



**COURSE CATALOGUE  
2021-2022**

**Pre-Master**

**English Track**

**Autumn 2021**

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

<b>Module's Title:</b>	<b>Principles of marketing #Level1</b>		
<b>Time volume (in hour):</b>	<b>32</b>	<b>ECTS credits:</b>	<b>4</b>
<b>Module's Manager :</b>	<b>SIRE Stéphanie</b>		
<b>Pre-requisites:</b>	None		
<b>Learning objectives:</b>			
<ul style="list-style-type: none"> <li>- To understand and to make the connection between the marketing strategy and the commercial plan of action</li> <li>- To work with others, to possess relational qualities</li> <li>- To know how to communicate effectively, both orally and in writing</li> </ul>			
<b>Description of Content:</b>			
<p>This class is designed to introduce the principle marketing decisions and theoretical approaches to the student. It explains the role of marketing within a business, understanding the market, consumer behaviour and decision making criteria and the marketing mix.</p>			
<b>Assessments:</b>			
<p>Continuous individual assessment: assessment, class participation, mini-case studies &amp; exercices - 70%</p> <p>Continuous collective assessment: report - 30%</p>			
<b>Teaching Method:</b>			
<p>The course will include basic lectures and case studies. Students are expected to work in groups within the class time, or alone, to analyse case studies and other material. Participation in class is essential.</p>			
<b>Bibliography:</b>			
<p>Principles of marketing / Ed. 2008 121.55 KOT Pearson Education 20, 2008, KOTLER Philip</p> <p>Principles of marketing / European edition [E-BOOK] 121.55 KOT Pearson Education, 2013, KOTLER Philip</p> <p>Marketing management : first european edition [E-BOOK] 121.55 KOT Pearson, 2009</p> <p>Mercator : théories et nouvelles pratiques du marketing 121.55 LEN Dunod, 2013 LENDREVIE Jacques</p> <p>Mercator : théories et nouvelles pratiques du marketing [E BOOK] 121.55 LEN Dunod, 2013 LENDREVIE Jacques</p>			

<b>Module's Title:</b>	<b>Industry dynamics and firms strategies #Level1</b>		
<b>Time volume (in hour):</b>	<b>32</b>	<b>ECTS credits:</b>	<b>4</b>
<b>Module's Manager:</b>	<b>SOULAS Céline</b>		
<b>Pre-requisites:</b>	None		
<b>Learning objectives:</b>			
<ul style="list-style-type: none"> <li>- Know the theoretical representations of the company, the different market structures and the mechanisms of market regulation</li> <li>- Know the main tools of strategic analysis and how to conduct a diagnosis.</li> </ul> <p>Presents the fundamental ideas of the industrial economy from a dynamic perspective. Students should understand how economic theories represent companies (contractual and evolutionary dynamics), market structures and their evolution over time (SCP Paradigm and Contestable Markets Theory). It would also involve combining a traditional approach to the industrial economy with a presentation of the most recent developments (innovation systems, networks and clusters in particular) and a mobilisation of strategic analysis tools (PESTEL, Forces de Porter, RBV approach and strategic choices)</p> <p>Students must be able to carry out a strategic diagnosis (external internal/) that will lead to the formulation of a relevant strategic choice for the company. They will have to be able to mobilize the industrial economic concepts underlying the strategic analysis</p>			
<b>Description of Content:</b>			
<ul style="list-style-type: none"> <li>- The organization of contract nodes (agency theory and transaction cost theory - concept of uncertainty, opportunistic behaviour, information asymmetry, contracts and governance)</li> <li>- The organization of the skills node (evolutionary theories - concept of specific routines and resources, innovation, cumulative learning processes and path dependence)</li> <li>- Relevant market (introduction to the concept of product substitutability, also of strategic groups) and industrial concentration - market structures in imperfect competition.</li> <li>- Imperfect competition and state intervention: SCP paradigm (market structure influences strategic choices - Bain &amp; Mason, the challenge of an external diagnostic in strategy) and contestable market theory (concept of extended competition implemented by Porter).</li> <li>- Definition of the concept of strategy, mission, objectives, vision</li> <li>- Macroeconomic environment (PESTEL)</li> <li>- Meso-economic environment (Porter's 5(+1) forces</li> <li>- FCS, strategic groups</li> <li>- Internal environment (LSR approach - strategic capacity)</li> <li>- Value chain, supply chain and activity mapping</li> <li>- Strategic choices (Strategic clock - BCG and Ansoff matrix - Blue/Red Ocean)</li> </ul>			
<b>Assessments:</b>			
<p>Continuous collective assessment - Collective case study 40%</p> <p>Final individual assessment - Written exam 60%</p>			
<b>Teaching Method:</b> Mix between theoretical contributions and strategic cases / work on company news, use of academic references and press articles.			
<b>Bibliography:</b>			
<p>BESANKO David (2000), Economics of strategy, John Wiley &amp; Sons, 113.55 BES</p> <p>JOHNSON Gerry (2017), Stratégique, Pearson Education,, 113.55 JOH</p> <p>JOHNSON Gerry (2017), Stratégique [E-BOOK], Pearson Education,, 113.55 JOH</p>			

