



**COURSE CATALOGUE
2021-2022**

Master in Management 1st Year

English Track

Autumn 2021

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In this catalogue, you will find all the courses offered on the **English track** of the Master in Management 1st Year (MIM1). It's composed of **Core Courses** modules, **Elective** modules, and **French Courses** modules.

In the **Core Courses** section, you can choose as many modules as you want. However, in the section of **Elective modules**, you can choose only one course due to courses clashes.

In the section of **French Courses**, you can choose only one course of **French Language**, depending on your level. In addition, you can select the “Intercultural Management and Communication” course.

All course descriptions are provisional and can be subject to change.

CORE COURSES

Module's Title:	Marketing analytics & Digital resources #Level2		
Time volume (in hour):	30	ECTS credits:	5
Module's Manager:	Marta DE MIGUEL DE BLAS		
Pre-requisites:	Principles of Marketing / Consumer behaviour		
General Description:			
<p>This course aims to raise students' awareness of the importance of marketing studies (strategy, innovation, audit), and its objective is to provide them with the knowledge and skills necessary for the implementation of marketing studies.</p>			
Learning objectives:			
<ul style="list-style-type: none"> • Understand the multiple functions and implications of marketing studies; understand quantitative and qualitative data collection methods (research designs, methodologies, data collection tools, sampling methods). <p>At the end of the module, the student will be able to assess the need to conduct a study, to determine the most appropriate methodology as to the need for information, to conduct a marketing study from A to Z.</p>			
Assessments: A collective work (30%) and a final individual assessment (70%).			
Teaching Method: Each session includes a theoretical contribution and a practical and/or case study.			
Bibliography:			
<p>Malhotra, N.K, & Birks, D.F. (2006). Marketing Research: An Applied Approach. Pearson (3rd edition - Cote LC: 121.25 MAL, and available on e-book Dawsonera)</p> <p>BAINES, P., & CHANZARKAR, B. (2002). Introducing marketing research. John Wiley & Sons (cote LC: 121.25 BAI)</p>			

Module's Title:	Deep Dive Entrepreneurship		
Time volume (in hour):	18	ECTS credits:	2
Specific design	One-week seminar at the beginning of the semester		
Module's Manager:	Nicolas Rietsch		
Pre-requisites:	None		

General Description:

The purpose of this seminar is to provide students with (1) a good understanding of entrepreneurship and the impact of entrepreneurship for society through the presentation of inspiring projects, and (2) a first overview the tools and resources used to frame the critical components of any successful entrepreneurial venture: The Value Proposition and its integration into a robust Business Model.

Student will work in groups to discover, analyse and share the value proposition and business model of an inspiring company with their classmates and a panel of experts. All companies should have a strong social or environmental impact.

Learning objectives:

The learning objectives of this seminar are threefold:

- The first objective is to enable students to discover the principles of entrepreneurship and understand the rationale and motivations behind Sustainable Entrepreneurship, thanks to inspiring examples of projects and leaders.
- The second objective is to provide students with the knowledge, mindset and tools that could be used to facilitate both the understanding and the design of sustainable business models and value propositions.
- The third objective is to enable students to use the tools presented in class to understand the core components of existing inspiring companies. Each group will work on a specific case and share their analysis with their classmates and a panel of experts.

Upon completion this course, students will have a general understanding of what entrepreneurship is and its impact for society. Students will also get a first vision of the importance of value proposition and the design of sustainable business models. More specifically, the participants will be aware of the potential contribution of entrepreneurship to the most pressing challenges faced by our society today. They will integrate the fact that they can / should be actors of change.

Assessments:

Grades will be attributed according to the following rules:

- 60% for class participation and the final group project (Autopsy of an existing Sustainable Business Model)
- 40% for an individual report based presenting the key learnings of the week (10 recommendations for a new student aiming at starting its own entrepreneurial venture)

All assignments, including final group presentation, will be assessed on 20-point scale.

Instructors may attribute individual Bonuses and Maluses depending on students' attitude during the week. Late arrivals or negative mindset could lead to a reduction of the final grade. The attribution of Bonuses and Maluses is not negotiable.

Teaching Method:

The teaching method is a one-week hands-on seminar. Students will work in small groups, get real life examples of sustainable entrepreneurial ventures and learn practical skills that they can immediately apply in their own groups for the final group project. The seminar is delivered and facilitated by a panel of Academics and Practitioners.

Throughout the week, students will apply tools such as Value Proposition or Business Model Canvas. As a part of this, students will be pitching their case at multiple times to their classmates, refine their analysis + presentation skills. Ultimately, they will present their final group project to a panel of entrepreneurs / experts in entrepreneurship.

