



COURSE CATALOGUE

**Master in Management 1st Year 2024-2025
Dijon Campus**

Exchange Students - Spring Semester

BSB
BURGUNDY SCHOOL OF BUSINESS

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in youth**



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INTRODUCTION

English version:

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

The **Advanced Tracks (mandatory)** allow you to personalize your academic path and take modules in the field that interests you. The five tracks are:

- Marketing
- Data Science
- Finance
- Cultural & Creative Industries
- Management

Each track consists of 4 modules taught throughout the semester and allows you to earn 16 ECTS credits. You can only choose one track and mixing modules from different tracks is not possible.

In the **Core Courses** section, you can choose to complete one module, available at two different levels. This module is worth 2 ECTS credits.

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.

In addition, you are able to choose **4 excellence modules**, which are taught in weekly seminars (one module per week). These excellence modules are worth 2 credits ECTS each. **Please refer to the excellence module catalogue for further details.**

NB: The number of places in each module is limited.

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

Version française :

Dans ce catalogue, vous trouverez l'ensemble des cours proposés sur le **semestre de printemps** du Master in Management 1^{ère} année (MIM1) comprenant : des modules **Filière d'approfondissement**, des cours de **Tronc commun** et des modules de **Français et Culture** (pour les étudiants non francophones).

Les **modules Filière d'approfondissement (obligatoire)** vous permettent de personnaliser votre parcours et de suivre des modules dans le domaine qui vous intéresse. Les 5 filières sont :

- Marketing
- Data Science
- Finance
- Cultural & Creative Industries
- Management

Chaque filière est composée de 4 modules enseignés tout au long du semestre, et permet de valider 16 ECTS. Vous ne pouvez choisir qu'une seule filière, et il n'est pas possible de mélanger des modules de différentes filières.

Dans la section des cours de **Tronc Commun**, vous pouvez choisir de compléter un module, disponible à deux niveaux différents. Ce module vaut 2 crédits ECTS.

Dans la section « **Français et Culture** », les étudiants non francophones peuvent choisir un module de Langue Vivante Française, en fonction de leur niveau. En complément, vous pouvez sélectionner le module « Intercultural Management and Communication » enseigné en anglais.

En complément de ces cours, vous pouvez également choisir jusqu'à 4 modules d'excellence qui seront enseignés sous forme de séminaire (vous pouvez choisir 1 module par semaine). Chaque module d'excellence équivaut à 2 crédits ECTS. **Merci de consulter le catalogue des modules d'excellence pour de plus amples informations.**

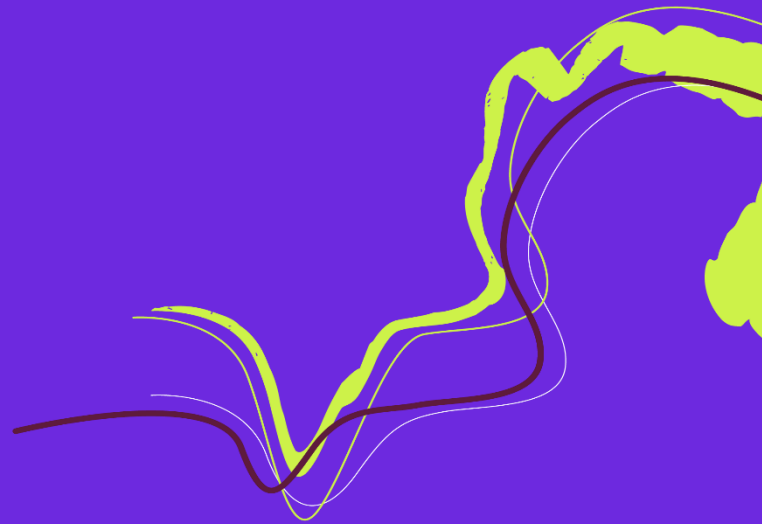
NB : Le nombre de places par module est limité.

Ce document donne une présentation non contractuelle des cours. Des ajustements académiques et pédagogiques sont susceptibles de faire évoluer les enseignements.

TRACK MODULES

Track	Modules		Teaching language
Marketing	1.	Communication strategy	EN
	2.	Global marketing	EN
	3.	E-commerce & Retail Management	EN
	4.	Digital Content marketing #level2	EN
Data Science	1.	Low Code Application for Artificial Intelligence	EN
	2.	Data Project Management	EN
	3.	Data Science Track 3 - Data Science Methods 1 #Level2	EN
	4.	Excel & VBA Applied to Finance and Data Analytics	EN
Finance	1.	Financial Modeling	EN
	2.	Advanced Corporate Finance #Level2	EN
	3.	Financial Market #Level2	EN
	4.	Audit	EN
Management	1.	Management des organisations	FR
	2.	Diagnostic et consulting en stratégie d'entreprise	FR
	3.	Management Stratégique de l'innovation	FR
	4.	Supply Chain & Quality Management	FR
Cultural & Creative Industries	1.	Cultural & Creative industries	EN
	2.	Creative Economy	EN
	3.	Digital Transformation in creative industries	EN
	4.	Construire son projet professionnel dans les ICC	FR

MARKETING



Module's Title:	Communication strategy		
Filière :	Marketing		
Time volume (in hour):	27	Total student workload:	90
ECTS credits:	4	Semester:	Spring
Module's Manager:	Glyn ATWAL	Language of teaching:	English
Pre-requisites:	Participants should already have gained an in-depth understanding of the fundamentals of marketing.		
General Description:			
<p>This course aims to provide students with a theoretical and practical understanding of communication theory, with the objective of managing the development of integrated marketing communication strategies.</p> <p>The first part of the module will analyse effective and ineffective integrated marketing communication practices. This will involve an overview of marketing communication tactics and strategies. Students will consider a diverse range of contextual situations and cultural environments. The second part will enable students to use analytical frameworks with the objective of developing, implementing, and evaluating marketing communication campaigns.</p>			
Learning objectives:			
<ul style="list-style-type: none"> • Understand marketing communication theories and concepts. • Apply and use effective marketing communication tools. • Evaluate the components of the communication mix. • Recommend a marketing communication strategy for a given brand. 			
Assessments:			
<ul style="list-style-type: none"> • Collective continuous assessment - Group report (50%) • Individual continuous assessment - Individual report (50%) 			
Teaching Method:			
<p>The teaching method will follow a lecture and seminar format. It is essential that students contribute to discussions and debates to ensure that learning outcomes are achieved. Students will be required to discuss case studies to consolidate the theory acquired during the lectures.</p> <p>Teaching tools: E-learning, case studies, journals, databases, course materials, textbooks Teaching methods: Critical analyses, case studies, projects, oral presentations</p>			
Bibliography:			
<p>GEUENS Maggie (2017), Marketing communications : a European perspective, [S.l.] : Pearson, 125.55 GEU</p>			

