















# **COURSE CATALOGUE**

**2025-2026 Catalogue cours  
BACHELOR 3 ECHANGES  
Semester English track**

[SUMMARY](#)

## Modules

Semester 5	Langues	Hours	ECTS Credits
Sustainable development management		27	4
Strategy, SME and entrepreneurship		27	4
International financial and economic news		27	4
Organisational behaviour		15	3
Pathfinder Days		7	1
Emotional Intelligence & Leadership		14	2
International Marketing Case studies		27	4
Leadership and project management		27	4
Intercultural Management and Communication S1		21	4
French culture & society S1		21	4
International issues (ECH)		18	3
Artificial Intelligence in Business (IS)		12	2
Foreign language 1 S5 : Business English S5		13,5	2
Foreign language 2 S5 : Français S5, Deutsch S5, Italiano S5, Espanol S5, Chinois S5.		13,5	2

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# BACHELOR PRESENTATION

## BURGUNDY SCHOOL OF BUSINESS



Our **Bachelor in Management** is a 3- year programme designed to provide you with the essential skills needed in management, marketing and business while also developing your **soft skills** : agility, open-mindedness, creativity, entrepreneurial spirit and collective thinking.

Choosing BSB is choosing an International immersion, strong connections with the corporate world, Do and Learn-oriented pedagogy. Our teaching model and dedicated team allow us to provide each student with individual support.

With the BSB Bachelor in Management program, you will develop the essential competencies for management jobs and the soft skills that are essential in a company: agility, open-mindedness, creativity, entrepreneurial spirit, sense of teamwork...

International immersion, strong connection to the business world, pedagogy based on Active Learning... by choosing the BSB Bachelor program you are guaranteed to accelerate your employability and maximize your chances of success in the entrance exams to the Master Grande Ecole.

### A RECOGNISED DIPLOMA IN FRANCE AND ABROAD



The BSB Bachelor in Management is recognized as a Bac +3 by the French Ministry of Higher Education, Research and Innovation, and confers the Grade de Licence. It gives access to further studies in Master Grande Ecole (Bac +5).

After our AACSB reaccreditation in 2019, and our EQUIS reaccreditation in 2022, BSB is now also AMBA accredited.

### [SUMMARY](#)

# Artificial Intelligence in Business (IS)

**Time volume (in hour):** 12   **ECTS:** 2   **Semester:** Autumn

**Module's Manager:** PETANI Fabio James

**Pre-requisites:** None

**Description:** This is an introductory course to the field of Artificial Intelligence (AI) and its application in business. It adopts both a technological and managerial perspective to unravel the concept of AI and explain how contemporary organizations adopt AI-based systems and technologies to transform the way they do business. While the technological perspective explores the technical foundations and the basics for developing AI-driven systems and technologies, the managerial perspective looks at how the adoption and implementation of AI and its associated cutting edge technologies impacts the management operations of various types of firms and organizations. This course aims at equipping students with the necessary skills for assessing the strategic value for AI adoption and implementation to solve prevailing business problems and improve the functioning of firms. The overall goal of this course is to conceptualize an AI-driven business strategy for a firm that aims at investing in AI-associated structures and yield the benefits of this powerful technology.

**Learning objectives:** Combining both the technological and managerial perspectives, at the end of the course, students will be able to: - Understand the fundamental notions of AI and its associated technologies. - Assess the different ways AI-driven systems and technologies impact and transform firms and organizations and the way they do business. - Understand the implementation process of various types of AI systems and technologies within firms and organizations. - Identify the strategic value behind AI adoption and implementation within an organization. - Conceptualize a business strategy for AI adoption and implementation within a public or private organization.

**Methodology:** This module relies on a variety of pedagogical tools and methods. The teaching is interactive and is based on active learning methods. Students are encouraged to take an active participation in class through taking the initiative and look forward for the acquired knowledge. Various active tools including case studies and active assignments are employed to help students in the active learning process. The lecturer uses presentations, illustrations, and complementary tools in delivering the lectures to facilitate the acquisition of knowledge by students.