<b>Module's Title:</b>	<b>Economics and Psychology of Management #Level1</b>		
<b>Time volume (in hour):</b>	<b>32</b>	<b>ECTS credits:</b>	<b>4</b>
<b>Module's Manager:</b>	<b>SUTAN Angela</b>		
<b>Pre-requisites:</b>	None		

**Learning objectives:**

At the end of this course, students will know :

- That « common sense » is not a research method
- What are the research methods to study behaviour
- That you have to try to walk in your neighbor's shoes
- That you should always evaluate the consequences of all interaction between people
- That we can have an influence on the others
- What is trust, envy, manipulation, motivation...
- Take into account perceptions about others and about others' perceptions...

This module will give students the opportunity to explore the experimental method in management decision making, in order to state unbiased conclusions, to analyse interactions, to understand behaviour. Each topic will allow students to understand a new issue related to behaviour and decision making in business (as indicated in the course content). In addition to these and generally speaking, at the end of the module, they should be able to:

- Understand the principles of the experimental method and the need to use it in management.
- Develop a lab or a field experiment to study a behavioural issue
- Understand and analyse behaviour and relation to contexts
- Reason logically and work analytically on human interactions in business
- Justify conclusions using economic and psychological arguments with appropriate rigour.

**Description of Content:**

The experimental method has recently become an indispensable, but still controversial tool in the manager's toolbox. This course offers a view in the promises and pitfalls of the experimental approach in management and business, with a focus on 10 items related to decision making. The course tries to make a strong case of the need for experimentation based on game theory in management and business. On each item the relevant experimental literature is discussed, together with other (biased) observation techniques.

Economics: reasoning, motivation, teams, antisocial behaviour.

Psychology: stereotypes, group, biases, behavioral changes.

**Assessments:** Experiments and tests at each session. Final video project.

Continuous individual assessment - Simulation game 50%

Continuous collective assessment - Collective oral presentation 50%

**Teaching Method:**

Course based on experimental methods in economics and psychology: hot (laboratory) experiments, cold (strategy method) experiments, field experiments (as part of a team project).

The teaching hours will consist in a mixture of lectures, experiments, films and case study discussions, project work and field experimental work, on each item (each listed item is overviewed through all these methods).

The lectures will give students the opportunity to learn about new experimental tools to study fundamentals of decision making and to understand how and when they should be used by a manager.

They will familiarize students with dealing with uncertainty about human reactions in several decision problems and show them general facts about behaviour.

The lab experiments will show students how proper data about people can be collected, how to avoid declarative problems, how to be surprised about own reactions and to take them into account.

The film and case study discussions will help students to deeply understand the day-to-day behavioural issues in managing people.

The project work will give students the opportunity to put into practice all terms and tools they are learning in a decision problem, will give them the opportunity to exchange within a group and to peer evaluate their knowledge and skills and will allow them to construct a lab experiment with people.

The field experiments are closely related to the project work and will familiarize students with collecting data without biases, choosing the right method, interpreting data and formulate recommendations.

**Bibliography:**

Students will work only with up-to-date research papers. No handbook.