Module's Title:	Global Marketing		
Filière :	Marketing		
Time volume (in hour):	27	Total student workload:	90
ECTS credits:	4	Semester:	Spring
Module's Manager:	Glyn ATWAL	Language of teaching:	English
Pre-requisites:	Students should be familiar with the fundamentals of marketing, as this is a key requirement for the course, which is based on marketing principles.		
General Description:			
Students will gain a theoretical understanding of the key principles of global marketing and apply this knowledge to propose effective global marketing strategies. The course will challenge students to identify opportunities and threats in international markets. Students will need to consider key international marketing decisions and develop effective marketing mix strategies to succeed in global markets.			
Learning objectives:			
<ul style="list-style-type: none"> • Understand the key principles of global marketing. • Assess the international marketing environment, identifying opportunities and challenges. • Evaluate the potential of international markets and assess alternative foreign market entry modes. • Develop an international marketing mix to succeed in international markets. 			
Assessments:			
<ul style="list-style-type: none"> • Group continuous assessment - Collective oral presentation (40%) • Individual continuous assessment - Written exam (60%) 			
Teaching Method:			
Teaching Tools: E-learning, textbook, case studies, journals, course materials, reference books			
Teaching Methods: Case studies, group discussions, oral presentations			
Bibliography:			
KEEGAN Warren J. (2015), Global marketing / 8th ed., [S.I.] : Pearson, 121.58 KEE			
KOTABE Masaaki (2020), Global Marketing Management, New Jersey : John Wiley & Sons, 121.58 KOT			

Module's Title:	E-commerce & Retail Management		
Filière :	Marketing		
Time volume (in hour):	27	Total student workload:	90
ECTS credits:	4	Semester:	Spring
Module's Manager:	Mihaela BONESCU	Language of teaching:	English
Pre-requisites:	Courses: Principles of Marketing, Consumer Behaviour, Marketing Analytics, & Digital Resources		
General Description:			
Introduction to the complementarity between physical and digital points of sale. The topics covered will link the marketing offer to retail strategy and emphasize the necessary synergy between point of sale and communication to maximize brand visibility and impact on sales. Topics include the fundamentals of marketing and sales synergy and the impact of digital on customer experience and practical applications.			
Learning objectives:			
<ul style="list-style-type: none"> • Make students aware of the link between marketing and sales. • Understand the synergies between the various points of contact with marketing and communication targets (media, shelf space, point-of-sale advertising, etc.). • Recognize the need for segmentation and targeting to ensure a good return on investment. • Make students aware that sales and marketing actions are continuous processes requiring testing, learning, analysis, adjustment, and improvement of the chosen strategy. 			
Assessments:			
<ul style="list-style-type: none"> • Collective continuous assessment - Group report (30%) • Individual continuous assessment - Oral participation (70%) 			
Teaching Method:			
Teaching Tools: Textbook, case studies, databases, course materials			
Teaching Methods: Critical analyses, case studies, research, oral presentations, debates			
Bibliography:			
KOTLER Philip (2019), Marketing: a introduction, [S.I.] : Pearson, 121.55 KOT			
KOTLER Philip (2018), Principles of marketing / Global edition, [S.I.] : Pearson Education, 121.55 KOT			

Module's Title:	Digital Content marketing #level2		
Filière :	Marketing		
Time volume (in hour):	27	Total student workload:	90
ECTS credits:	4	Semester:	Spring
Module's Manager:	Allen Scott DUNCAN	Language of teaching:	English
Pre-requisites:	Marketing Fundamentals		
General Description:			
<p>This module introduces storytelling and content strategies that connect companies with their audiences. It is highly relevant in today's business environment, as content marketing has become crucial for most companies. Students interested in online advertising, social media, marketing, and product management will find this course particularly valuable.</p> <p>The module will cover the following key themes:</p> <ul style="list-style-type: none"> • Brand Content • Editorial Territory • Types of Content • Storytelling • Content Distribution • Effectiveness of Content Marketing • Content Marketing Strategy 			
Learning objectives:			
<ul style="list-style-type: none"> • Understand the functions of content marketing in comparison to other forms of communication. • Learn how to define an editorial territory, create content, and distribute it effectively. • Understand evaluation criteria, performance indicators, and key success factors in content marketing. • Apply content marketing strategies to real-world business cases 			
Assessments:			
<ul style="list-style-type: none"> • Collective continuous assessment – Group oral presentation (25%) • Collective continuous assessment – Group oral presentation (25%) • Final individual assessment – Individual report (50%) 			
Teaching Method:			
<p>Teaching Tools: E-learning, case studies</p> <p>Teaching Methods: Critical analyses, case studies, projects</p>			
Bibliography:			
<p>GUEVEL Matthieu (), Brand content : comment les marques se transforment en médias, Dunod, 121.92</p> <p>GUE</p>			

DATA SCIENCE



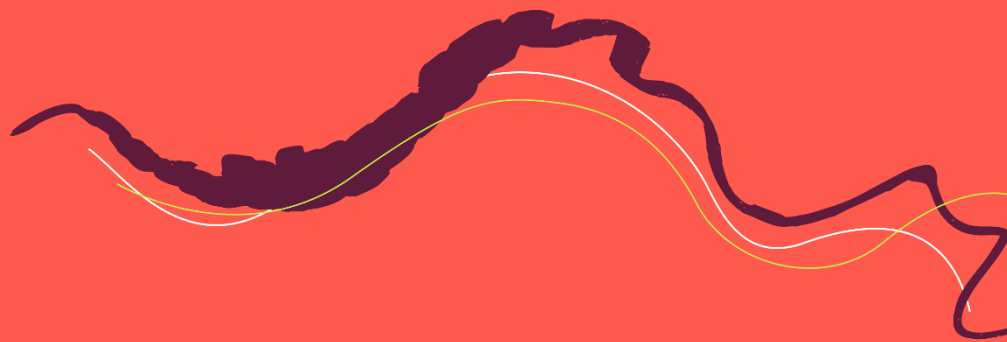
Module's Title:	Low Code Application for Artificial Intelligence		
Filière :	Data Science		
Time volume (in hour):	27	Total student workload:	90
ECTS credits:	4	Semester:	Spring
Module's Manager:	Frank LENTZ	Language of teaching:	English
Pre-requisites:			
General Description:			
<div style="border: 1px solid black; background-color: #f8d7da; padding: 10px; width: fit-content; margin: 0 auto;"> <p>FURTHER DETAILS WILL BE PROVIDED AT A LATER TIME</p> </div>			
Learning objectives:			
Assessments:			
Teaching Method:			
Bibliography:			

