the dangers of fake news and how to spot it.

Session 6: The Importance of Fact-Checking
This session will discuss the importance of fact-checking and how it can be used to combat fake news. It will give practical tips on how to fact-check and identify fake news.

Session 7: Social Media and Fake News
This session will explore the role of social media platforms in the spread of fake news and discuss the ways in which individuals can use social media responsibly.

Session 8: The Impact of Fake News on Marginalized Communities

This session will focus on the impact of fake news on marginalized communities, including ethnic and religious minorities, and the LGBTQ+ community.

Session 9: Consequences of Failing to Combat Fake News
This session will discuss the consequences of failing to combat fake news, including the erosion of trust in institutions and an increase in prejudice and hate speech.

Session 10: Empowering Individuals to Combat Fake News
This final session will focus on empowering individuals to combat fake news by providing practical tools and resources for identifying and combating fake news.

ASSESSMENT
Students will be asked to form groups and produce a video, podcast or written guide that aims to help a discriminated group to protect their rights.

RESOURCES
Course presentations (PowerPoints) will be uploaded and rendered accessible after each class.

BIBLIOGRAPHY

- Amnesty International. (2017). Human Rights and Fake News. Retrieved from https://www.amnesty.org/download/Documents/POL4055502017ENGLISH.PDF
- Article 19. (2019). Human Rights Law and Fake News: The Legal Framework. Retrieved from https://www.article19.org/resources/human-rights-law-and-fake-news-the-legal-framework/
- European Commission. (2018). Tackling Online Disinformation: A European Approach. Retrieved from https://ec.europa.eu/digital-single-market/en/tackling-online-disinformation-european-approach
- Human Rights Watch. (2018). Fake News is a Global Phenomenon that Threatens Human Rights. Retrieved from https://www.hrw.org/news/2018/09/05/fake-news-global-phenomenon-threatens-human-rights
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- United Nations. (1948). Universal Declaration of Human Rights. Retrieved from https://www.un.org/en/universal-declaration-human-rights/index.html
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- World Economic Forum. (2019). How to Tackle Fake News and Disinformation. Retrieved from https://www.weforum.org/agenda/2019/11/how-to-tackle-fake-news-and-disinformation/

COMMUNICATION OF EUROPEAN INTEREST GROUPS

English
5 ETCS

TEACHER

N. BAYGERT

SUMMARY

The course aims to provide students with knowledge and insights into the role, power and influence of "lobbyists" in the European legislative process.

In particular, it focuses on how these actors interact with European decision-makers to present their views and defend the interests of various stakeholders (including, but not limited to industry and commerce, NGOs, trade unions, territorial actors (such as regions or municipalities), and even Member States). The transparency register of the European Union listed 12,716 accredited organizations as of April, 2024.

The primary objective of these actors is often to shape the policy-agenda. While proactive lobbying and/or advocacy involves anticipating issues, and actively working to influence outcomes before they become law, reactive advocacy refers to the need for these actors to respond to the EU agenda and follow the "legislative train".

Advocacy can be understood as interests representation, but also as providing expertise, given that politicians and legislators may not necessarily be the technical experts on the issues that are sometimes called to regulate. Every side is therefore invited to share their perspective, ultimately leaving policy-makers to decide what arguments and data points are the most convincing.

This course will provide a comprehensive understanding of the institutional context of European lobbying and the critical issues surrounding the various strategies of communication and influence used by these actors within the "Brussels Bubble". Students will learn to analyse these strategies and the broader impact of lobbying on EU policymaking.

LEARNING OUTCOMES

At the end of this teaching unit students will be able:
- Identify the diversity of interests and influential actors in the "Brussels' bubble".
- Explain the main stages of the European Union's decision-making process and its key moments of intervention for interest group representatives (lobbies).
- Analyse the constitutive role of lobbyists (interest groups) in the functioning of the European Union (culminating in the interdependence between interest groups and MEPs).
- Demonstrate a critical eye (towards the communication strategies of lobbyists targeting European decision-makers).
- Take on the role of an actor involved in the EU decision-making process - lobbyist or MEP - in a simulation exercise.

TEACHING UNIT'S SCHEME

This course is structured around two learning activities (LA - Corresponding to the French term: « Activité d'apprentissage » (AA)):

1. Theoretical section (lectures) (16H)
2. Immersive "RPG" section (Interactive presentations) (8H) + Personal work, i.e. preparation of the RPG.

This teaching unit requires the regular and pro-active attendance of students.

TEACHING UNIT'S ORGANISATION

The first LA goes back to the basics of the European decision-making process; the interdependent relationship between EU decision-makers and lobbyists; ethical issues as well as new tactics and opportunities of interest groups. During this LA, the group will also be presented with a proposal for a

European directive (from the Commission and to be voted on by the European Parliament), which will serve as the basis for the third LA.

The second – immersive – LA ends with a double role-playing session (2x 2 hours of guided exercises) i.e., students endorsing different roles (MEPs, lobbyists, NGO activists) with antagonistic interests, thereby trying to influence each other at various stages of the policy-making process. This interactive role-playing game (RPG) divided in two sessions will be based on prior knowledge gained in the first section of the course and on students' individual research/field work.