## **Assessments:**

Individual continuous assessment - Quiz 60%

Group final exam - Collective oral presentation 40%

## **Skills:**

BACH GK 05 - To know the main digital and decision making tools

BACH GK 05.05 - Anticipate the impact of Artificial Intelligence on business activities

[More information](#)

[SUMMARY](#)

# Emotional Intelligence & Leadership

**Time volume (in hour):** 14   **ECTS:** 2   **Semester:** Autumn

**Module's Manager:** ROSAZ Julie

**Pre-requisites:** None

## Description:

This module aims to strengthen the ability to understand, manage and anticipate our own emotions and those of the people with whom we interact. Through an interactive and experiential approach, participants will explore the emotional and cognitive mechanisms that influence decision-making and professional relationships.

## Learning objectives:

Day 1 : Understanding and managing emotions

- Definition, identification and expression of emotions
- Techniques for recognizing emotions in ourselves and others
- Practical workshops and case studies to develop empathic listening skills

Day 2 : Behavioral biases and decision-making

- Exploring cognitive biases and their impact on leadership
- Role-playing exercises to identify and correct biases
- Debates and simulations to integrate learning

## Assessments:

- QCM (40%)
- Travail réflexif : 60%)

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[SUMMARY](#)

# French culture and society S1

**Time volume (in hour):** 21   **ECTS:** 4   **Semester:** Autumn

**Module's Manager:** TALPAIN Iryna

**Pre-requisites:** None

**Description:** A panorama of today's French culture and society: The family, work and employment, entertainment, religion, education, the institutions... A guided tour (Dijon or Lyon)

Each class: - a mix of lectures, discussions, role plays A 3-hour guided tour (Dijon or Lyon)

**Learning objectives:** At the end of this module, students will be able to understand the way the French society works, the values and beliefs held by the French, some of the people's idiosyncrasies and cultural differences between their native country and France.

**Methodology:** An interactive class: - lectures and discussions - guided tours - reflective writing ( a diary) - role plays As interactive as possible

Teaching tools: Course support. Others

Pedagogical methods: Critical analysis. Discussion groups. Oral presentations. Debates. Free discussion around a theme. Internet. Games

## **Assessments:**

Individual continuous assessment 50%

Individual continuous assessment 50%

[More information](#)

[SUMMARY](#)

# Intercultural Management and Communication S1

**Time volume (in hour):** 21   **ECTS:** 4   **Semester:** Autumn

**Module's Manager:** TALPAIN Iryna

**Pre-requisites:** None

**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 can therefore approach intercultural management during the sessions through exercises and situations from other cultures. Main topics: Intercultural management, communication in a foreign culture and team building. Inclusive language. Cultural differences.

Each class: lectures, discussions, critical incidents, role plays, case studies, group communication via Teams, mini-tests & assignments via Forms A group project followed by a group presentation (e.g. a FlipGrid video) Topics: Culture shock, values and heroes, discrimination, cultural differences and communication in Management, Inclusive language, critical incidents in management, Diversity and how to manage it, etc

**Learning objectives:** To facilitate social integration of foreign students at BSB through a better understanding of the cultural differences between France and their home countries To increase awareness of differences among business people (values, customs, traditions, etc.) from other cultures to pave the way for successful intercultural management and communication To respect other cultures within an international context To make students more communicative in a foreign culture and team building To learn how to lead global organizations with a diversity of profiles To show the importance of inclusive language

**Methodology:** Blended learning: a mix of traditional face-to-face classes (lectures, discussions, critical incidents, role plays, case studies) with online activities (all class materials, assignments and group communication are via Microsoft Teams + FlipGrid videos).