<b>Module's Title:</b>	<b>Data processing and Analysis 1 #Level1</b>			
<b>Time volume (in hour):</b>	<b>18</b>	<b>ECTS credits:</b>	<b>2</b>	
<b>Module's Manager:</b>	<b>ENTEZAM Alexandre Farzan</b>			
<b>Pre-requisites:</b>	Installing Excel (most recent version) Elementary mathematical knowledge (mainly calculations) <b>NB:</b> This course is a prerequisite for Data processing and Analysis 2 (spring semester)			
<b>Learning objectives:</b>				
To be able to make decisions, the manager must have information. This course focuses on the tools and techniques to transform raw data into actionable information for decision-making. This course presents the basics of data processing with Excel. It is followed and completed by Data processing and Analysis 2 (second semester).				
<b>Description of Content:</b>				
<ul style="list-style-type: none"> <li>- Basic principles of automated data processing: task automation</li> <li>- Excel Basics</li> <li>- Calculations and references</li> <li>- Counting functions</li> <li>- Filing functions</li> <li>- Alternative</li> <li>- Character string processing function</li> <li>- Search functions (a first approach)</li> <li>- Error management functions (a first approach)</li> <li>- Basic graphical representations and conditional formats</li> <li>- Descriptive statistics: central trend measures</li> <li>- Descriptive statistics: variation measures</li> </ul>				
<b>Assessments:</b>				
Continuous individual assessment 35% Continuous individual assessment 65%				
<b>Teaching Method:</b>				
<ul style="list-style-type: none"> <li>- Applied exercises</li> <li>- Learning by doing</li> <li>- Self-corrected exercises between sessions.</li> </ul>				
<b>Bibliography:</b>				
Titre	Cote	Editeur	Année	Auteur
Excel 2013 pour les nuls	221.04 CAR	First,	2013	HARVEY Greg
Excel 2016	221.04 HER	ENI,	2016	HERVO Corinne (Sous la dir. de)
Excel en fiches / Niveau confirmé	221.04 PAR	Eyrolles Education / GEP Editions	2014	PARISOT Pascal
Excel en fiches / Niveau débutant	221.04 PAR	Eyrolles Education / GEP Editions	2014	PARISOT Pascal
Basic business statistics : concepts and applications	212.55 LEV	Pearson	2011	LEVINE David M.

Basic business statistics : concepts and applications	212.55 LEV	Pearson	2015	BERENSON Mark L.
Basic business statistics : concepts and applications [E-BOOK]	212.55 BER	Pearson	2011	BERENSON Mark L.



<b>Module's Title :</b>	<b>Financial Accounting #Level1</b>		
<b>Time volume (in hour):</b>	<b>32</b>	<b>ECTS credits:</b>	<b>4</b>
<b>Module's Manager :</b>	<b>ANDERNACK Isabelle</b>		
<b>Pre-requisites:</b>	None		
<b>Learning objectives:</b>			
<ul style="list-style-type: none"> <li>- Understand fundamental accounting principles as well as read and interpret company financial statements</li> <li>- Know how to collect and efficiently use appropriate information</li> </ul>			
<b>Description of Content:</b>			
<ul style="list-style-type: none"> <li>- Describe the fundamental objectives of financial accounting</li> <li>- Identify the main accounting standards used globally /in the European Union / in France (PCG, IFRS, US GAAP...)</li> <li>- Define and explain, through examples, fundamental accounting principles (French GAAP and IFRS conceptual Framework)</li> <li>- Describe and explain the function of each element of individual financial statements (balance sheet, income statement, notes)</li> <li>- Describe and explain the function of each element of consolidated IFRS financial statements</li> <li>- Know how to record transactions (using T accounts) for day to day transactions (inventory, purchase, sale, tangible and intangible assets...) and identify their impact on financial statements</li> <li>- Know how to record end of the period transactions (using T accounts) and identify their impact on financial statements (amortisation and depreciation, impairment, income tax...)</li> <li>- Distinguish individual financial statements from consolidated financial statements (group concept)</li> <li>- Read, analyse and interpret individual and consolidated financial statements</li> <li>- Ability to take a critical look at a course presentation</li> </ul>			
<b>Assessments:</b>			
<u>Formative assessments:</u>			
<ul style="list-style-type: none"> <li>- Group card game during the first class to discover the balance sheet and understand how it works (EV1)</li> <li>- Mid-term group card game to understand how balance sheet and income statement work and are interrelated (EV2)</li> <li>- 5 individual online quizzes throughout the semester: as many attempts as needed to validate at least 8/10 for each quiz within a definite period of time. No grade if done properly, but -1 point on the final grade (/20) if not made (EV3)</li> <li>- Group case study on reading and analysing financial statements (common questions for all group, but study of different financial statements (EV4)</li> </ul>			
<u>Certification assessments:</u>			
<ul style="list-style-type: none"> <li>- Group presentation on a topic already introduced during the former class (including application on financial statements). Presentation to the other students of the class who will assess the quality of the presentation according to the provided analysis grid. The certification assessment will be on filled analysis grids: 5 x 5% = 25% (EV5) as well as debriefing of the group presentation (formative assessment for presenters)</li> </ul>			