The Seminar is bilingual: the teaching material is provided in English but the class is given either in English or in French. Depending to their groups, students can ask their questions, do groupwork, and present their final report in French or in English.

Bibliography:

- **Entrepreneurship (for Good)**

- Ebrahim, A., & Rangan, V. K. (2014). What impact? A framework for measuring the scale and scope of social performance. *California management review*, 56(3), 118-141.
- Marquis, C., & Park, A. (2014). Inside the buy-one give-one model. *Stanford Social Innovation Review*
- Osterwalder, A., & Pigneur, Y. (2011). Aligning profit and purpose through business model innovation. *Responsible management practices for the 21st century*, 61-75.

- **Value proposition**

- Osterwalder, A., Pigneur, Y., Bernarda, G., & Smith, A. (2014). *Value proposition design: How to create products and services customers want*. John Wiley & Sons.

- **Business Models**

- Osterwalder, A., & Pigneur, Y. (2010). *Business model generation: a handbook for visionaries, game changers, and challengers*. John Wiley & Sons.

Module's Title:	Information system management #Level1		
Time volume (in hour):	30	ECTS credits:	5
Module's Manager:	Guillaume BIOT-PAQUEROT		
Pre-requisites:	None		
General Description:			
<p>This course provides a broad overview of the problems managers face in selecting, using and managing information systems.</p> <p>The fundamental concepts of information systems with historical and evolutionary perspectives. Systems, organizational and strategic role and added value of information systems, decision support systems, data mining, management information systems (MIS), information systems planning, data management, competitive advantage of information systems.</p>			
Learning objectives:			
<ol style="list-style-type: none"> 1. The student will demonstrate an understanding of the scope, purpose and value of information systems in an organization. 2. The student will demonstrate an understanding of the principles, issues and trends in the management of information systems infrastructure and services. 3. The student will demonstrate an understanding of the information systems and processes involved in using the Internet to interact with consumers. 4. The student will demonstrate an understanding of business information systems with respect to improving business intelligence and processes. 			
Assessments:			
40% continuous assessment, 60% final examination			
Teaching Method:			
Assignment - Case Studies - Exercises - Lectures - Presentations - Practical Session			
Bibliography:			
<p>Laudon K, Laudon J, (2020), Management Information Systems: Managing the Digital Firm, 16th Edition, Pearson</p> <p>Kroenke D, Boyle R (2019), Experiencing MIS, 8th Edition, Pearson</p>			

Module's Title:	Corporate Finance #Level2		
Time volume (in hour):	30	ECTS credits:	5
Module's Manager:	Emmanuel ZENOU		
Pre-requisites:	Basics of General Accounting		
General Description:			
Comprehensive course for main tools necessary in Corporate Finance, based on the principle of value creation:			
<ol style="list-style-type: none"> 1. Value creation by measuring value of projects: reminder/presentation of principle for discounted cash flows (DCF) method, NPV, IRR, cost of capital: measuring if return is higher than risk. 2. Formulate a diagnosis of value creation, based on Financial Analysis: <ul style="list-style-type: none"> - Understand the methodology of financial analysis, based on financial statements of a company - Make a diagnosis of value creation based on analysis of return ratios and risk ratios - Formulate recommendations, present and justify them (written synthesis and oral presentation) 3. Deepen the analysis of cash flows by analysing passed cash flows (diagnosis ex-post from cash flow statement) but also in a forward-looking dimension: basics for analysing a MT financing plan on future cash flows. 			
Learning objectives:			
<ol style="list-style-type: none"> 1) <u>assessed</u>: GK3.5 - To know the fundamentals of financial theory, to know how to make a diagnosis about a firm's financial situation and to be able to suggest elements of financial forecast. 2) targeted only: GS1 - To know how to analyse and solve a problem and to know how to structure one's thinking; and GS7 - To know how to communicate effectively, both orally and in writing 			
Assessments:			
<ul style="list-style-type: none"> - 20% continued assessment on 1st short part: reminders about NPV, IRR, cost capital – individual test (MCQ or quiz) - 20% continued assessment on Case Study for Financial Analysis: profitability diagnosis on a case study, based on real case: written quiz on calculations + oral presentation (groups) - 60% final exam, individual: financial analysis + complement in analysis of a financing plan 			
Teaching Method:			
<ul style="list-style-type: none"> - Courses for presentation of notions and debriefing - Case study for applications based from real cases - Oral presentations and written deliveries - Exercises of application 			
Bibliography: Corporate finance: theory and practice (P. Vernimmen), John Wiley & sons.			