Teaching tools: DVD - Video support. Cases. Course support. Others

Pedagogical methods: Researches. Critical incidents. Discussion groups. Oral presentations. Theater activities. Case studies. Projects. Internet. Games. Free discussion around a theme

## **Assessments:**

Individual continuous assessment 30%

Group continuous assessment 30%

Individual continuous assessment 40%

[More information](#)

[SUMMARY](#)

# International financial and economic news

**Time volume (in hour):** 27   **ECTS:** 4   **Semester:** Autumn

**Module's Manager:** YEDDOU Nacera

**Pre-requisites:** Thematic analysis (Bach 1)

**Description:** The aim of this course is to foster critical thinking of future managers and business actors, to decypher important international and global issues, a necessary skill in today's firms' strategies (decision to relocate or settle in a country or region, knowledge of the economic, political and social environment of MNF and subsidiaries). The special focus on data research and analysis as well as the development of presentation skills aims at preparing students to activities of country risk management and business intelligence, more and more crucial specializations in an increasingly interdependent environment.

Based on the news, the following subjects can be treated: 1. Monetary and financial economics 2. Financial system architecture, especially in the wake of new technologies. 3. Banking system (role of banks, money creation, central bank, lender of last resort) 4. Principal Financial markets and principal Financial products (equity, bond, currency and commodity markets) 5. Green finance and the problems of financing sustainable development 6. Alternative finance and fintech

**Learning objectives:** BACH GK 01.03 - Analyser l'actualité économique et sociétale au niveau mondial de manière approfondie ACH GS 01 - Être capable d'analyser des informations et de communiquer

**Methodology:** The students are encouraged to read financial newspapers, discuss their reading and get a critical appreciation of causes and effects, and opportunities and threats,

Teaching tools: Cases. Others. Periodical. Course support

Pedagogical methods: Critical analysis. Case studies. Researches. Oral presentations

## **Assessments:**

Individual final exam - Written exam 60%

Group continuous assessment - Cours - Grand amphithéâtre 40%

## **Skills:**

BACH GS 01 - To be able to analyse information and communicate

BACH GS 01.05 - Identify and select relevant resources on a specific topic

[More information](#)

# International issues (ECH)

**Time volume (in hour):** 18   **ECTS:** 3   **Semester:** Autumn

**Module's Manager:** DITTER Jean-Guillaume

**Pre-requisites:** NA

**Description:** This course provides an overview of the major themes and issues within the field of geopolitics, allowing students to develop a broad understanding of the subject matter and its practical implications in the contemporary business world. Course objectives Develop an understanding of the concept of geopolitics, including its historical context, theoretical frameworks, and practical applications. Analyze and evaluate the complex interactions between geography, politics, and international relations in shaping geopolitical dynamics at the global, regional, and national levels.

Session 1 – Introduction: Definition of geopolitics, historical context, and theoretical frameworks  
Session 2 – Post-Brexit EU: Consequences of the United Kingdom's decision to leave the EU, including its impact on European integration and global alliances. Session 3 – The Ukraine crisis: Factors contributing to the conflict between Ukraine and Russia, including territorial disputes, energy interests, and geopolitical rivalries Session 4 – Global China: China's political and economic presence worldwide, current implications Session 5 – The USA: Domestic evolution and global presence, relationships with China Session 6 – The Indo-Pacific region: Strategic importance, power rivalries, and emerging alliances in the Indo-Pacific region

**Learning objectives:** Course learning goals Explain the key concepts of geopolitics, including its theoretical foundations and the contributions of major geopolitical thinkers. Critically examine various contemporary geopolitical challenges Develop research skills to gather and analyze relevant data, employ appropriate methodologies, and critically evaluate various sources in the field of geopolitics. Communicate effectively through written assignments, oral presentations, and class discussions.