Module's Title:	Data Project Management		
Filière :	Data Science		
Time volume (in hour):	27	Total student workload:	90
ECTS credits:	4	Semester:	Spring
Module's Manager:	Frank LENTZ	Language of teaching:	English
Pre-requisites:			
General Description:			
<div style="border: 1px solid black; background-color: #f8d7da; padding: 10px; width: fit-content; margin: 0 auto;"> <p>FURTHER DETAILS WILL BE PROVIDED AT A LATER TIME</p> </div>			
Learning objectives:			
Assessments:			
Teaching Method:			
Bibliography:			

Module's Title:	Data Science Track 3 - Data Science Methods 1 #Level2		
Filière :	Data Science		
Time volume (in hour):	27	Total student workload:	90
ECTS credits:	4	Semester:	Spring
Module's Manager:	Frank LENTZ	Language of teaching:	English
Pre-requisites:			
General Description:			
<p>Introduction to ETL and Data Preparation with Alteryx ETL (Extract, Transform, Load) and data preparation are essential skills for data-driven decision-making, enabling professionals to turn raw data into actionable insights. These skills are crucial for success in today's data-centric business environment. In this module, students will be introduced to Alteryx, a widely recognized platform used by prominent organizations such as PwC and leading banks. Students will explore the concepts of ETL and data preparation, gaining practical knowledge through real-world scenarios and hands-on exercises. By working with Alteryx, they will learn how to efficiently perform data transformations. Additionally, students will have the opportunity to earn a micro-certification in Alteryx, enhancing their professional credentials.</p> <p>Introduction to Dashboarding and Data Visualization with Tableau Data visualization is a critical skill for effectively communicating insights from data. In this module, students will be introduced to Tableau, a leading tool for creating interactive and informative data visualizations and dashboards. They will learn how to transform raw data into compelling visual narratives. Topics covered will include building interactive dashboards, creating various charts and graphs, and mastering the art of data storytelling through visualization. Students will engage in hands-on projects, developing their own dashboards and visualizations, providing them with practical experience applicable to their future careers.</p>			
Assessments:			
<ul style="list-style-type: none"> • Continuous individual assessment – Individual report (50%) • Continuous individual assessment – Individual report (50%) 			
Teaching Method:			
<p>Teaching Tools: E-learning, databases, course materials, reference books</p> <p>Teaching Methods: Case studies, research, oral presentations, video conferences, internet resources</p>			
Bibliography:			

Module's Title:	Excel & VBA Applied to Finance and Data Analytics		
Filière :	Data Science		
Time volume (in hour):	27	Total student workload:	90
ECTS credits:	4	Semester:	Spring
Module's Manager:	Frank LENTZ	Language of teaching:	English
Pre-requisites:	General Excel knowledge		
General Description:			
<p>In the field of data analysis, coding serves as the cornerstone that empowers professionals to efficiently dissect, transform, and extract valuable insights from complex datasets. Proficiency in coding is a distinct advantage that sets business students apart and can make a significant difference when applying for job opportunities. Visual Basic for Applications (VBA) is a powerful programming language developed by Microsoft. It is often sought after in job postings, particularly in finance and roles involving data analysis.</p>			
Learning objectives:			
<p>In this course, we'll cover the essentials of Excel and VBA for finance and data analytics. The course will focus on two aspects of VBA:</p> <ul style="list-style-type: none"> • User-Defined Functions (UDFs): You will learn how to create your own Excel functions in VBA, which can be used in Excel formulas like any other function. • Excel Automation with VBA: This involves using VBA programming to automate and customize tasks within Microsoft Excel or other Microsoft Office software. It allows users to create macros and scripts to perform repetitive actions, streamline data processing, and improve the efficiency of tasks such as data consolidation or report generation. 			
Assessments:			
<ul style="list-style-type: none"> • Continuous individual assessment – Individual report (30%) • Continuous individual assessment – Individual report (70%) 			
Teaching Method:			
Teaching tools: E-learning, case studies, other materials, course support			
Bibliography:			
<p>AMELOT Michèle (2013), VBA Excel 2013 : programmer sous excel : macros et langage vba, Herblain : ENI, 221.25 AME</p> <p>AMELOT Michèle (2013), VBA Excel 2013 : programmer sous excel : macros et langage vba, ENI</p>			

FINANCE



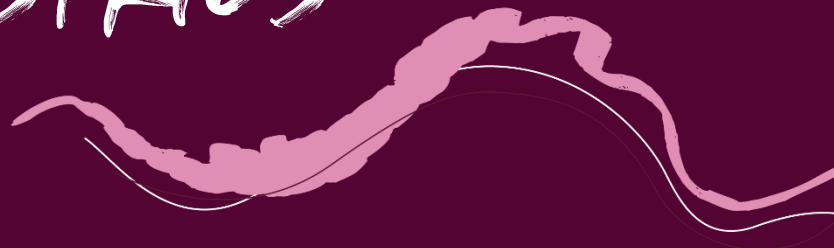
Module's Title:	Financial Modeling		
Filière :	Finance		
Time volume (in hour):	27	Total student workload:	90
ECTS credits:	4	Semester:	Spring
Module's Manager:	Thu Ha TRAN	Language of teaching:	English
Pre-requisites:	Basic Excel knowledge		
General Description:			
This module focuses on two main themes:			
<ul style="list-style-type: none"> • Financial Excel: The objective is to analyse accounting and financial data, using Excel's financial functions. • VBA: An introduction to VBA with some classical algorithms. 			
Learning objectives:			
By the end of this module, students should be able to use Excel and VBA to work with data, analyse it, and create reports on firms' financial situations and activities.			
Assessments:			
<ul style="list-style-type: none"> • Continuous collective assessment – Group report (30%) • Final individual assessment – Written exam (60%) • Continuous individual assessment – Written exam (10%) 			
Teaching Method:			
1) Course presentation 2) Practice in Excel			
Teaching tools: Databases, course materials			
Teaching methods: Case studies, teaching			
Bibliography:			
Microsoft Excel Data Analysis and Business Modeling (Office 2021 and Microsoft 365), 7th Edition			