TEACHING UNIT'S EVALUATION

The final assessment procedures are communicated at the first session of the course.
- The first LA is subject to a mid-term EU knowledge test (25% of the overall assessment), to ensure that the course objectives (see above) are achieved.
- The evaluation of the second LA (75% of the global mark) combines a peer assessment (50%) with the teacher's evaluation (50%). The evaluation focuses on the student's performance during the RPG (role-playing game) sessions.

RESOURCES

Course presentations (PowerPoints) will be uploaded and rendered accessible after each class.
Students may be asked to read material, ahead of theoretical lessons, to be discussed during the class.

STATUS

No prerequisites.

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CULTURAL STUDIES

English
5 ETCS

TEACHER

M. DE WASSEIGE

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

- 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 result of your research and analysis will be presented in an individual 1000-1500 word paper. The best papers could be published, with the students' agreement, on the school's media platform. This work is worth 1/3 of the final grade and is compulsory; the written exam is worth 2/3 of the final grade.

- 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.

REQUIRED ENGLISH SKILLS
Receptive skills: C1
Productive skills: B2

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).

ENGA1219

CIVIC ENGAGEMENT

English
5 ETCS

TEACHER
L. HENNEMONT

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 their time and resources;
- be an actor of change, capable of mobilizing and intervene practically on issues;
- use their knowledge and skills learnt previously aquired towards the associative project they are 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 prerequisite.

STORYTELLING IN DOCUMENTARY

English
5 ETCS

TEACHER

F. WATHELY

SUMMARY

We're all surrounded by narrative in films, novels, TV, theatre, the news, gossip, and in our own lives. We are hard-wired to expect it to evolve and deliver in a compelling, thought provoking and exciting way. But in an age of increasingly short attention spans by how can you achieve this. The audience is always looking for an 'out' so how can you keep your audience engaged? How can you ensure that your documentary is noticed. How can keep your viewers on the edge of their seat? How can you get them to invest emotionally in the characters and care about what will happen to them? How can you stop them switching over or falling asleep? The answer is simple and yet often ignored – storytelling.

LEARNING OUTCOMES

- To understand the origins of storytelling and its universal form.
- To recognise the principles of storytelling.
- The appreciation of why some stories work and others don't.
- The ability to identify different forms of storytelling.
- To recognise how storytelling techniques work within different genres.
- How to effectively begin a story.
- How to ensure your audience stays with you to the end.

TEACHING UNIT SCHEME

There will be continuous evaluation throughout the course alongside two practical documentary film exercises where students will be asked to form groups and produce an outline of narrative film and documentary film.
There will be no need in this course to know how to use a camera, how to edit or other technical requirements. This course is purely editorial.

CONTENT

This course is designed for those students who want to know why some films/documentaries engage and others don't. What are the tricks of the trade and how can you hone your story telling skills so that your audience won't switch off. Each week we will look at how to approach the art of storytelling.

This will include a study of the universal form of storytelling and why it matters, the necessity of having something to say, the rules and how we can break them, the art of the pre title/cold opening; the best medium to express your story; plot; story design, scene design, act design and the importance of conflict.

We will be exploring storytelling in documentary not only by looking at documentary films but also through examples from movies, computer games, literature and animation. This course will lay out the principles of how to achieve a compelling story. By looking at everything at the best and worst examples from genres as different as true crime to romance and from high art to reality TV. At the end of this course you will look at film in a whole new way.

ASSESSMENT

Students will be asked to form groups and produce two exercises. Input to these exercises will be monitored alongside the level of class involvement.

STATUS

No prerequisites

PRACTICE COURSE: AUDIO NARRATOLOGY

English
5 ETCS

TEACHERS

G. ABGRALL-TODARO & S. SCHMITZ

SUMMARY

This course is an introduction to sound storytelling as a combinatorial art form.

Through the study of sound language, the analysis of particularly creative productions and hands-on practice, this course is an invitation to open up the field of possibilities for the invention of original and innovative sound formats.

LEARNING OUTCOMES

- Understanding the basics of sound language (sound recording, editing, mixing effects, combining different sound layers).
- Be able to set up an analytical listening system.
- Thinking about the formal aspects of a sound creation with a view to matching content and form.
- To perceive the issues of rhythm in a sound format.
- Take part in decision-making in a media production process.

TEACHING UNIT SCHEME

This is a weekly course with group listening to sound pieces that we analyze together, oral presentations by the participants on subjects chosen from a list prepared by the teacher and participation in the collective creation of a sound piece. The course requires listening and creative work outside class hours.

CONTENT

The course focuses on the discovery of sound pieces, listening, analysis and discussion in class. Students will be asked to give their personal analysis of sound pieces in class or to give presentations on sound subjects. At the same time, we learn about the issues and challenges of sound language through practice. The course will culminate in one or more collective creations.

ASSESSMENT

- Active class participation
- Oral presentation (with a written alternative)
    - Participation in the creative process of a collective production

RESOURCES
Course presentations available on Learn.