## **Methodology:**

Teaching tools: E-learning. Cases. Course support

Pedagogical methods: Case studies. Researches. Oral presentations. Debates. Internet

## **Assessments:**

Group continuous assessment - Collective case study 40%

Individual continuous assessment 60%

[More information](#)

# International Marketing Case Studies

**Time volume (in hour):** 27   **ECTS:** 4   **Semester:** Autumn

**Module's Manager:** DUNCAN Allen Scott

**Pre-requisites:** Principles of Marketing, Marketing Case Studies.

**Description:** The course takes a deeper look at the role of marketing in organization problem solving practices. Through the analysis of real-life cases one will study how the functions of marketing impact the challenges that arise between an organization and its various stakeholders. The course will deal with different cases that study one or more marketing concepts like a situational analysis; targeting, segmenting, & positioning; and the marketing mix.

The class will consist of eight case studies, and homework assignments reviewing marketing concepts. Working in groups, students will construct a brief analyzing the cases and discussing the assigned questions.

**Learning objectives:** Examine the role of marketing in organization problem solving practices. Analyze real-life case studies. Compare and contrast different organizational marketing situations.

**Methodology:**

Teaching tools: E-learning. Cases. Course support

Pedagogical methods: Case studies. Discussion groups. Oral presentations

**Assessments:**

Group continuous assessment - Collective dossier 50%

Individual continuous assessment - Quiz 10%

Individual final exam - Written exam 40%

[More information](#)

# Leadership and project management

**Time volume (in hour):** 27 **ECTS:** 4 **Semester:** Autumn

**Module's Manager:** BOUMEDJAOUD Dorian

**Pre-requisites:** None

**Description:** This module aims to introduce you to the fundamental concepts and tools of project management. You will also explore basic elements of leadership.

**Learning objectives:** - Understand the fundamentals of project management: Agile methodology/Waterfall methodology; risk management; resource management (human, technical, financial); scheduling management; budget management - Analyze different leadership styles - Implement leadership tools and techniques in project management

**Methodology:** Experiential learning

Teaching tools: E-learning. Manual. Course support. Work

Pedagogical methods: Projects. Oral presentations

**Assessments:**

Group continuous assessment - Collective oral presentation 50%

Individual midterm assessment 50%

[More information](#)

# Organisational Behaviour

**Time volume (in hour):** 15    **ECTS:** 3    **Semester:** Autumn

**Module's Manager:** HERNAN GONZALEZ Roberto

**Pre-requisites:** Basic skills in microeconomics and mathematics

**Description:** 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. The following table reports the 10 items, together with a brief description. On each item the relevant experimental literature is discussed, together with other (biased) observation techniques. Course based on experimental methods in economics and psychology : hot (laboratory) experiments, cold (strategy method) experiments, field experiments (as part of a team project). At the end of this course, students will know : That « common sense » is not a research method What are the research methods to study behavior 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...

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. 10 items Focal point : motivation Between two classes: think about strategy into a game Each class : theory plus laboratory experiment From October until December: teamwork on a project

**Learning objectives:** 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.

**Methodology:** Experimental lab, field experiments, films

Teaching tools: CD - Support Audio. E-learning. DVD - Video support. Cases. Periodical. Data base. Course support. CD - Support Audio. E-learning. DVD - Video support. Cases. Periodical. Data base. Course support

Pedagogical methods: Seminars. Workshops for identifying problems and opportunities. Critical analysis. Case studies. Researches. Critical incidents. Discussion groups. Projects. Oral presentations. Debates. Aquarium. Simulations. Diagnostics. Internet. Games. Events organization. Methods & tools for self-analysis. Inquiries. Analysis of similar behaviours. Panel analysis. Free discussion around a theme

**Assessments:**

[SUMMARY](#)

Group final exam 50%

Individual continuous assessment - Simulation game 50%

**Skills:**

BACH GK 01 - To know the main concepts of socio-economic and legal aspects of the organizational environment

BACH GK 01.04 - Understand how behaviour influences the decision-making process of a person

BACH GS 01 - To be able to analyse information and communicate

[More information](#)

# Pathfinder Days

**Time volume (in hour):** 7   **ECTS:** 1   **Semester:** Autumn

**Module's Manager:** BALLEREAU Valerie

**Pre-requisites:** None

**Description:** The aim of this Pathfinder workshop is to enable students to work on their self-knowledge and professional integration in order to reflect on their alignment: i.e. to ensure that they make career choices in line with their profile, and to identify the soft skills they need to develop to boost their employability.