Module's Title:	Advanced Corporate Finance #Level2		
Filière :	Finance		
Time volume (in hour):	27	Total student workload:	90
ECTS credits:	4	Semester:	Spring
Module's Manager:	Nicolae STEF	Language of teaching:	English
Pre-requisites:	Fluent in spoken and written English, strong mathematical background, interest in theoretical financial knowledge		
General Description:			
<p>This course explores the fundamentals of corporate finance, focusing on the key financial theories that explain the interactions between managers, shareholders, and creditors (1), the design of compensation packages (2), dividend policy (3), bankruptcy risk (4), and firm valuation (5). A variety of mathematical exercises and real corporate situations will be included. Upon completion, students will acquire the financial skills necessary for assessing financial policies, understanding various methodologies used for evaluating dividend strategies, financial health, pay schemes, and firm valuations, and making informed recommendations considering the consequences of financial decisions.</p>			
Learning objectives:			
<ul style="list-style-type: none"> • Understand how to prepare, make, and implement financial decisions (financial analysis, operational financing, cash management, financial policy, international finance, hedging techniques, financial planning, investment choices). • Demonstrate analytical skills in financial analysis, company viability analysis, or client financial situation assessment. • Participate in defining and implementing the strategic directions of a company. 			
Assessments:			
<ul style="list-style-type: none"> • Continuous individual assessment – Not specified (20%) • Continuous collective assessment – Group oral presentation (20%) • Final individual assessment – Written exam (60%) 			
Teaching Method:			
<p>Organization of the lecture: Always ask questions for further explanation. Take notes during the explanation of theories and exercises. Mathematical exercises will also be corrected.</p> <p>Teaching tools: Case studies, databases, course materials</p> <p>Teaching methods: Critical analysis, case studies, projects, oral presentations, diagnostics</p>			
Bibliography:			
<p>VERNIMMEN Pierre (2018), Corporate finance : theory and practice, John Wiley & Sons</p> <p>Sheridan Titman and John Martin. (2016). Valuation: The Art and Science of Corporate Investment Decisions, 3rd Edition, Pearson.</p>			

Module's Title:	Financial Market #Level2		
Filière :	Finance		
Time volume (in hour):	27	Total student workload:	90
ECTS credits:	4	Semester:	Spring
Module's Manager:	Guillermo MATEU	Language of teaching:	English
Pre-requisites:	Fluent in spoken and written English, strong mathematical background, interest in financial instruments		
General Description:			
<p>This course offers an introduction to financial markets. To this end, it gives a survey of important financial instruments, their trading and pricing. We look at domestic instruments as well as foreign-currency instruments. Understanding their pricing pre-supposes some basics of their uses. We then take a market perspective: how are markets organized and how do they function? The teaching of the course is mainly practical. Therefore, it is backed up by applications in the form of simple examples as well as market statistics, including examples from the current economic period. At the end of the course, the students should thus have a good idea about the usefulness of the elements presented in the course and the dynamics currently at work in the real world.</p>			
Learning objectives:			
<ul style="list-style-type: none"> • Understand the role of financial markets and the principles of asset valuation (financial securities, projects, companies). • Understand the functioning of international financial markets and instruments, and be able to hedge interest rate risk. • Know how to prepare, make, and implement a financial decision (short-term, long-term, and international finance issues). 			
Assessments:			
<ul style="list-style-type: none"> • Continuous collective assessment – Group oral presentation (40%) • Final individual assessment – Written exam (60%) 			
Teaching Method:			
<p>Organization of the lecture: Always ask questions for further explanations. Take notes during the explanation of theories and exercises.</p> <p>Teaching tools: Case studies, other materials, course support</p> <p>Teaching methods: Seminars, case studies, diagnostics, teaching</p>			
Bibliography:			
<p>Mishkin, F. S., & Eakins, S. G. (2014). Financial markets and institutions (8th edition). Pearson Education.</p> <p>MISHKIN Frederic (2013), The economics of money, banking, and financial markets, Pearson</p>			

Module's Title:	Audit		
Filière :	Finance		
Time volume (in hour):	27	Total student workload:	90
ECTS credits:	4	Semester:	Spring
Module's Manager:	Marie-Pierre JACQUIN	Language of teaching:	English
Pre-requisites:			
General Description:			
<p>This course aims to introduce students to the role of a financial auditor, covering both the daily life of an audit professional and the audit process. Learning is conducted through examples, case studies, exercises, interviews with audit firms, and experience sharing with the instructor, who is an auditor. The course references NEP (Normes d'Exercice Professionnel, French standards for statutory auditors) and ISA (International Standards on Auditing).</p>			
Learning objectives:			
<ul style="list-style-type: none"> • Know how to collect relevant information and process it effectively • Understand how to adhere to professional ethics 			
Assessments:			
<ul style="list-style-type: none"> • Continuous collective assessment – Group synthesis (30%) • Continuous individual assessment – Quiz (10%) • Continuous individual assessment – Written exam (60%) 			
Teaching Method:			
<p>9 sessions of 3 hours each Teaching tools: Manual, case studies, course material Teaching methods: Case studies, oral presentations, debates, interviews</p>			
Bibliography:			
<p>Revue française de comptabilité, SIC (revues professionnelles disponibles au Learning Center) BURLAUD Alain (2022), Comptabilité et audit : DSCG-N° 4 : manuel, applications et corrigés 2022-2023, Paris : Sup'Foucher, 132.55 FOU OBERT Robert (2022), Comptabilité et audit : DSCG-N°4 : Manuel 2022-2023, [S.l.] : Dunod, 132.55 DUN OBERT Robert (2023), Comptabilité et audit : Expert DSCG-N° 4 : Tout pour s'entraîner (2023-2024), Paris : Dunod, 132.55 DUN</p>			

CULTURAL AND CREATIVE INDUSTRIES



Module's Title:	Cultural & Creative industries		
Filière :	Cultural & Creative Industries		
Time volume (in hour):	27	Total student workload:	90
ECTS credits:	4	Semester:	Spring
Module's Manager:	Nick WARE	Language of teaching:	English
Pre-requisites:			
General Description:			
The Cultural and Creative Industries examines a century of history and development, and how political deregulation has transformed them.			
Content:			
<ul style="list-style-type: none"> - Theoretical approaches and definitions - The creative industries value chain - Digital transformation, the impact of social media and the growth of the creator economy - The challenges of sustainability, diversity, Artificial Intelligence - Case studies on the transformation of key industries and sectors 			
Learning objectives:			
<ul style="list-style-type: none"> • A deeper understanding of the cultural and creative industries: theories, models, value chains and regulation • The structural and social challenges facing these industries, such as sustainability, diversity, conglomeration and monopolistic control 			
Assessments:			
<ul style="list-style-type: none"> • Group presentations • Individual presentations • Individual report 			
Teaching Method:			
Lectures, case studies, class-based research, student presentation of news stories, reverse classroom.			
Bibliography:			
The Cultural Industries David Hesmondhalgh 4th Edition (Sage 2018)			
Cultural Industries and Sustainable Development; Lin, Rungtai, Chiang, I-Ying, Wu, Jun (2023)			
Culture Is Not An Industry; Justin O'Connor (MUP 2024)			
The economics of art and culture; Karol J. Borowiecki (CUP 2023)			
The Oxford Handbook of Creative Industries, Candace Jones ed. (OUP 2015)			