STATUS
No prerequisite.

PRACTICE COURSE: VIDEO

English
5 ETCS

TEACHER
X. POULEUR

LEARNING OUTCOMES
At the end of the course, students will have:
1. Developed the technical and creative skills necessary to produce video projects;
2. Gained practical experience in video production by participating in two individual and group projects.

TEACHING UNIT SCHEME
The course hours are structured as «workshops», where theoretical courses, practical training, writing workshop exercises, and coaching sessions are organized according to a production schedule and the progress of the projects.

CONTENT

Students will produce two media objects:

Here and there is an individual project based on writing and making a video letter. It is a personal project, both in form and content, that highlights the creativity of each person.

One minute portrait is a group project. Each group finds a topic and goes on location to create a documentary-style portrait.

In the process, students will be able to:
- Experiment with video pre-production methodologies and tools.
- Operate video production tools for images and sound.
- Manage their material and edit their film using video post-production tools.

ASSESSMENT
Active participation is required during workshops, and all productions will be presented to the class.

RESOURCES
PDF presentations available on Learn.

STATUS
No prerequisite.

PRACTICE COURSE: PHOTOGRAPHY

English
5 ETCS

TEACHER

V. BIANCHI

LEARNING OUTCOMES

- Understand the basics of photography (aperture, speed, depth of field…)
- Be able to use the different functions of a camera
- Be able to tell a story with photographs
- Be able to edit and sequence pictures in order to create meaning
- Develop a personal point of view
- Produce a personal and unique project, in agreement with the teacher and based on a defined theme

CONTENT

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

Until now, most students have been taking photographs as they see things, without really bringing a perspective to them. Whether with a smartphone or a camera. But it's important to bring a unique perspective to your photographs.

The aim of this course is therefore to improve both your technical knowledge and the way you approach an image. How can you make a composition more effective, more balanced?

We'll also have the opportunity to discuss photo selection. Being a good photographer also means choosing the best images.

As a photojournalist, I'll be helping students to develop their narrative. But this course is open to all lovers of Photography. Whatever their photographic orientation.

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

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

ASSESSMENT

Continuous assessment based on regular work and the final project, according to the following criteria:

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

Several individual meetings with the student are also scheduled at the end of the course, during which the student's photos and project will be examined. The aim is to deliver the best possible project, with personalized follow-up.

STATUS

No prerequisite.

PHOTOGRAPHY WORKSHOP : BEING 20

English
5 ETCS

TEACHER
A. DAL MAS

LEARNING OUTCOME
- Learn and practice the technical basics of photography, using the manual mode of a camera
- Learn the basics of Photoshop to develop the pictures
- Learn how to work with additional flash light
- Be able to analyse a picture to understand and use its specific language (composition, frame, light, colors, context...)
- Be able to write and mix texts and pictures in a personal and documentary way
- Learn to build a documentary photo series (method, selection, point of view)
- Layout a body of work on an online platform (digital storytelling)
- Adapt the work for social media (Instagram)

TEACHING UNIT SCHEME
X illustrated theoretical topics put into practice during the class + project follow up through individual or groupe viewing and critical commenting.

CONTENT
Investigate, document, express and share their own generation's concerns, issues, interests and values in a journalistic approach. Therefore, the class will start with experimeting the basics of photography, Photoshop and flash light, and developing a working method. The class will emphasize on the language, the narrative and the use of additional text, to finally layout and share the series on a website that the students will present and comment at the end of the class. The project will also be reedited and shared on the Being 20 in dedicated Instagram account. The students will practice these photographic and communication skills through their personal project related to Being 20 in and a few homeworks. Regular lectures of the projects will help the students refine their personal topic and project.

ASSESSMENT
The evaluation is based on homeworks and the final photo project.
Evaluation criteria: Technical aspects (quality of the images, light, composition, frame) - Respect of the theme and the documentary approach - Content (info, quantity, variety) - Retouching (if present) - Research on the layout, narrative and communication aspects - Personal text production (captions, titles, credits, intro) - Instagram post (storytelling).

RESOURCES
PowerPoints available on Learn.

PRACTICE COURSE: MULTIMEDIA

English
5 ETCS

TEACHER
H. DELOUVROY

SUMMARY
This workshop focuses on the intricacies of User Interface (UI) and User Experience (UX) design spe-

cifically for mobile applications. Unlike traditional web design, mobile app design requires a nuanced approach to effectively engage users in a smaller, more dynamic interface.

In this course, students will learn how to craft intuitive and aesthetically pleasing mobile app interfaces using a variety of design tools, with an emphasis on Figma.

The course will delve into the importance of understanding user needs and how to translate these into functional and engaging mobile app designs. Students will explore the balance between visual elements and user-friendly functionality, ensuring their designs are not only visually appealing but also practical and easy to navigate.

In addition, students will have the opportunity to create a logo to match their concept.