**Learning objectives:** - approfondir sa connaissance de soi pour être capable de pitcher son profil devant des futurs employeurs.

**Methodology:** Experiential Learning

**Assessments:**

Individual continuous assessment - Individual oral presentation 100%

**Skills:**

BACH GS 02 - To have a professional behaviour

BACH GS 02.11 - Identify pathways to a specific professional field at the end of the training

[More information](#)

# Strategy, SME and entrepreneurship

**Time volume (in hour):** 27   **ECTS:** 4   **Semester:** Autumn

**Module's Manager:** REBOUD Sophie

**Pre-requisites:** None

**Description:** Introductory course on SME Strategy and entrepreneurship: SMEs and their diversity, proximity Strategic analysis: BM and its contextualisation, internationalisation of SMEs Fundamentals of entrepreneurship

Session 1 Introduction Work on the concept of SME Session 2 Asynchronous Video case in 5 parts Sessions 3 à 8 Work on the 6 themes of the video Session 9 Presentations Wrap up and debriefing

**Learning objectives:** Understand and analyse SMEs and their strategies Understand and analyse the fundamentals of the entrepreneurial approach Apply a simple method of strategic analysis

**Methodology:** Active learning Problem based learning

Teaching tools: E-learning. Cases

Pedagogical methods: Workshops for identifying problems and opportunities. Case studies. Researches

## **Assessments:**

Group continuous assessment - Collective dossier 30%

Individual continuous assessment - Individual executive summary 50%

Individual final exam - Quiz 20%

## **Skills:**

BACH GK 02 - To know the main concepts of entrepreneurship and strategic analysis

BACH GK 02.01 - To know and to know how to use the main concepts of strategic analysis

[More information](#)

# Sustainable development management

**Time volume (in hour):** 27 **ECTS:** 4 **Semester:** Autumn

**Module's Manager:** BLANCHET Vivien

**Pre-requisites:** None

## **Description:**

This course immerses students in the core challenges of socio-ecological transitions at the level of states, territories, industries, products, and organizations. The first sessions explore the origins, principles, approaches, and limitations of sustainable development. They introduce concepts such as the Anthropocene, planetary boundaries, resource scarcity, and strong and weak sustainability. The following sessions focus on managing sustainability issues, covering strategies for mitigating and adapting to climate change, governance of the commons, environmental footprint, circular economy, and decarbonization. In sum, the course equips students to diagnose, develop, and evaluate a sustainable development strategy, integrating environmental constraints, societal issues, and organizational levers.

## **Learning objectives:**

At the end of the course, the student will be able to:

1. Critically discuss the challenges of sustainable development by diagnosing social, economic, and environmental issues, comparing multiple approaches, and evaluating their impacts.
2. Elaborate a territorial or sectoral climate adaptation plan based on a prospective scenario.
3. Design the key components of a decarbonization strategy by setting a net-zero target, identifying levers for action, and defining relevant indicators.

## **Methodology:**

Teaching tools: Lectures – Games – Case studies – Exercises

Pedagogical methods:

## **Assessments:**

50% continuous group assessment (based on case studies)

50% individual final exam (based on course content and reflective questions)

[More information](#)

[SUMMARY](#)

# BACH 3 Business English S5

**Time volume (in hour):** 13.5   **ECTS:** 2   **Semester:** Autumn

**Module's Manager:** TALPAIN Iryna

**Pre-requisites:** N/A

**Description:** MAINTAINING & APPLYING: The S5 course is designed to help students develop communication and different Business language skills + entry exam preparation (for MGE) Multicultural Working environment, student well-being, meetings, discussions (interactive speaking + interactive presentations)