Module's Title:	Philosophy of management #Level1		
Time volume (in hour):	30	ECTS credits:	5
Module's Manager:	Eleonora Montagner		
Pre-requisites:	None		
General Description:			
<p>This module introduces students to philosophical approaches in understanding organisations and their management.</p> <p>The module will consist of three interrelated themes. The first will be a reflection on the concept of management at an individual level (self), the second a reflection on the concept of management at a relational level (others) and the third a reflexion on the concept of management at a societal level (world).</p> <p>It will comprise the attempt to familiarise students with the essential problems at the heart of philosophical debate and expose them to different ways of dealing with them. It will comprise an overview on classical and contemporary schools of thought and thinkers (e.g. logical positivism, Foucault).</p> <p>During these sessions the student will approach various philosophical lenses in order to make sense of organisational phenomena, gain a better grasp of the intellectual origins of our extant understandings, and critically reflect upon taken-for-granted views about managing.</p>			
Learning objectives:			
<p>Having successfully completed this module the student will be able to:</p> <ul style="list-style-type: none"> • to demonstrate knowledge and understanding of the immense complexity of organisational worlds; • explain basic philosophical concepts; • recognise the intellectual foundations of core management theories and practices; • use a wide range of intellectual ideas in order to enrich your arguments; • write well-crafted essays and present them in a well-structured manner; • conduct independent bibliographical research. 			
Assessments:			
<ul style="list-style-type: none"> • Oral evaluation: 30% of the final grade (collective oral evaluation – continuous assessment) • Written evaluation: 60% of the final mark (individual written evaluation - final report) 			
Teaching Method:			
<ul style="list-style-type: none"> • Teacher's course • Practical group work during the course (reading and research in the materials, methodological organisation of the contents, discussion with other students) • Oral restitution of group work 			
Bibliography: C. Neesham, S. Segal, Handbook of philosophy of management, Springer 2019.			

ELECTIVE MODULES

Module's Title:	SME Management and Intrapreneurship #Level2		
Time volume (in hour):	30	ECTS credits:	4
Module's Manager:	Sophie Reboud		
Pre-requisites:	None		
General Description:			
This course aims to introduce the specific problems of SME management and to introduce intrapreneurship. It is a prerequisite for the Entrepreneurship and SME Management specialization.			
Learning objectives:			
After completion of the course, the student should:			
<ul style="list-style-type: none"> - Know the elements of a responsible entrepreneurial and intrapreneurial approach - Know how to analyse the influence of proximity and emotions on managerial and strategic decisions in SMEs 			
Assessments:			
<ul style="list-style-type: none"> • Group work during sessions • Individual preparations between sessions, e.g. reading of scientific papers • Field study of an SME 			
Teaching Method:			
<ul style="list-style-type: none"> - Active and participative learning 			
Bibliography:			
Mazzarol, T., & Reboud, S. (2020). <i>Entrepreneurship and Innovation, Theory, Practice and Context, 4th Edition</i> . Singapore: Springer.			
Mazzarol, T., & Reboud, S. (2020). <i>Small Business Management, Theory and Practice, 4th Edition</i> . Singapore: Springer.			

Module's Title:	Digital Transformation #Level2		
Time volume (in hour):	30	ECTS credits:	4
Module's Manager:	Rachid Jabbouri		
Pre-requisites:	None		
General Description:			
<p>This is an introductory course to a modern organizational process called digital transformation. It adopts both a technological and managerial perspective to analyse and explain how public and private organizations shift progressively from physical to digital processes through the deployment of modern information technology capabilities.</p> <p>The technological perspective looks at the communication and information infrastructures that enable organizations to digitize their business processes.</p> <p>The managerial perspective looks at the impact of new communication and information infrastructures on organizational processes, that is, how they enable new coordination and communication practices between and among various stakeholders, and they change the business environment of the organization.</p>			
Learning objectives:			
<p>Combining both the technological and managerial perspectives, at the end of the course, students will be able to:</p> <ul style="list-style-type: none"> - Understand the fundamental notions of digital transformation in private and public organizations - Analyse the business value of digital platforms in an organization's ecosystem - Understand the implementation process of various types of communication and information systems in an organization, especially from a user perspective - Assess the impact of new communication and information systems on existing organizational processes - Anticipate and manage disruptive technologies 			
Assessments:			
<ul style="list-style-type: none"> - Continuous assessment: 40% - Final exam (individual): 60% 			
Teaching Method:			
<ul style="list-style-type: none"> - Interactive sessions based on active learning methods - Case studies - Individual assignments - Group work - Practice based materials 			
Bibliography:			
<ul style="list-style-type: none"> - "Winning the Race with Ever Smarter Machines," Andrew McAfee and Erik Brynjolfsson, Sloan Management Review, Winter 2012, pp. 53-60. https://hbsp.harvard.edu/tu/ed03efa4 - "The Digitization of Just About Everything," Andrew McAfee and Erik Brynjolfsson, Rotman Management Magazine, Fall 2015, pp. 39-42. https://hbsp.harvard.edu/tu/fd7c7ba3 			