LEARNING OUTCOMES

Students will:

- Create a graphic identity and guidelines with Adobe Illustrator.
- Gain an understanding of the fundamental principles of mobile UX design.
- Create a Design System consistent with the brand's identity.
- Learn to use design tools like Figma for creating mobile app interfaces.Understand the best practices for enhancing user engagement and experience in mobile apps.
- Develop skills to critically analyze mobile app layouts, including navigation, content placement, and interactive elements.
- Create wireframes and prototypes for mobile apps, integrating UX research and design principles.
- Practice translating user needs and behaviors into effective mobile app designs.

Students will also have the opportunity to learn the various logiciles in depth through self-study.

TEACHING UNIT SCHEME

The course will include a blend of lectures, hands-on workshops, and group discussions.
Students will engage in practical exercises to apply theoretical knowledge to real-world projects.

CONTENT

The course will cover the following topics:

- Creation of a logo and the guidelines [Adobe Illustrator].
- Introduction to mobile UX/UI design.
- Creation of a Design SystemOverview of design tools for mobile app creation (Figma).
- Creating wireframes and prototypes for mobile apps.
- Best practices in mobile interface design.
- Case studies of successful mobile app designs.
- Self-learning session software.

ASSESSMENT

Student progress will be evaluated through practical workshop exercises, participation in discussions, and a final project involving the creation of a fully designed mobile app interface.

RESOURCES

Course materials, including lectures and tutorials, will be provided. Students are expected to have access to Figma and Adobe Illustrator.

FRENCH LANGUAGE COURSE

TEACHER

V. WILLEMS

LEARNING OUTCOMES

- To be able to express yourself in a general context in French (oral expression);
- To be able to understand clear messages and direct questions (oral understanding);
- Improvement of your general language vocabulary list, expressions and general sayings;
- Better understanding of French grammar;
- Written understanding;
- Written expression

TEACHING UNIT SCHEME

- Grammar exercices and written expression under the format of weekly homework;
- Oral exercises and debates;
- Grammar application exercices under the format of Q&A by groups of two;
- Emphasizing of new vocabulary;
- Test at the end of each chapters

CONTENT

- 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 own grammatical mistakes.
- Grammar: emphasize a grammar rule, written exercices and application of these rules in oral exercices by groups of two.
- 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).
- Exercices de grammaire/compréhensions orales en ligne : le pointdufle.net, apprendre le français avec TV5 monde, ortholud.com, francaisfacile.com, français.lingolia.com

SPRING SEMESTER

INTEGRATION WEEK: SEMINARS AND VISITS ABOUT BELGIUM, EUROPE, IHECS AND MORE

English
3 ETCS

LECTURERS
Several invited experts

PROGRAM (subject to changes)

Monday	Tuesday	Wednesday	Thursday	Friday
Welcome session	Introduction to Belgium	Introduction to cultural specificities	Introduction to Europe	
Typical Belgian fries lunch				Lunch
Guided Tour in Brussels	Visit of the school	Cultural visit	Social activities	Information session

ASSESSMENT
None

EU PUBLIC COMMUNICATION STRATEGIES

English
5 ETCS

TEACHER
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
Upon completion of the course, students will be able to:
- Demonstrate an understanding of the primary actors, targets, and messaging employed in EU institutional communication.
- Comprehend EU storytelling and branding strategies, evaluating their effectiveness and impact.
- Conduct critical analyses of EU public awareness campaigns directed towards the public, considering their objectives and outcomes.
- Develop a critical awareness of both the advantages and key criticisms associated with the EU's presence on social media platforms.
- Differentiate between institutional (public) communication and political communication within the context of the EU, recognizing their distinct characteristics and purposes.

TEACHING UNIT SCHEME

This teaching unit is structured across three learning phases:
- 12 hours of lectures;
- 8 hours dedicated to on-site visits and guest speakers' interventions;
- 4 hours allocated for group presentations, subject to collective evaluation.

CONTENT

The course critically analyzes the internal and external communication practices of the European Union at an institutional level. It delves into the communication strategies and policies of various European institutions, including the Parliament, Council, and Commission. Additionally, the course provides an overview of diverse actors involved in designing institutional communication campaigns, such as external service providers and EU agencies.

The examination of current communication strategies used by EU institutions and officials to convey information about the policy-making process is a central focus. With the upcoming European Parliament elections in 2024 in mind, the course places particular emphasis on evaluating the potential and shortcomings of pan-European political communication.

The exploration of different communication tools, such as the role of social media in EU communication, and the messages directed at target audiences, is an integral part of the course. Best practices, including insights from communication professionals, will be highlighted. Ultimately, the course aims to stimulate critical knowledge and foster debate about the existing communication schemes within the EU.

ASSESSMENT

Individual Presentation or Small Workgroups

For this assignment, students have two primary options:

1. Analyse an existing European communication campaign, launched by either an EU institution or any other entity associated with the 'Brussels bubble.'
2. Analyse a public communication campaign from a global institution (e.g., UN, UNICEF), a nation-state, region, city, or ministry (excluding NGOs and political parties, given their distinct constraints).

In both cases, the focus should be on the 'communication plan' and campaign tools. Students are expected to delve into various aspects, including strengths and weaknesses, targets and scope, the social media dimension, main messages, impact, and provide suggestions or recommendations.