Module's Title:	Creative Economy		
Filière :	Cultural & Creative Industries		
Time volume (in hour):	27	Total student workload:	90
ECTS credits:	4	Semester:	Spring
Module's Manager:	Nick WARE	Language of teaching:	English
Pre-requisites:	Fluency in English. This track is open to everyone interested in the cultural sector		
General Description:			
<p>This module aims to explain the recent developments in thinking about the Creative economy.</p> <p>Concepts: how markets are shaped by social networks; education and creativity, creative entrepreneurship, creative cities, and environmental sustainability; creative economy assessment techniques; conflicts between creative growth and low wage employment.</p> <p>In the first part we will discuss how thinking on Creative Industries evolved to reflect gastronomy, fashion craft and interconnected industries. We look at the global footprint of creative economies, how creativity in the global south can drive economic development, and how the creative cities concept delivers outside of Western societies; we offer China as a case study, and how the creative economy works within the unique Chinese system. We consider how social networks have transformed all industries into “creative industries”; finally, we consider the creative economy’s need for a higher educated workforce, and the lack of measurement techniques which are limiting our understanding of our economic futures.</p> <p>Course details: History of creative economy; social, political, and statistical analysis of the creative economy; application of current thinking to the global economy.</p>			
Learning objectives:			
<ul style="list-style-type: none"> • New understanding of the contemporary economy as reflected through cultural activity and its wide-ranging impacts. • Political and statistical analytical tools to measure economic impacts • Perspectives on tensions between growth and creativity, sustainability, and secure employment. 			
Assessments:			
<ul style="list-style-type: none"> • Group presentations • Individual presentations • Individual report 			
Teaching Method:			
Lectures, case studies, class-based research, reverse classroom			
Bibliography:			
<p>Robert Hewison <i>Cultural Capital</i> (2014) Verso Books</p> <p>John Howkins: <i>The Creative Economy, How to Make money from ideas</i> (2002) Penguin New Edition</p> <p>John Newbiggin: <i>The Creative Economy, An Introductory Guide</i> (2010) British Council</p> <p>John Harley/Wen Wen/Henry Siling LI: <i>Creative Economy and Culture</i> (2015) Sage</p>			

Parker & Van Alstyne: *Platform Revolution: How Networked Markets are Transforming the Economy* (2016) Norton

Justin O'Connor and Xin Gu: *Red Creative: Culture and Modernity in China*, Intellect Books 2020

Alice Loy; Tom Aageson: *Creative Economy Entrepreneurs: From Startup to Success: How Startups in the Creative Industries are Transforming the Global Economy* Creative Startups 2018 ISBN 10: 0692118799 / ISBN 13: 9780692118795

Academic Papers:

The creative economy, innovation, and entrepreneurship: an empirical examination **Raul Gouvea, Dimitri Kapelianis, Manuel-Julian R. Montoya and Gautam Vora** Anderson School of Management, University of New Mexico, Albuquerque, New Mexico, USA Routledge Creative Industries Journal 2020

Sergiy Londar/Andrii Lytvynchuk/Natalia Versal/Tatiana Posnova: *Investment in Human Capital Within the Creative Economy Formation: Case of the Eastern and Central Europe Countries* (2020) Comparative Economic Research. Central and Eastern Europe Volume 23, Number 4, 2

Position Papers:

The Creative Industries Policy and Evidence Centre: *A Global Agenda for the cultural and Creative Industries* British Council 2020

Module's Title:	Digital Transformation in creative industries		
Filière :	Cultural & Creative Industries		
Time volume (in hour):	27	Total student workload:	90
ECTS credits:	4	Semester:	Spring
Module's Manager:	Nick WARE	Language of teaching:	English
Pre-requisites:			
General Description:			
<p>This course aims to develop an understanding of the ongoing digital transformation in the cultural and creative ecosystems. Through case studies and business projects, the course explores why and to what extent digital transformation is now crucial for both artists and institutions, highlighting the positive and negative implications for these actors. The course will first provide a coherent theoretical foundation for digital transformation. Then, it will explore the specificities of the digital shift in the cultural and creative sectors and help students understand the adoption and use of new emerging technologies in these sectors. Upon completion, students will have a comprehensive digital perspective on cultural and creative ecosystems. They will acquire wide-ranging knowledge and a critical understanding of the benefits and challenges related to the adoption of emerging technologies by organizations and consumers.</p>			
Learning objectives:			
Upon completing this course, students will:			
<ul style="list-style-type: none"> • Gain an understanding of and be able to explain the different aspects of digital transformation. • Identify the main challenges and opportunities related to digital transformation. • Understand and explain the digital shift in the cultural and creative sectors. • Understand and explain the key factors driving cultural organizations to invest in digital technologies. • Identify and compare best practices in the cultural sector and explain why these examples are considered best practices in digital transformation. • Analyze cases and provide creative advice on emerging technologies. • Relate and apply theory to practice within case studies. • Develop, present, and defend a point of view based on the evaluation of alternatives within case studies. 			
Assessments:			
<ul style="list-style-type: none"> • Continuous collective assessment – Lecture – Grand amphithéâtre (25%) • Continuous collective assessment – Lecture – Grand amphithéâtre (25%) • Continuous individual assessment – Lecture – Grand amphithéâtre (50%) 			
Teaching Method:			
<p>Students will participate in morning lectures, followed by afternoon seminar discussions and group projects. PowerPoint slides and additional readings (articles) will be provided for each lecture. Various teaching methods will be employed, including real case studies in the afternoon sessions, where students will critically discuss the challenges and opportunities of emerging technologies.</p>			

Students will also be divided into groups for the "CONSULTING CHALLENGE," a role-playing exercise where each group acts as digital consultants. Each group will analyse the needs of a local cultural association and offer advice on how emerging technologies can meet these needs. In the final class, groups will write a proposal and present it.