- "IT Doesn't Matter," Nicholas G. Carr, OnPoint Edition (with Letters to the Editor), HBS Product Number 3566. <https://hbsp.harvard.edu/tu/98dd4112>
- "Investing in the IT That Makes a Competitive Difference," Andrew McAfee and Erik Brynjolfsson, Harvard Business Review, July-August 2008. <https://hbsp.harvard.edu/tu/a5fdea33>
- "Disruptive Technologies: Catching the Wave," Joseph L. Bower and Clayton Christensen. Harvard Business Review, January-February 1995. <https://hbsp.harvard.edu/tu/c3562aa9>
- "What is Disruptive Innovation?" Clayton M. Christensen, Michael Raynor, Rory McDonald. Harvard Business Review, December 2015. <https://hbsp.harvard.edu/tu/77283d00>
- "The Other Disruption," Joshua Gans Harvard Business Review, March 2016. <https://hbsp.harvard.edu/tu/718a925b>
- "Keep Calm and Manage Disruption," Joshua Gans. Sloan Management Review. Spring 2016. <https://hbsp.harvard.edu/tu/31576cfd>

Module's Title:	Organizational Management #Level2		
Time volume (in hour):	30	ECTS credits:	4
Module's Manager:	Anne-Sophie LOUIS		
Pre-requisites:	None		
General Description:			
<p>The module brings students to improve their knowledge about the management of organizations and to reflect about their future role of manager. The study of the founding authors of organizational theories contributes to the understanding and leading of organizations. The topics covered are: design, culture, people management and intercultural management, organizational change, human resources strategy, Quality of Working Life and Social Responsibility and finally organizational complementarity.</p> <p>The objective is to allow students to conduct an organizational diagnosis and reflect on the manager's responsibility.</p>			
Learning objectives:			
<ul style="list-style-type: none"> - Know organizational theories in order to understand the current functioning of organizations, their evolutions and the role of the individuals who compose them - Understand the importance of using theoretical grids in order to decrypt the functioning of organizations and grasp the necessary complementarity between theory and practice 			
Assessments:			
<ul style="list-style-type: none"> • Individual final assessment (60%) <p>Carry out an organizational diagnosis on a chosen company. Ten-page file (with a tolerance of 10%) which must put into perspective the concepts and theories studied during du course and propose a global organizational analysis allowing to highlight the responsibilities of the manager.</p> <ul style="list-style-type: none"> • Continuous collective assessment (40%) <p>Oral and collective presentation based on a scientific article given during the course</p>			
Teaching Method:			
<p>Classes</p> <p>Case studies</p> <p>Readings of scientific articles</p> <p>Presentation of readings and case analyzes</p> <p>E-learning</p>			
Bibliography:			
<p>Jones G. (2004), Organizational theory, design, and change : text and cases, Pearson Education</p> <p>Milgrom P. (1992), Economics, organization & management, Prentice Hall</p>			

Module's Title:	Performance Management #level2		
Time volume (in hour):	30	ECTS credits:	4
Module's Manager:	PRANDINI Emilie-Juliette		
Pre-requisites:	None		
General Description: This course is a deepening of previously acquired knowledge in management control. It allows to understand the role but also the tools available to the management controller within the company to help steering and performance within the company. Particular emphasis will be placed on the use of Excel.			
Learning objectives:			
<ul style="list-style-type: none"> • Understand the challenges of management control within the company in its different forms (Sales, HR, Project...) • Identify the main performance levers • Knowing how to interpret and create dashboards adapted to the company's context • Know how to use the "financial" functions in Excel and automate your reports. 			
Assessments: Case study, Quiz.			
<ul style="list-style-type: none"> • Individual final assessment (60%) • Continuous collective assessment – Oral presentation (20%) • Continuous individual assessment (20%) 			
Teaching Method: Case Studies, Active Learning, Research, Critical Analysis			
Bibliography: <i>to be defined</i>			