The assessment will be based on the clarity and depth of the analysis, the ability to identify and critique communication strategies, and the quality of recommendations for improvement. Additionally, effective presentation skills, coherence in connecting theoretical concepts with practical examples, and engagement with relevant course themes will be key factors in the evaluation. Whether presented individually or in small workgroups, each analysis should offer valuable insights into the chosen communication campaign, demonstrating a nuanced understanding of communication principles and their application in real-world scenarios.

RESOURCES

The course material available on Learn.

STATUS

No prerequisite.

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EUROPE'S CULTURE AND ITS SPECIFICITIES

English
5 ETCS

TEACHER
T. DARYANAVARD

SUMMARY
The aim of this course is to provide students with a deeper understanding of European perspectives and worldviews, and how these influence Europe's and Europeans' interactions with the world and people from other countries and cultures. The term "European" encompasses geographic, historical, and cultural factors that contribute, to varying degrees, to forging a European identity based on shared historical links, ideas, and values—without erasing national identities. What are these ideas and values, and what historical elements underpin European identity? The course will explore various conceptions of nation, identity, and culture, drawing on historical narratives, myths, and value systems that animate different parts of Europe.

LEARNING OUTCOMES
Upon completing the course, students will be able to:
- Understand the historical milestones that led to the construction of the European Union.
- Identify the common denominators of European identity.
- Relate their own cultural identity to that of Europe as a whole.

TEACHING UNIT SCHEME
Week 1: Introduction to the teaching unit, introductions by the teacher and students, explanation of the teaching unit calendar and expectations.
Weeks 2-4: Grouped by nationalities, students present the cultural specificities of their home country,

defining its political and cultural identity and identifying common denominators across the population.

Week 5: Visit to the House of European History to gather information for final group assignments.

Weeks 6-7: Lectures on the historical and theoretical aspects of building a European identity: "Unity in Diversity." We will explore the pillars of European construction: liberal democracy, Greek-Roman and Judeo-Christian heritage, the concept of the Nation-State, and Enlightenment philosophy.

Week 8: Students prepare their projects for upcoming presentations (no class this week). Optional revisit to the House of European History.

Weeks 9-12: Presentations. Each week, four pairs of students will present their research findings on one of the themes of European construction (see Assessment below).

Week 13: Course debrief and Teaching Unit evaluation.

CONTENT

Starting from students' perceptions and feelings about European identity and their own cultural specificities, the course will encourage a critical approach to the construction of the common project of building "Unity in Diversity." At the beginning of the term, students will present their own culture. In the second half, they will work on one aspect of European construction through a group project, resulting in (1) a presentation to the class and (2) a paper, which will constitute the final evaluation of the Teaching Unit. Two sessions will explore different concepts of culture, identity, and nation to provide a theoretical framework for the group assignments and integrate individual aspects into a broader picture of European identity.

ASSESSMENT

Students will work in pairs to develop a presentation and a paper on one of the historical milestones that contributed to the construction of European identity. They can choose from the following topics:
Enlightenment philosophy
1. The printing press
2. The concept of the Nation-State
3. Democracy
4. Colonization
5. Industrialization
6. The rise of communism
7. World War I
8. World War II
9. The Cold War
10. Totalitarianism
11. The fall of the Berlin Wall

These projects will be presented to the class during the last four weeks, and the papers will be submitted for final evaluation by the teacher.

RESOURCES

The course material will be available on the online platform (LEARN).

STATUS

No prerequisite.

BIBLIOGRAPHY

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DIIJ0027

DIVING INTO INVESTIGATIVE JOURNALISM

English
5 ETCS

TEACHER
E. WALRAVENS

SUMMARY
Investigating political corruption, tax fraud, corporate wrondoing or plain crime, and making it known to the public. The focus of investigative journalism has hardly changed since the early days of the « muckrackers » in the late 19th century. Yet the techniques have profoundly evolved over the last decade, with journalists over the world pooling their ressources to search through vast quantities of data, as seen for instance with the Panama Papers.
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 OUTCOME

At the end of this class, students will :
- Have a better knowledge of the history and economics of investigative journalism
- Understand how investigative journalism can lead to social or institutional change
- Understand the background of the major leaks that have taken place over the last decade
- Use basic investigative techniques such as online background searches and document requests
- Apply those techniques to different contexts and approaches
- 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
- Definition : what investigative journalism is about, in different countries and different contexts
- History of investigative journalism around the world
- Case studies of recent investigations, local and global ones, with a focus on cross-border collaborations and major leaks
- Presentations by students in class and discussions: investigations in different countries
- Investigative techniques: online searches, document requests, security for journalists, etc.
- Business models that promise to support the future of investigative journalism
- Meeting with an investigative journalist

ASSESSMENT
Students will have the opportunity to opt for an essay on a journalistic investigation or for a practical open source research (ONSINT) exercise. Class participation will also be considered.

RESOURCES
Power point presentations as well as various reads and references will be made available on a shared

drive.