Teaching tools: Course materials

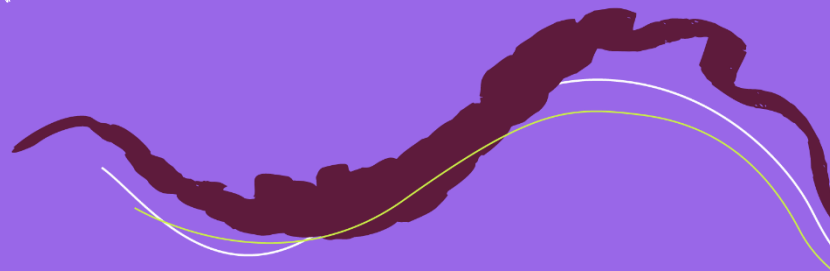
Teaching methods: Case studies, projects, oral presentations, debates, role-playing games, competitions, consulting activities

Bibliography:

Massi, M., Vecco, M., & Lin, Y. (2020). Digital Transformation in the Cultural and Creative Industries. Routledge: London, UK.

Intitulé du module :	Construire son projet professionnel dans les ICC		
Filière :	Cultural & Creative Industries		
Volume horaire :	27	Charge de travail totale :	90
Crédits ECTS :	4	Semestre :	Printemps
Responsable du module :	Pierre POINSIGNON	Langue d'enseignement :	Français
Prérequis :	Le cours est ouvert à toute personne souhaitant travailler dans les industries créatives et les secteurs culturels.		
Description :			
Le cours se construit sur la base d'ateliers lors desquels les étudiants travailleront sur différents aspects du projet professionnel.			
En particulier :			
<ul style="list-style-type: none"> - Compréhension de secteurs culturels ciblés - Compréhension des métiers des secteurs culturels - CV / compétences - Réseau professionnel - Offre d'emploi / pitch / entretiens professionnels 			
Objectifs d'apprentissage :			
<ul style="list-style-type: none"> • Développer une expertise sur les secteurs culturels ciblés pour le projet professionnel. • Développer une compréhension des différents métiers dans les secteurs culturels. • Être capable de présenter son profil personnel et son projet professionnel. • Identifier les compétences spécifiques dans les différents métiers de la culture et des industries créatives • Mettre en avant ses compétences et argumenter sur ses capacités professionnelles 			
Evaluations pédagogiques :			
Évaluations sur l'ensemble des travaux individuels.			
Méthode pédagogique :			
Travaux individuels, travaux de groupes, restitutions.			

MANAGEMENT



Intitulé du module :	Management des organisations		
Filière :	Management		
Volume horaire :	27	Charge de travail totale :	90
Crédits ECTS :	4	Semestre :	Printemps
Responsable du module :	Catherine POURQUIER	Langue d'enseignement :	Français
Prérequis :			
Description :			
<p>Module de niveau avancé en management des organisations (MIM1). Ce module permet aux étudiants d'approfondir leurs connaissances sur le management des organisations et de s'interroger sur leur futur rôle de manager. L'étude des auteurs fondateurs des théories des organisations contribue à la compréhension des organisations et de leur management. Les sujets abordés sont : le design organisationnel, la culture, le management des hommes et le management interculturel, le changement, la stratégie des ressources humaines, la qualité de vie au travail (QVT) et la responsabilité sociale des organisations (RSO).</p> <p>L'objectif est de permettre aux étudiants de mener un diagnostic organisationnel et une réflexion sur la responsabilité du manager. Ce module constitue la base des connaissances nécessaires à la bonne compréhension des enseignements de la spécialisation RH.</p>			
Objectifs d'apprentissage :			
<ul style="list-style-type: none"> • Connaître les théories des organisations afin de comprendre le fonctionnement actuel des organisations, leurs évolutions et le rôle des individus qui les composent. • Comprendre l'importance d'utiliser des grilles de lecture théoriques pour déchiffrer le fonctionnement des organisations et saisir la nécessaire complémentarité entre théorie et pratique. 			
Evaluations pédagogiques :			
<ul style="list-style-type: none"> • Contrôle collectif continu - Présentation orale collective 40% • Contrôle individuel final - Présentation orale individuelle 60% 			
Méthode pédagogique :			
Séances par thèmes			
Références bibliographiques :			
<p>CAVAGNOL André (2009), Le management des organisations, Paris : Gualino</p> <p>HELLRIEGEL Don (2006), Management des organisations, Louvain-la-Neuve : De Boeck supérieur</p>			

Intitulé du module :	Diagnostic et consulting en stratégie d'entreprise		
Filière :	Management		
Volume horaire :	27	Charge de travail totale :	90
Crédits ECTS :	4	Semestre :	Printemps
Responsable du module :	Alexandre ASSELINEAU	Langue d'enseignement :	Français
Prérequis :	Cours de dynamique industrielle et stratégie des firmes et/ou analyse stratégique		
Description :			
<p>Le cours vise à acquérir et apprendre à utiliser une méthodologie complète de diagnostic des organisations, telle qu'elle peut être mobilisée par des consultants externes en stratégie et management, ou par des acteurs internes à l'organisation (direction générale, direction de la stratégie ou du développement).</p> <p>Les participants auront à travailler individuellement et en petits groupes :</p> <ul style="list-style-type: none"> - création d'une structure de conseil - travail sur des cas réels d'entreprises, en prenant la posture de consultant pour la restitution des travaux. - Le marché du conseil en stratégie (rôle, acteurs, marché, etc.) et les opportunités de carrière - Création, développement, fonctionnement d'un cabinet de conseil - Qu'est-ce qu'un diagnostic d'organisation ? Quel est son rôle ? - Les différentes phases du diagnostic (externe et interne) - Les différentes modalités de collecte de données (primaires et secondaires) - La négociation de la démarche, le cadrage de la méthodologie, la fixation du prix de la prestation - Comment présenter ses résultats ? Ses recommandations (fond et forme) - Création par petit groupe d'une structure de conseil - Réalisation par petits groupes, au sein du cabinet précédemment créé, d'un diagnostic d'organisation - Soutenance orale et remise d'un executive report 			
Objectifs d'apprentissage :			
<ul style="list-style-type: none"> • Connaître les métiers du conseil en stratégie, les utilisations possibles dans les organisations, les savoirs, savoir-faire et savoir-être correspondant • Savoir ce qu'est un cabinet de conseil et comment il fonctionne au quotidien • Acquérir une méthodologie de diagnostic dans les organisations • Être en capacité de mobiliser cette méthodologie dans le cadre d'une mission de conseil externe ou d'un projet interne à l'organisation 			
Evaluations pédagogiques :			
<ul style="list-style-type: none"> • Contrôle collectif continu - Non renseigné 60% • Contrôle individuel final - Non renseigné 40% 			
Méthode pédagogique :			
Cours "classique". Lectures et vidéos. Travaux individuels et en petits groupes. Etude de cas réels d'entreprise			

Références bibliographiques :

JOHNSON Gerry (2020), Exploring strategy : text and cases, [S.I.] : Pearson, 113.55 JOH