Module's Title:	Product & Branding Strategy #Level2		
Time volume (in hour):	30	ECTS credits:	4
Module's Manager:	Glyn Atwal		
Pre-requisites:	Students are expected to have a good strategic and practical understanding of marketing principles as key theories will serve as a foundation for this course.		
General Description:			
The overall aim of the module is to develop effective problem solving and decision making skills based on appropriate brand management theories and frameworks. This will involve the application of appropriate strategies used in the management of brands.			
Learning objectives:			
<ol style="list-style-type: none"> 1. To understand the fundamentals of brand management. 2. To identify key success factors of brand management with the objective to plan, implement and evaluate branding strategies 3. To critically assess brand management concepts and techniques. 4. To develop international branding strategies. 5. To analyse product and branding strategies by presenting solutions to case study problems. 			
Assessments:			
Group project and presentation – 50%. A small group (4-5 students) will be assigned a topic that is related to product and brand strategy.			
Individual Test – 50%. The questions concern topics studied in the course. This will be based on a case study.			
Teaching Method:			
The teaching method will be 50% lecture and 50% discussion. Each student will be expected to come to class having read relevant material thoroughly. Students will also be required to discuss case studies in order to consolidate theory acquired in the lectures. Practical exercises will be a key tool to understand the application of best practices.			
Bibliography:			
Geval, I and Minsky, L. (2019), <i>Global Brand Management. A Guide to Developing, Building & Managing an International Brand</i> , Kogan Page.			
Kapferer, J-N. (2013), <i>The New Strategic Brand Management. Advanced Insights and Strategic Thinking</i> , Kogan Page.			
Keller, K. & Swaminathan, V. (2020), <i>Strategic Brand Management: Building, Measuring, and Managing Brand Equity</i> , 5th Edition, Pearson.			

Module's Title:	Strategic Marketing #Level1		
Time volume (in hour):	30	ECTS credits:	4
Module's Manager:	Stéphanie Sire		
Pre-requisites:	None		
General Description:			
<p>This class is designed to introduce the principles of marketing decisions. It explains the role of marketing within a business, understanding the key items involved in a marketing approach.</p> <p>This course emphasizes the role of what is traditionally called the “marketing mix” which creates value for customers, which also creates value (revenue and profit streams) for owners, shareholders and employees.</p>			
Learning objectives:			
<ul style="list-style-type: none"> ▪ Understand and establish the link between the marketing strategy and the sales action plan ▪ Work in a group/with others, have interpersonal skills ▪ Know how to communicate effectively in writing and speaking 			
Assessments:			
Individual assessment (70% of the global mark) and collective case (30% of the global mark).			
Teaching Method:			
This course will be given both in French and in English. Students can be expected to work in groups within the class time, or alone, to analyze case studies and other material. Participation in class is essential.			
Bibliography:			
<p>Essentials of Marketing J. BLYTHE & J. MARTIN</p> <p>Marketing an Introduction G. ARMSTRONG, P. KOTLER, M. HARKER & R. BRENNAN</p> <p>Marketing Management P. KOTLER, K. KELLER, D. MANCEAU & N. HEMONNET</p>			

FRENCH COURSES

French Language : French - Elementary

Time volume (in hour): 16,5 **Total student workload:** 33 **ECTS:** 2 **Semester:** Autumn

Module Manager: TALPAIN Iryna

Pre-requisites: None

Description: This class focuses primarily on teaching French as a foreign language in a general sense (FLE), while also providing some grounding in Business French (FOS). The aim of the module is to raise the student's language ability to the level where they can speak coherently in simple phrases, formulating responses to topics in their everyday lives and current events, both orally and in writing. Ultimately, they should feel comfortable communicating with native French speakers about their personal lives and to a certain extent their profession.

Vocabulary: family – professions – home - daily life - public transport – directions – weather

Grammar: tenses (present, present perfect, past continuous, future, near future) – subject pronouns – possessive and demonstrative pronouns – adjectives – questions – (in)definite articles – special prepositions – directional adverbs

Learning objectives: At the end of this module, students should be able to:

- Communicate in a simple way about familiar and daily topics such as: nationalities, professions, timetables, meals, purchases, weather, seasons, dates, cities, travels.
- Understand the grammar described in the detailed content above
- Briefly describe past, present and future activities
- Ask personal questions and answer them, and then talk freely about that subject
- Recognize modern words and phrases, and understand short informative texts
- Orally understand the main subject of an audio extract and be able to discuss the topic

Methodology: The learning of French should be done in an environment where the classroom is considered a French-speaking social space, which places the students in practical situations where they must use their communication skills to carry out both real-life tasks and imagined scenarios.