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

EDUCATION FOR SUSTAINABLE DEVELOPMENT

English
5 ETCS

TEACHER
C. VAN MOORSEL

SUMMARY
Faced with the current consequences of climate change, it is essential to question, rethink, and envision a more fair and sustainable society. To address some of the most pressing challenges in this area, including climate change, human rights violations, gender inequality, migration, and conflicts, education is considered an important instrument at both national and international levels. Therefore, the United Nations Sustainable Development Goal (SDG) number 4 is dedicated to providing access to high-quality, equitable, affordable, and sustainable education for all.

This course examines the role of education in fostering sustainable development, with a focus on achieving social and climate justice. It covers key priorities, including the critical responsibility of policymakers in driving global transformation for change, the transformation of educational institutions to empower learners as change agents for sustainable development, the vital role of educators in guiding learners towards sustainable lifestyles, and the urgent demands of youth and future generations, especially in addressing the climate crisis.

LEARNING OUTCOMES
By the end of this course, students will be able to:
- Gain a comprehensive understanding of current and future challenges in Sustainable Development.
- Comprehend the role of education in addressing the climate crisis and, more specifically, Sustainable Development.
- Recognise the significance of new narratives within these specific contexts.
- Draw on their knowledge to innovate and launch projects related to education for Sustainable Development, both at the individual and community levels.

TEACHING UNIT SCHEME
This course consists of 12 blocks of 2 hours for on-site teaching and an additional 6 hours allocated for assessment, making a total of 30 hours.

ORGANISATION
The teaching unit consists of 3 learning activities for a 2-hour session.

- The first activity involves individual work and feedback from the previous session (approximately 20 to 25 minutes) at the beginning of the class, focusing on the analysis of a resource presenting sources of inspiration (academic or journalistic texts, study reports, films, documentaries, etc.).
- The second activity corresponds to lectures (30/45 minutes) and draws upon the previously analyzed resource to introduce the course's themes.
- The third activity consists of individual or group exercises (60 minutes) and revolves around either a case study featuring an organization, a government body, a company, or an association undergoing redirection, or the involvement of a relevant guest speaker within the course framework.

ASSESSMENT
The assessment will be based on participation in the course (20%) and an oral presentation conducted by groups of students (80%). Through a case study where students will have the opportunity to

demonstrate:
- Mastery of the concepts and characteristics of Education for Sustainable Development
- Their ability to communicate in line with these initiatives to address human rights violations, environmental challenges, and social and economic inequalities.
- Their proposals for transforming existing projects to align with ESD for 2030.

GLOBAL CITIZENSHIP, IDENTITY, CULTURE AND ENVIRONMENTAL CHALLENGES

English
5 ETCS

TEACHER
M. DE WASSEIGE

SUMMARY
This course tries to put in perspective the concept of globalization, by briefly confronting it with the concept of Americanization, in order to understand its impact on culture, identity, citizenship, environmental challenges and other subjects, with the underlying yet fundamental concept of empowerment in the background. Students will therefore be briefly introduced to key characteristics of the USA as a hyperpower and its relationship to global developments, from its origins to the present day. Influential definitions of globalization, identity and global citizenship 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, gender, governance, health, environment…

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

CONTENT
Introduction
Part 1 US and Western history, foreign relations and the shaping of globalization
Part 2 Globalization, a framework and key issues
Part 3 Seminars: presentations and discussions
Conclusion

ASSIGNMENTS AND EVALUATION
A midterm paper is due for mid-April 2024. You must choose one specific concept or theory in the field of Globalization studies that you define based on a scientific article that is maximum 10 years old, with quotes. You then apply it to a case of your choosing. The paper is 500 to 700 word long. The idea is that you better understand one **specific** development within the field of globalization studies. The discussion must be informed by a few external sources to cross-check the information or to oppose contradictory views. **The paper must firstly help explain one specific aspect of globalization** and/or illustrate specific characteristics of globalization. References to globalization must therefore be explicit. The whole paper must follow the rules of the APA referencing system (cf [REFER] on Learn), with 1,5 interspacing. The subject choice must have been submitted and accepted beforehand for March 29 at the latest and the paper must be handed in electronically **in .word format** on Learn **AND** printed, during class, mid-April. Strictly follow the following title pattern when uploading: Familyname-firstname-Globa paper-concept-2023-2024, so Grant-John-Globa-paper-dependency theory-2023-2024.doc. When you submit your choice by mail (deadline March 29), specify whether you volunteer to present your work orally and explain your choice, its relevance (regarding globalization and your education), the sources...

in 50 words. The list of designated students will be decided based on willingness, subject choice, relevance and argumentation. If this paper is not handed in, you do not have access to the exam in first session. Not handing in the paper means no grade in the first session.

RESOURCES
PowerPoint presentations of the teacher and students + scientific articles on the E-learning platform.

ASSESSMENT
At the oral exam the students must know all the concepts and theories seen in the course and required readings. The students 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, as well as give practical examples of the concepts.
Paper 20 points (possible oral presentation -1/+3)
Oral exam 40 points

RETAKE SESSION
For all students, Erasmus students included, the only possibility if you fail in the first session is the retake session in Aug.-Sept 2024. You only represent the activity or activities for which you did not obtain 10/20. So e.g. if you passed the paper but not the oral exam, you only retake the latter. If you must do your paper again, you upload it on Learn the first day of the retake session, i.e., on Aug. 19, 2024. The content for the oral exam is exactly the same as in the first session.