JOHNSON Gerry (2020), Stratégique, Paris : Pearson Education, 113.55 JOH

HAMEL Gary (1994), Competing for the future, [S.I.] : Harvard Business School Press, 113.55 HAM

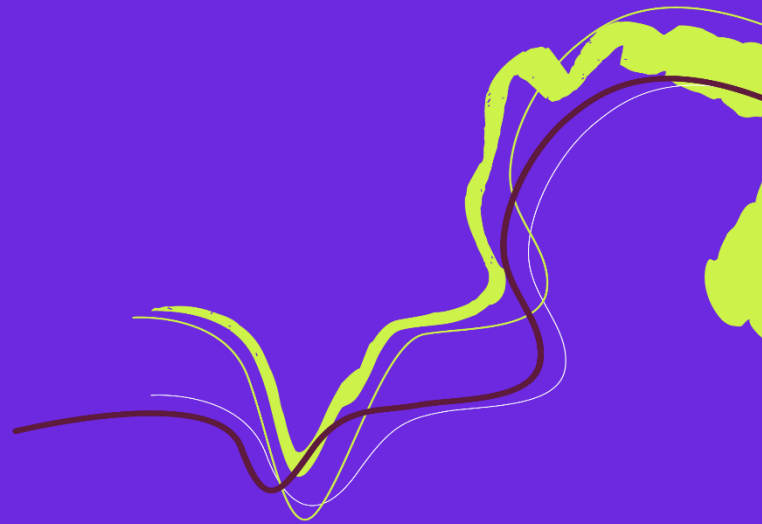
SAVALL Henri (2016), Le capitalisme socialement responsable existe, Cormelles-le-Royal : EMS Management et Société, 332.32 SAV

SAVALL Henri (2021), Traité du management socio-économique : théorie et pratique, Cormelles-le-Royal : EMS Management et Société, 111.65 SAV

Intitulé du module :	Management Stratégique de l'innovation		
Filière :	Management		
Volume horaire :	27	Charge de travail totale :	90
Crédits ECTS :	4	Semestre :	Printemps
Responsable du module :	Sophie REBOUD	Langue d'enseignement :	Français
Prérequis :	Cours de base en stratégie		
Description :			
Ce cours permet d'envisager l'innovation comme un levier pour la stratégie d'entreprise. Il aborde les principales dimensions du processus et des compétences d'innovation :			
<ul style="list-style-type: none"> - Innovation de Business Model - Diffusion et adoption des innovations - Management de la Propriété intellectuelle Management de la créativité individuelle et collective - Evaluation de la performance d'innovation 			
Objectifs d'apprentissage :			
<ul style="list-style-type: none"> - comprendre ce qu'est l'innovation, son évolution et ses modes de diffusion, - savoir sélectionner et évaluer des projets innovants sur la base de critères stratégiques, - savoir gérer l'innovation dans l'entreprise 			
Evaluations pédagogiques :			
<ul style="list-style-type: none"> • Contrôle collectif continu - Dossier collectif 50% • Contrôle individuel continu - Synthèse individuelle 50% 			
Méthode pédagogique :			
Pédagogie active			
Références bibliographiques :			
MAZZAROL Tim (2022), Commercialisation and Innovation Strategy in Small Firms : Learning to Manage Uncertainty, [S.I.] : Springer Verlag, 112.16 MAZ			
MAZZAROL Tim (2020), Entrepreneurship and innovation : theory, practice and context, [S.I.] : The Tilde University Press, 112.72 MAZ			
MAZZAROL Tim (2020), Workbook for entrepreneurship and innovation : theory, practice and context, [S.I.] : Springer Nature, 112.72 MAZ			

Intitulé du module :	Supply Chain & Quality Management		
Filière :	Management		
Volume horaire :	27	Charge de travail totale :	90
Crédits ECTS :	4	Semestre :	Printemps
Responsable du module :	Alexandre Farzan ENTEZAM	Langue d'enseignement :	Français
Prérequis :			
Description :			
<p>Ce cours aborde la gestion de la chaîne d'approvisionnement en étudiant notamment la planification, les achats, le contrôle des stocks et de la production, ainsi que le transport et l'entreposage. Les étudiants se familiariseront avec des sujets tels que la conception de réseaux d'approvisionnement et de distribution alignés sur la stratégie commerciale de l'entreprise, ainsi que l'amélioration des performances grâce aux techniques SCOR, Lean, Six Sigma et à la gestion de la qualité. Ces concepts seront enrichis par l'étude des systèmes d'information logistique profitant des technologies innovantes.</p>			
Objectifs d'apprentissage :			
<ul style="list-style-type: none"> • Identifier et décrire les aspects critiques de la gestion de la chaîne logistique • Analyser les stratégies et tactiques pour améliorer les performances • Examiner les tendances actuelles en la matière • Comprendre la notion de qualité et l'apport des technologies, notamment la blockchain, l'intelligence artificielle, l'apprentissage automatique (machine learning) et l'apprentissage profond (deep learning) 			
Evaluations pédagogiques :			
<ul style="list-style-type: none"> • Contrôle individuel continu – Quiz 30% • Contrôle collectif continu – Étude de cas collective 40% • Contrôle individuel continu – Étude de cas individuelle 30% 			
Méthode pédagogique :			
<p>Apports théoriques en face à face. Approfondissements personnels et communs. Un travail de préparation sera demandé avant chaque cours.</p> <p>Outils pédagogiques : E-learning, manuel, études de cas, supports de cours, ouvrages</p> <p>Méthodes pédagogiques : Études de cas, projets</p>			
Références bibliographiques :			
<p>BLACKSTONE John H. Jr. (2008), APICS dictionary, ASPICS (The Association for Operations Management)</p> <p>DORNIER Philippe-Pierre (2007), La logistique globale et le supply chain management. Enjeux, principes, exemples, Eyrolles</p> <p>QUERE Michel (Sous la dir. de) (2016), Les métiers du transport et de la logistique, Onisep</p>			