Teaching Methods: Classroom support - Audio-visual learning – E-learning

Teaching tools: These tools are tailored to the kind of practical learning that best facilitates the uptake of the French language – Role play – Scenarios – Speaking exercises with particular linguistic constraints

Assessments:

Continuous individual assessment 100%

References:

Français.com, français professionnel. Niveau débutant. 2ème édition, Jean-Luc Penfornis, CLE international, novembre 2011.

Vocabulaire en dialogues. Niveau débutant, Evelyne Siréjols, CLE International, février 2017

Vocabulaire progressif du français, 2ème édition, Claire MIQUEL, CLE international, décembre 2010

Grammaire progressive du français, niveau intermédiaire, nouvelle édition, Maïa GREGOIRE, Odile THIEVENAZ, CLE international, 2010

Grammaire des premiers temps, A1-A2, Dominique ABRY, Marie-Laure CHALARON, Presses universitaires de Grenoble, 2014

Compréhension orale niveau 1, compétences A2, Michèle BARTEFY, CLE international, août 2015

Conjugaison progressive du français, Niveau débutant, Odile GRAND-CLEMENT, CLE international, 2013

DELATOUR Y. (1991), Grammaire du français : cours de civilisation française de la Sorbonne, Hachette F.L.E.

French Language : French - Intermediate

Volume horaire en face à face : 16,5 **Charge de travail totale :** 33 **ECTS:** 2 **Semestre :** Automne

Responsable du module : TALPAIN Iryna

Prérequis : se soumettre au Test de français organisé avant le début des enseignements. Le positionnement est obligatoire avant les cours.

Description : Ce module est un enseignement généraliste du français langue étrangère (FLE) avec introduction partielle de l'enseignement du français des affaires (FOS). Le module vise à amener l'étudiant à produire un discours simple et cohérent, agir et interagir sur des sujets du domaine personnel et public dans un contexte français à l'oral et à l'écrit.

Lexique : la vie quotidienne, les personnes, les événements, le monde professionnel, les médias.

Grammaire : les temps du passé, les temps du futur, le conditionnel présent et passé, le discours rapporté au présent et au passé, la concordance des temps, le subjonctif, le passif, les pronoms relatifs simples et la mise en relief (ce qui / que, c'est...qui / que), les pronoms relatifs composés, ...

Objectifs d'apprentissage : L'apprenant doit être capable :

- d'utiliser le vocabulaire thématique étudié concernant des sujets tels que : le portrait moral et physique, les loisirs, le travail, les voyages, l'actualité
- de maîtriser les formes grammaticales indiquées dans le contenu détaillé du module
- de résumer une source d'informations factuelles : en faire le rapport, justifier des actions et donner son opinion
- de commencer, poursuivre et terminer une conversation sur des sujets du domaine personnel et public (portrait moral et physique, loisirs, travail, voyages)
- de comprendre les points significatifs d'un article de journal
- de comprendre une information factuelle contenue dans un document audiovisuel : travail, école, loisirs, voyages

Démarche pédagogique : L'apprentissage du français est organisé selon l'approche actionnelle, d'après laquelle la classe de langue est considérée comme un espace social francophone qui place les étudiants dans des situations de communication simulées ou naturelles et les fait agir comme des acteurs sociaux.

Outils pédagogiques : CD - Support Audio. E-learning. Support de cours

Méthodes pédagogiques : Étant la mieux adaptée à l'approche actionnelle car développant l'autonomie et favorisant l'apprentissage, la méthode applicative est privilégiée : jeux de rôles, simulations, exercices d'expression avec contraintes linguistiques, présentations orales, débats, internet

Évaluations pédagogiques :

Contrôle individuel continu 100%

Références bibliographiques :

GIRARDET Jacky, PÉCHEUR Jacques. Écho 3 – Méthode de français – B1, CLE International, 2009

PENFORNIS Jean-Luc. Français.com - Niveau intermédiaire, CLE International, 2011

STEELE Ross (2004), Civilisation progressive du français avec 400 activités : niveau intermédiaire, Nathan / CLE international, 903 STE

DELATOUR Y. (1991), Grammaire du français : cours de civilisation française de la Sorbonne, Hachette FLE (Français Langue Etrangère), 907 DEL

BARFÉTY Michèle, BEAUJOIN Patricia. Compréhension orale – Niveau 2 – B1, CLE International, 2005