REFERENCE WORKS:
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INTRODUCTION TO DIGITAL MARKETING

English
5 ETCS

TEACHER
L. BAETEN

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 an outside guests who gives a deepdive into the buying platforms ;
2. Content offered on a variety of course media: Google Search, YouTube, Display, Amazon. It also includes a personal certification from Google Search, Display and Creative, as well as one for Amazon.

ASSESSMENT
1. Oral presentation of an in-class project;
2. Use of media platforms to create recommendations for the in-class project;
3. Certifications from Google and Amazon.

RESOURCES
Learn IHECS, Google Skillshop, Amazon course guide.

STATUS
This class requires prequisites in Marketing communication and advertising.

CIVIC ENGAGEMENT

English
5 ETCS

TEACHER
L. HENNEMONT

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 aquired 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 their time and resources;
- be an actor of change, capable of mobilizing and intervene practically on issues;
- use their knowledge and skills learnt previously towards the associative project they are 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 prerequisite

PRACTICE COURSE: AUDIO NARRATOLOGY

English
5 ETCS

TEACHER

G. ABGRALL-TODARO & S. SCHMITZ

SUMMARY

This course is an introduction to sound storytelling as a combinatorial art form.
Through the study of sound language, the analysis of particularly creative productions and hands-on practice, this course is an invitation to open up the field of possibilities for the invention of original and innovative sound formats.

LEARNING OUTCOMES

- Understanding the basics of sound language (sound recording, editing, mixing effects, combining different sound layers).
- Be able to set up an analytical listening system.
- Thinking about the formal aspects of a sound creation with a view to matching content and form.
- To perceive the issues of rhythm in a sound format.
- Take part in decision-making in a media production process.

TEACHING UNIT SCHEME

This is a weekly course with group listening to sound pieces that we analyze together, oral presentations by the participants on subjects chosen from a list prepared by the teacher and participation in the collective creation of a sound piece. The course requires listening and creative work outside class hours.

CONTENT

The course focuses on the discovery of sound pieces, listening, analysis and discussion in class. Students will be asked to give their personal analysis of sound pieces in class or to give presentations on sound subjects. At the same time, we learn about the issues and challenges of sound language through practice. The course will culminate in one or more collective creations.

ASSESSMENT

- Active class participation
- Oral presentation (with a written alternative)

- Participation in the creative process of a collective production

RESOURCES
Course presentations available on Learn.

STATUS
No prerequisite.

PRACTICE COURSE: VIDEO

English
5 ETCS

TEACHER
X. POULEUR

LEARNING OUTCOMES
At the end of the course, students will have:
1. Developed the technical and creative skills necessary to produce video projects;
2. Gained practical experience in video production by participating in two individual and group projects.

TEACHING UNIT SCHEME
The course hours are structured as «workshops», where theoretical courses, practical training, writing workshop exercises, and coaching sessions are organized according to a production schedule and the progress of the projects.

CONTENT

Students will produce two media objects:

Here and there is an individual project based on writing and making a video letter. It is a personal project, both in form and content, that highlights the creativity of each person.

One minute portrait is a group project. Each group finds a topic and goes on location to create a documentary-style portrait.

In the process, students will be able to:
- Experiment with video pre-production methodologies and tools.
- Operate video production tools for images and sound.
- Manage their material and edit their film using video post-production tools.

ASSESSMENT
Active participation is required during workshops, and all productions will be presented to the class.

RESOURCES
PDF presentations available on Learn.

STATUS
No prerequisite.

PRACTICE COURSE: PHOTOGRAPHY

English
5 ETCS

TEACHER
V. BIANCHI

LEARNING OUTCOMES
- Understand the basics of photography (aperture, speed, depth of field…)
- Be able to use the different functions of a camera
- Be able to tell a story with photographs
- Be able to edit and sequence pictures in order to create meaning
- Develop a personal point of view
- Produce a personal and unique project, in agreement with the teacher and based on a defined theme

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

Until now, most students have been taking photographs as they see things, without really bringing a perspective to them. Whether with a smartphone or a camera. But it's important to bring a unique perspective to your photographs.

The aim of this course is therefore to improve both your technical knowledge and the way you approach an image. How can you make a composition more effective, more balanced?

We'll also have the opportunity to discuss photo selection. Being a good photographer also means choosing the best images.

As a photojournalist, I'll be helping students to develop their narrative. But this course is open to all lovers of Photography. Whatever their photographic orientation.

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

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

ASSESSMENT
Continuous assessment based on regular work and the final project, according to the following criteria:
- Development of a personal point of view
- Knowledge of the camera
- Creativity in the student's approach
- Personal commitment and motivation
- Relevance
- Sensitivity
- Project coherence
- Respect for instructions and deadlines
- Attendance and active participation in class

Several individual meetings with the student are also scheduled at the end of the course, during which the student's photos and project will be examined. The aim is to deliver the best possible project, with personalized follow-up.