Each class, a mix of activities: - Building business vocabulary - Reading business-related materials - learning, drilling and applying grammar (based on needs) - practicing speaking in conversations with peers - improving oral comprehension skills (listening exercises) Homework: - assignments from teachers - Global exam self-study (compulsory, will be tracked)

**Learning objectives:** Objectives of this course: To improve speaking skills to create interaction To improve active listening skills To lead a meeting in an interactive way To follow oral information given and actively participate in the subsequent exchange of knowledge To build up business vocabulary, To be prepared for the MGE entry exams

**Methodology:** Blended learning: face-to-face classes with MicrosoftTeams assignments via Forms, Kahoot vocabulary quizzes, recorded speaking via Flipgrid, etc + online self-study (an online language platform, Global Exam) + tailor-made coaching via Microsoft Teams based on students' needs & online tracking Individual and group work. Interactive presentations (main focus - speaking)

Teaching tools: CD - Support Audio. DVD - Video support. E-learning

Pedagogical methods: Discussion groups. Oral presentations. Free discussion around a theme. Simulations. Internet. Games. Case studies

## **Assessments:**

Individual continuous assessment 30%

Individual continuous assessment 30%

Individual continuous assessment - Written exam 40%

## **Skills:**

BACH GK 08 - To know how to communicate in a foreign language

BACH GK 08.04 - To write a paper in English

[More information](#)

# BACH 3 Chinois S5

**Time volume (in hour):** 13.5 **ECTS:** 2 **Semester:** Autumn

**Module's Manager:** GRUNZIG Ina

**Pre-requisites:** BACH chinois 3&4 équivalent

**Description:** Interculturelle --- la langue chinoise des affaires

Il s'agit d'un enseignement de la langue chinoise, spécialisé dans les domaines économique et commercial. Objectifs pédagogiques (selon les niveaux) : conversations simples dans le milieu des affaires chinois, exposé d'un projet ou d'un bilan, entretiens, négociation.

**Learning objectives:** Put into practice international knowhow and skills

**Methodology:** débats ; exposés ; discussions

Teaching tools: CD - Support Audio. E-learning. DVD - Video support. Periodical. Course support

Pedagogical methods: Oral presentations. Debates

**Assessments:**

Individual continuous assessment - Individual oral presentation 35%

Individual continuous assessment 35%

Individual continuous assessment 30%

**References:**

Le chinois des affaires - Édition chinoise-française, Editions de Pékin,2010, ISBN : 7040292947

[More information](#)

# BACH 3 Deutsch S5

**Time volume (in hour):** 13.5   **ECTS:** 2   **Semester:** Autumn

**Module's Manager:** POUX-MOINE Sandra

**Pre-requisites:** Grund- und fortgeschrittene Kenntnisse der deutschen Sprache, der deutschen Grammatik und Vokabularkenntnisse des 2. Studienjahres

**Description:** Behandlung aktueller Themen aus den Bereichen Wirtschaft, Gesellschaft, Politik und Kultur anhand von authentischen Unterlagen

Internationale Unternehmen; Europa aktuell; Deutschland-Frankreich; Immigration; Politik; Ökologie und Ökonomie; Wirtschaft und Globalisierung; Österreich und die Schweiz; Presse

**Learning objectives:** LG3 GK/GS- 7.3 Put into practice international business culture: - Fähigkeiten und Kenntnisse, um in einem internationalen Unternehmensumfeld zu agieren: allgemeine Kenntnisse über Europa und die EU; Analyse aktueller Themen aus den Bereichen Wirtschaft, Gesellschaft, Kultur und Politik; Vertiefung der geografischen und geschichtlichen Kenntnisse zu Deutschland; Verständnis von authentischen Materialien. - Durchführen von Präsentationen, Erstellen von schriftlichen Unterlagen (Präsentationen, Zusammenfassungen, Berichte) - Umfang, Art und Anzahl der Kursthemen hängen von der jeweiligen Gruppe und deren Sprachniveau ab. Der Lernfortschritt hängt vom Niveau der Gruppe ab.