CAQUINEAU-GÜNDÜZ Marie-Pierre, DELATOUR Yvonne, JENNEPIN Dominique, LESAGE-LANGOT Françoise. Les 500 exercices de grammaire B1 – Avec corrigés, HACHETTE F.L.E., 2005 GRÉGOIRE Maïa,

THIÉVENAZ Odile. Grammaire progressive du français – Niveau intermédiaire, CLE International, 2003

LEROY-MIQUEL Claire, GOLIOT-LÉTÉ Anne. Vocabulaire progressif du français - Niveau intermédiaire, CLE International, 2001

LEROY-MIQUEL Claire, GOLIOT-LÉTÉ Anne. Vocabulaire progressif du français - Niveau intermédiaire - Corrigés, CLE International, 2011

MAHEO-LE COADIC Michèle, MIMRAN Reine, POISSON-QUINTON Sylvie. Grammaire expliquée du français – Niveau intermédiaire, CLE International, 2002

PENFORNIS Jean-Luc. Vocabulaire progressif du français des affaires, CLE International, 2013

PENFORNIS Jean-Luc. Vocabulaire progressif du français des affaires - Corrigés, CLE International, 2013

STEELE Ross. Civilisation progressive du français – Niveau intermédiaire, CLE International, 2004
THIÉVENAZ Odile. Grammaire progressive du français – Niveau intermédiaire - Corrigés, CLE International, 2003

French Language : French - Advanced 1

Volume horaire en face à face : 16,5 **Charge de travail totale :** 33 **ECTS:** 2 **Semestre :** Automne

Responsable du module : TALPAIN Iryna

Prérequis : Se soumettre au Test de français organisé avant le début des enseignements. Le positionnement est obligatoire avant les cours.

Description : Il s'agit d'un module d'enseignement du français langue étrangère aux niveaux B2 - C1. Ce module a pour but d'aider les apprenants à améliorer leur pratique de la langue française grâce à l'acquisition d'un lexique précis et la maîtrise de règles structurelles. Il vise aussi à approfondir ses connaissances de la culture et de la langue française à travers des situations quotidiennes, des thèmes d'actualité et des œuvres-phares.

Grammaire : • Passé composé / Imparfait / Plus-que-parfait : révision et difficultés particulières • Les conjonctions de temps : exprimer l'antériorité, la simultanéité, la postériorité • Le discours rapporté au passé • La voix passive • Les pronoms compléments : directs, indirects, postposés, "en" et "y" • La comparaison • La concession, l'opposition • L'expression du but • L'expression de la manière • La conséquence et l'intensité • Le conditionnel passé pour exprimer des regrets et des reproches • Le subjonctif : dans l'expression du sentiment et des jugements • Le subjonctif : dans l'expression du doute et de l'incertitude • L'expression de la cause et de la conséquence

Lexique : • Caractériser une personne, un groupe • Le langage SMS • L'informatique • Connaissances et savoir • Le travail et l'économie • Les émotions, les sentiments • La santé, les maladies • L'appréciation • L'architecture • Les transformations, les changements • Comptabiliser, quantifier • L'environnement, l'écologie

Objectifs d'apprentissage :

- Améliorer et affiner sa communication en langue française au quotidien dans une grande variété de situations.
- Acquérir des savoirs linguistiques, sociolinguistiques, culturels et pragmatiques permettant de perfectionner ses communications quotidiennes et d'approfondir ses connaissances de la culture française.
- Favoriser les échanges interculturels et l'intercompréhension entre les étudiants de nationalités différentes. Développer ses capacités communicatives en langue étrangère avec un public varié. Présenter sa culture d'origine, et élargir sa vision et sa compréhension des autres cultures et de l'altérité.
- S'impliquer dans des travaux personnels ou collectifs en mettant en pratique des savoirs pragmatiques concernant le discours : réaliser un exposé à l'oral, faire une synthèse de documents oraux, rédiger du courrier professionnel

Démarche pédagogique : La démarche souhaitée est communicative et actionnelle, elle a pour but de mettre les apprenants en situation d'interagir avec des locuteurs français et de réaliser des tâches utiles à la vie étudiante et professionnelle en France.