STATUS
No prerequisite.

PHOTOGRAPHY WORKSHOP : BEING 20

English
5 ETCS

TEACHER
A. DAL MAS

LEARNING OUTCOME
- Learn and practice the technical basics of photography, using the manual mode of a camera
- Learn the basics of Photoshop to develop the pictures
- Learn how to work with additional flash light
- Be able to analyse a picture to understand and use its specific language (composition, frame, light, colors, context...)
- Be able to write and mix texts and pictures in a personal and documentary way
- Learn to build a documentary photo series (method, selection, point of view)
- Layout a body of work on an online platform (digital storytelling)
- Adapt the work for social media (Instagram)

TEACHING UNIT SCHEME
X illustrated theoretical topics put into practice during the class + project follow up through individual or groupe viewing and critical commenting.

CONTENT
Investigate, document, express and share their own generation's concerns, issues, interests and values in a journalistic approach. Therefore, the class will start with experimeting the basics of photography, Photoshop and flash light, and developing a working method. The class will emphasize on the language, the narrative and the use of additional text, to finally layout and share the series on a website that the students will present and comment at the end of the class. The project will also be reedited and shared on the Being 20 in dedicated Instagram account. The students will practice these photographic and communication skills through their personal project related to Being 20 in and a few homeworks. Regular lectures of the projects will help the students refine their personal topic and project.

ASSESSMENT
The evaluation is based on homeworks and the final photo project.
Evaluation criteria: Technical aspects (quality of the images, light, composition, frame) - Respect of the theme and the documentary approach - Content (info, quantity, variety) - Retouching (if present) - Research on the layout, narrative and communication aspects - Personal text production (captions, titles, credits, intro) - Instagram post (storytelling).

RESOURCES
PowerPoints available on Learn.

PRACTICE COURSE: MULTIMEDIA

English
5 ETCS

TEACHER
H. DELOUVROY

SUMMARY
This workshop focuses on the intricacies of User Interface (UI) and User Experience (UX) design specifically for mobile applications. Unlike traditional web design, mobile app design requires a

nuanced approach to effectively engage users in a smaller, more dynamic interface.

In this course, students will learn how to craft intuitive and aesthetically pleasing mobile app interfaces using a variety of design tools, with an emphasis on Figma.

The course will delve into the importance of understanding user needs and how to translate these into functional and engaging mobile app designs. Students will explore the balance between visual elements and user-friendly functionality, ensuring their designs are not only visually appealing but also practical and easy to navigate.

In addition, students will have the opportunity to create a logo to match their concept.

LEARNING OUTCOMES
Student will :
- Create a graphic identity and guidelines with Adobe Illustrator.
- Gain an understanding of the fundamental principles of mobile UX design.
- Create a Design System consistent with the brand's identity.Learn to use design tools like Figma for creating mobile app interfaces.
- Understand the best practices for enhancing user engagement and experience in mobile apps.
- Develop skills to critically analyze mobile app layouts, including navigation, content placement, and interactive elements.
- Create wireframes and prototypes for mobile apps, integrating UX research and design principles
- Practice translating user needs and behaviors into effective mobile app designs.

Students will also have the opportunity to learn the various logiciles in depth through self-study.

TEACHING UNIT SCHEME
The course will include a blend of lectures, hands-on workshops, and group discussions. Students will engage in practical exercises to apply theoretical knowledge to real-world projects.

CONTENT
The course will cover the following topics:
- Creation of a logo and the guidelines [Adobe Illustrator]
- Introduction to mobile UX/UI design.Creation of a Design System
- Overview of design tools for mobile app creation (Figma).
- Creating wireframes and prototypes for mobile apps.
- Best practices in mobile interface design.Case studies of successful mobile app designs.
- Self-learning session software

ASSESSMENT
Student progress will be evaluated through practical workshop exercises, participation in discussions, and a final project involving the creation of a fully designed mobile app interface.

RESOURCES
Course materials, including lectures and tutorials, will be provided. Students are expected to have access to Figma and Adobe Illustrator.

FRENCH LANGUAGE COURSE

French
5 ETCS

TEACHER
V. WILLEMS

LEARNING OUTCOMES
- To be able to express yourself in a general context in French (oral expression);
- To be able to understand clear messages and direct questions (oral understanding);
- Improvement of your general language vocabulary list, expressions and general sayings;
- Better understanding of French grammar;

- Written understanding;
- Written expression

TEACHING UNIT SCHEME
- Grammar exercices and written expression under the format of weekly homework;
- Oral exercices and debates ;
- Grammar application exercices under the format of Q&A by groups of two ;
- Emphasizing of new vocabulary ;
- Test at the end of each chapters.

CONTENT
- 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 own grammatical mistakes
- Grammar: emphasize a grammar rule, written exercices and application of these rules in oral exercices by groups of two
- 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).
- Exercices de grammaire/compréhensions orales en ligne : le pointdufle.net, apprendre le français avec TV5 monde, ortholud.com, francaisfacile.com, français.lingolia.com.