**Methodology:** Dieses Modul umfasst 8 Kurse von je 2 Std. Jeder Kurs umfasst : Einführung des Vokabulars mit Hilfe von Hörtexten, Videos, Texten und weiterführende Diskussionen, Rollenspiele, Präsentationen. Bei Bedarf : Wiederholung der grammatischen Strukturen

Teaching tools: CD - Support Audio. E-learning. DVD - Video support. Course support

Pedagogical methods: Seminars. Discussion groups. Oral presentations. Games. Free discussion around a theme

## **Assessments:**

Individual continuous assessment - Individual oral presentation 35%

Individual continuous assessment 35%

Individual continuous assessment 30%

[More information](#)

[SUMMARY](#)

# BACH 3 Espanol S5

**Time volume (in hour):** 13.5   **ECTS:** 2   **Semester:** Autumn

**Module's Manager:** POUX-MOINE Sandra

**Pre-requisites:** -

**Description:** Se trata de un "curso de español por tema", que se articula alrededor del tema Negocios Internacionales en España y América Latina. El curso se dirige a la eventual integración del estudiante en una empresa internacional a través de una introducción a los elementos de estudio de la problemática internacional, y de una revisión de los actores y protagonistas en el escenario internacional actual. La revisión continua de gramática y vocabulario es parte del curso, pero esta revisión se hace a partir de los temas propuestos en el programa.

1. Las Negociaciones. 2. Las diferencias culturales en los negocios internacionales. 3. Las consideraciones interculturales. 4. La cumbre internacional. 5. Políticas de importación. 6. El mercado Actual. 7. La feria. 8. Los Salones.

**Learning objectives:** Put into practice international business culture. Ofrecer al alumno las herramientas conceptuales del contexto internacional para un análisis y diagnóstico riguroso y metódico de la problemática internacional. Y por último debatir sobre algunos problemas internacionales como : los intercambios económicos, el problema ecológico, el terrorismo, etc.

**Methodology:** Método de español por "tema" que comprende una serie de herramientas diversas y de mecanismos audio-orales, audio-videos y a partir de textos escritos (periodicos, revistas, etc.), audios y audiovisuales referidos al tema de la mundialización y sus consecuencias económicas, comerciales, culturales, medioambientales, etc.

Teaching tools: CD - Support Audio. E-learning. DVD - Video support. Course support. Compact audio cassette. Videotape

Pedagogical methods:

**Assessments:**

Individual continuous assessment 35%

Individual continuous assessment 35%

Individual continuous assessment 30%

[More information](#)

[SUMMARY](#)

# BACH 3 Français S5

**Time volume (in hour):** 13.5   **ECTS:** 2   **Semester:** Autumn

**Module's Manager:** TALPAIN Iryna

**Pre-requisites:** Test de niveau avant Sept avec Global Exam qui permettra de définir le niveau

**Description:** Entraîner aux 4 compétences et dispenser un enseignement linguistique et culturel.

Level 1 (= niveau débutant+) : Entraîner aux 4 compétences et dispenser un enseignement linguistique et culturel. Maîtriser de structures syntaxiques et de formes grammaticales courantes et développer un répertoire de vocabulaire correspondant à des besoins concrets ; d'agir et d'interagir sur des sujets personnel et public dans un environnement quotidien. (+ Global Exam DELF A1-A2) Level 2 (= intermédiaire) : Entraîner aux 4 compétences et dispenser un enseignement linguistique et culturel. Renforcer et d'enrichir les compétences linguistiques et socio culturelles. Enseigner du français langue étrangère à visée professionnelle. A apprendre à l'étudiant de parler de ses études, de son travail, de ses projets ; d'agir et d'interagir sur des sujets personnel et public dans un environnement professionnel. (+ Global Exam DELF B1-B2) Level 3 (= natifs/bilangues et C1-C2) : Un perfectionnement de la langue française, customisé. La pédagogie est autour de parcours customisés, projets individuels (choix libre), possibilité étudier LV3 avec plateforme en autonomie.