- Les activités de compréhension orale ou écrite permettent de développer des stratégies pour améliorer ses compétences dans ces domaines grâce à des documents authentiques de sources et de natures variées.
- Les fiches de grammaire visent la maîtrise de règles structurelles essentielles au langage courant, elles sont suivies d'exercices d'expression écrite qui ont pour but de favoriser la créativité et la pratique de la langue courante.
- Des fiches de vocabulaire récapitulent les mots et expressions utiles par thème, les exercices qui suivent incitent les étudiants à faire preuve de précision pour une communication plus efficace au quotidien.
- Les activités d'expression orale permettent d'interagir en petits groupes puis en groupe classe sur des thèmes d'actualité, culturels ou interculturels.
- Les productions écrites sont des tâches utiles pour la vie étudiante et professionnelles en France.

Outils pédagogiques : CD - Support Audio. E-learning. Support de cours

Méthodes pédagogiques : Exercices d'expression orale et écrite avec contraintes linguistiques, simulations des situations de communication, jeux de rôles, présentations orales, débats, interviews

Évaluations pédagogiques :

Contrôle individuel continu 100%

Références bibliographiques :

Édito, niveau B2, 3e édition. Les éditions Didier, 2015. Élodie Heu, Jean-Jacques Mabilat. Alter Ego 4, niveau B2. Hachette livre 2007. Catherine Dollez, Sylvie Pons. Livre de l'élève, cahier d'activités et documents audio. Alter Ego + 4, niveau B2. Hachette livre 2015. Marine Antier, Joelle Bonenfant, Gabrielle Chort, Catherine Dollez, Michel Guilloux, Sylvie Pons. Livre de l'élève, cahier d'activités et documents audio. ? Alter Ego 5, niveaux C1-C2. Hachette livre 2010. Michel Guilloux, Cécile Herry, Sylvie Pons. Livre de l'élève et documents audio.

Communication progressive du français, niveau avancé. Cle International 2016. Claire Miquel. Grammaire progressive du français, niveau avancé, 2e édition. Cle international 2012. Michèle Boularès, Jean-Louis Frérot. 450 nouveaux exercices, grammaire niveau avancé, nouvelle édition. Cle international 2004. Evelyne Siréjols, Pierre Claude. Grammaire progressive du français, niveau perfectionnement. Cle International 2012. Maïa Grégoire, Alina Kostucki. L'expression française écrite et orale, niveaux B2-C1. Presse universitaires de Grenoble 2003. Christian Abbadie, Bernadette Chovelon, Marie-Hélène Morsel. Vocabulaire progressif du français, niveau perfectionnement. Cle International 2015. Claire Miquel. Littérature progressive du français, 2e édition. Niveau intermédiaire. Cle International 2013. Nicole Blondeau, Ferroudja Allouche, Marie-Françoise Né. ? Expression orale, niveau 3, B2. Cle International 2015. Michèle Barféty.

Intercultural Management and Communication

Time volume (in hour): 21 **Total student workload:** 61 **ECTS:** 4 **Semester:** Autumn

Responsable du module : TALPAIN Iryna

Pré-requis: English proficiency B1

Description: Foreign culture and communication: foreign students will be mixed in the class to share their experiences and are asked to understand other cultures. They will approach intercultural management during the sessions through exercises and scenarios from other cultures.

Objectifs d'apprentissage : At the end of this module, students should be able to communicate in foreign languages, and they should be more communicative with someone from a foreign culture, as well as having improved their team building skills.

Démarche pédagogique : Lectures, role plays, case studies, oral presentations

Outils pédagogiques : DVD - Support Vidéo. Cas. Support de cours

Méthodes pédagogiques : Séminaires. Recherches. Incidents critiques. Groupes de discussion. Présentations orales. Simulations. Activités théâtrales

Évaluations pédagogiques :

Contrôle individuel continu 70%

Contrôle collectif continu 30%

Références bibliographiques :

Cultures and Organizations: Software of the Mind, Mc Graw-Hill Cies, 2004

HOFSTEDE, Geert Cultural Intelligence, Intercultural Press, 2004

PETERSON Brooks When Cultures Collide, Nicholas Brealey International, 2006

LEWIS Richard D. Experiential Activities for Intercultural Learning, Intercultural Press, 1996

SEELYE H. Ned

BENNETT Milton J. (1998), Basic concepts of intercultural communication : selected readings, Intercultural Press

HOFSTEDE Geert (1994), Cultures and organizations : software of the mind : intercultural cooperation and its importance for survival, McGraw-Hill

PAIGE Michael (1993), EDUCATION FOR THE INTERCULTURAL EXPERIENCE, Intercultural Press

CHANEY Lillian H. (1995), Intercultural business communication, Prentice Hall

HALL Edward T. (1990), UNDERSTANDING CULTURAL DIFFERENCES, Intercultural Press