- 4 individual 30 minutes quizzes, taken after individual online quizzes: only the 3 best grades out of the 4 quizzes will count, in sessions 6, 11, 14 and 16: 3x10% =30% (EV6)
- Individual final exam: reading and analysis of financial statements : 2 hours, 45% (EV7)

**Teaching Method:** 2 x 2 hours sessions per week

Session 1

Introduction

Card game (EV1)

Session 2

Presentation of elements of financial statements (lesson)

Session 3

Group presentation on elements of financial statements (EV5), analysis grids and debriefing

Presentation of the case study (EV4) and dispatching of group of students

Online quiz 1 (deadline week 3) on financial statements (EV3)

Session 4

Presentation of main accounting standards and accounting principles (lesson)

Session 5

Group presentation on main accounting standards and accounting principles (EV5), analysis grids and debriefing

Balance sheet records (capital, tangible and intangible assets, borrowings, inventory, T accounts) (lesson)

Online quiz 2 (deadline week 4) on balance sheet records (EV3)

Session 6

Quiz 1 on financial statements, accounting standards and accounting principles (EV6)

Balance sheet records (capital, tangible and intangible assets, borrowings, cash, inventory, dividends, T accounts) (lesson) (continued)

Session 7

Group presentation on balance sheet records (EV5), analysis grids and debriefing

Income statement records (purchase, sales, T accounts...) (lesson)

Online quiz 3 (deadline week 5) on income statement records (EV3)

Session 8

Income statement records (purchase, sales, cost of sales, VAT, T accounts, reading of financial statements...) (lesson)

Group case study (EV4): update, progression, questions, debriefing

Session 9

Group presentation on income statement records (EV5), analysis grids and debriefing

Conclusion on balance sheet and income statement part of the program: from T accounts to balance sheet and income statement

Session 10

Card game (EV2)

Debriefing of the game in connection with the balance sheet and income statement part of the program

### Session 11

Quiz 2 on balance sheet and income statement records (EV6)

End of the period transactions: amortisation and depreciation (T accounts, reading of financial statements) (lesson)

Online quiz 4 (deadline week 7) on end of the period transactions (EV3)

### Session 12

End of the period transactions: impairment of assets, provisions, income tax (T accounts, reading of financial statements) (lesson)

### Session 13

Group presentation on end of the period transactions (EV5), analysis grids and debriefing

Introduction to “group” concept, consolidated financial statements, scope of consolidation (lesson)

Online quiz 5 (deadline week 8) on consolidation (EV3)

### Session 14

Quiz 3 on end of the period transactions (EV6)

Consolidation: full consolidation, equity method (lesson)

### Session 15

Group presentation on consolidation (EV5), analysis grids and debriefing

Group case study (EV4): debriefing, questions, conclusion

### Session 16

Quiz 4 on consolidation (EV6)

Reading of financial statements (conclusion)

### **Bibliography:**

Accounting principles IFRS Version Global Edition, Weygandt, Kimmel, Kieso, Wiley, ISBN 978-1-1-119-41959-4 (ebook), 978-1-119-41961-7 (hardcopy), April 2018, 1296 pages

Advanced Financial Reporting: A complete Guide to IFRS, Cotter, Pearson, ISBN 978-0-273-73235-8, September 2011, 512 pages

## Français et Culture - French - Elementary

**Time volume (in hour):** 16,5 **Total student workload:** 70 **ECTS:** 3 **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.

## Français et Culture - French - Intermediate

**Volume horaire en face à face : 16,5 Charge de travail totale : 70 ECTS: 3 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

## Français et Culture - French - Advanced 1

**Volume horaire en face à face :** 16,5 **Charge de travail totale :** 70 **ECTS:** 3 **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.

## Français et Culture - Intercultural Management and Communication

**Time volume (in hour):** 21 **Total student workload:** 90 **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