**Learning objectives:** Level 1 (= niveau débutant+) : Entraîner aux 4 compétences et dispenser un enseignement linguistique et culturel. Maîtriser de structures syntaxiques et de formes grammaticales courantes et développer un répertoire de vocabulaire correspondant à des besoins concrets ; d'agir et d'interagir sur des sujets personnel et public dans un environnement quotidien. Level 2 (= intermédiaire) : Entraîner aux 4 compétences et dispenser un enseignement linguistique et culturel. Renforcer et d'enrichir les compétences linguistiques et socio culturelles. Enseigner du français langue étrangère à visée professionnelle. A apprendre à l'étudiant de parler de ses études, de son travail, de ses projets ; d'agir et d'interagir sur des sujets personnel et public dans un environnement professionnel. Level 3 (= natifs/bilangues et C1-C2) : Un perfectionnement de la langue française.

**Methodology:** Apprentissage "blended": face-à-face + auto-apprentissage avec la plateforme en ligne Global Exam + sessions de coaching personnalisées pour répondre aux difficultés et besoins individuels

Teaching tools: CD - Support Audio. E-learning. DVD - Vidéo support. Course support

Pedagogical methods: Oral presentations. Debates. Internet. Games. Free discussion around a theme. Simulations

## **Assessments:**

Individual continuous assessment 35%

Individual continuous assessment 35%

Individual continuous assessment 30%

[More information](#)

[SUMMARY](#)

# BACH 3 Italiano S5

**Time volume (in hour):** 13.5   **ECTS:** 2   **Semester:** Autumn

**Module's Manager:** POUX-MOINE Sandra

**Pre-requisites:** Buona conoscenza della lingua italiana; la grammatica italiana e il vocabolario acquisito del secondo anno accademico

**Description:** Corso indirizzato agli studenti iscritti al terzo anno Bachelor. Il corso, che si sviluppa intorno al tema degli affari internazionali, prevede sia una parte teorica che delle attività pratiche.

Il corso offre una preparazione avanzata nel campo dei rapporti internazionali che coinvolgono l'Italia e le imprese italiane. Le competenze acquisite consentiranno allo studente di analizzare, interpretare, valutare e gestire i vari aspetti (ad esempio i processi di globalizzazione) nei quali si focalizza la dimensione internazionale dei fenomeni politici, giuridici, economici e sociali.

**Learning objectives:** LG3 GK/GS-07.1 Understand and communicate in foreign languages Fornire gli strumenti fondamentali della lingua e del vocabolario che permettono una buona comunicazione. Alla fine del corso gli studenti dovranno aver consolidato la conoscenza della lingua ed essere in grado di utilizzare il lessico specifico riferito al mondo del lavoro e dell'impresa. Gli studenti quindi avranno la possibilità di perfezionare le loro conoscenze linguistiche che permetteranno loro di comunicare con clienti e colleghi ma anche di apprendere il funzionamento del sistema economico e commerciale italiano.

**Methodology:** Spiegazione delle basi della grammatica da parte dell'insegnante, esercizi sul vocabolario, utilizzo supporti audio e video per la comprensione orale, per l'espressione orale e scritta e di testi di carattere commerciale, economico riferiti al mondo dell'impresa.

Teaching tools: CD - Support Audio. DVD - Video support. Manual. Periodical. Fascicule. Course support

Pedagogical methods: Critical analysis. Researches. Oral presentations. Debates. Simulations

## Assessments:

Individual continuous assessment 35%

Individual continuous assessment 35%

Individual continuous assessment 30%

[More information](#)

[SUMMARY](#)