CORE COURSES



Module's Title:	Business English - Level 2		
Time volume (in hour):	13,5	Total student workload:	35
ECTS:	2	Semester:	Spring
Module's Manager:	Iryna Talpain	Language of teaching:	English
Pre-requisites:	TOEIC score - 600+		
General Description:			
<p>Level 2 Course is a 100% exam-focused preparation, working intensively on the grammar, vocabulary, reading, writing, listening, and speaking skills necessary for the exam of the student's choice. This complete focus on TOEIC, combined with the Global Exam online platform for self-study and drilling, regular work outside the class, and the teachers' support and guidance, provides a winning combination for success in the chosen exam.</p>			
EACH TOEIC CLASS:			
<ul style="list-style-type: none"> • Practice with various vocabulary themes, grammar points, and/or test sections • Listening and reading practice • 5-10 minutes of free-style speaking 			
HOMEWORK: Exercises as assigned by Global Exam.			
Group/Individual Tracking will be conducted by the LC Department, and the data will be forwarded to the teachers:			
<ul style="list-style-type: none"> • to identify group or individual difficulties • to adjust teaching materials for each class • to sign students up for coaching • to help them improve their English level as efficiently as possible, ensuring they are prepared to start Level 3 classes 			
End of Semester 1: A TOEIC mock test (online with Global Exam) will be held to validate Semester 1 = 50% (mock tests). Students will also take a real TOEIC exam. If they pass (785+ for TOEIC / 6.5+ for IELTS), they will advance to Level 3 for Semester 2/next year. If not, they will continue in Level 2.			
Learning objectives:			
<ul style="list-style-type: none"> • to become familiar with the format of the TOEIC exam and its different components • to become familiar with additional resources you can use to prepare for the exam of your choice • to improve your reading, writing, listening and speaking skills • to simulate life-like testing conditions with mock exams and online platforms • to be prepared to succeed in the real TOEIC exam (TOEIC = 785+) • to improve your Business communication skills: active listening, understanding and interaction in business-related situations 			
Assessments:			
<ul style="list-style-type: none"> • Continuous Individual Assessment - 30% • Continuous Individual Assessment - 30% • Continuous Individual Assessment - 40% 			

Teaching Method:

Blended learning – face-to-face classes + online self-study (Global Exam)

Teaching Tools: CD - Audio materials, E-learning, DVD - Video materials, Course materials

Teaching Methods: Oral presentations, Internet, Open discussions around a theme, Instruction

Module's Title:	Business English - Level 3		
Time volume (in hour):	13,5	Total student workload:	35
ECTS:	2	Semester:	Spring
Module's Manager:	Iryna Talpain	Language of teaching:	English
Pre-requisites:	The students, who have validated the TOEIC/IELTS test TOEIC 785+ and/or IELTS 6.5+ (NEW: Duolingo 110+)		

General Description:

Level 3 classes have been designed to foster critical thinking, creativity, cultural awareness, and effective communication skills in advanced English learners.

1. Our Level 3 (Advanced) program has been developed to meet the needs for effective communication in your future, as well as to develop key skills for the international environment. The main objective is to encourage future-oriented thinking and equip students with an understanding of how their perception of the world may be influenced by global changes, preconceived ideas, ignorance, artificial intelligence, the media, etc. The main focus is on **SPEAKING**.
2. Our Level 3 IELTS course (offered in S2 & S3 only if students are enrolled) is a 100% exam-focused preparation, working intensively on the grammar, vocabulary, reading, writing, listening, and speaking skills necessary for the exam of the student's choice. This complete focus on IELTS, combined with the Global Exam online platform for self-study and drilling, regular work outside the class, and the teachers' support and guidance, provides a winning combination for success in the chosen exam.

EACH LEVEL 3 CLASS:

- A mix of different activities assigned by teachers, with a primary focus on speaking
- A range of Business English topics
- Free-style discussions
- Debates
- Grammar and vocabulary activities (based on needs, adapted to each group)

HOMEWORK: Assignments given by teachers (Advanced level).

For IELTS groups (in S2 & S3 only):

- Practice with various vocabulary themes, grammar points, and/or test sections
- Listening and reading practice
- 5-10 minutes of free-style speaking

HOMEWORK: Exercises on Global Exam (IELTS) + teachers' assignments (Advanced level). For IELTS, students may choose exercises on Global Exam.

Learning objectives:

Advanced Module :

- Students will express themselves fluently and spontaneously.
- Students will participate in a dynamic and engaging manner.

- Students will use language flexibly and effectively to raise global awareness and to formulate ideas and opinions appropriately.
- Students will present clear, detailed descriptions of complex subjects and design visuals to enhance their message.
- Students will handle difficult questions and develop audience awareness.
- Students will build mutual respect and raise self-esteem by working in small groups.

IELTS Module (S2 & S3 only):

- To become familiar with the format of the IELTS exam and its different components.
- To become familiar with additional resources that can aid in preparing for the chosen exam.
- To improve reading, writing, listening, and speaking skills.
- To simulate realistic testing conditions with mock exams and online platforms.
- To improve the IELTS exam score (IELTS = 6.5+).
- To enhance Business communication skills: active listening, understanding, and interaction in business-related situations.

Assessments:

- Continuous Individual Assessment - 60%
- Continuous Individual Assessment - 40%

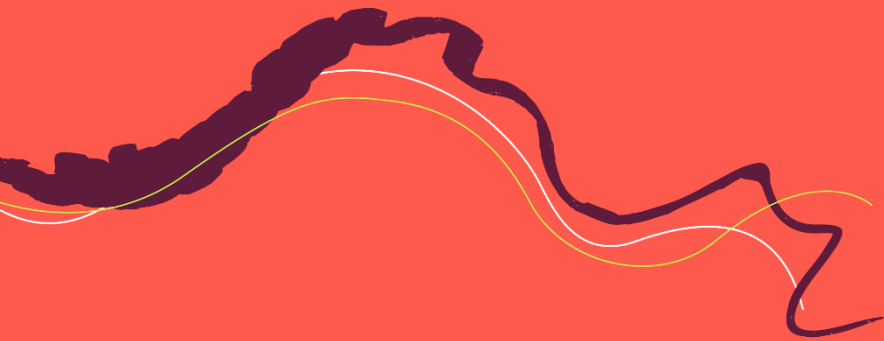
Teaching Method:

Blended Learning: Combines face-to-face classes with assignments on Microsoft Teams, including Forms, Kahoot vocabulary quizzes, recorded speaking via FlipGrid, etc., along with online self-study for the IELTS class (using an online language platform, Global Exam). Classes are dynamic and participatory, designed to challenge students and engage them deeply with the language and its cultural contexts. The calendar is SUGGESTED ONLY and should be adapted to each program and group (considering different numbers of hours and varied pacing). Adaptive teaching!

Teaching Tools: CD - Audio materials, DVD - Video materials, E-learning

Teaching Methods: Research projects, Discussion groups, Games, Open discussions around a theme, Oral presentations, Debates, Simulations

FRENCH COURSES



Module's Title:	French - Elementary S2		
Time volume (in hour):	13,5	ECTS credits:	2
Module's Manager:	Iryna TALPAIN		
Pre-requisites:	from A0 to A2		
Language of teaching:	French		
General Description:			
<p>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.</p> <p>Vocabulary: family – professions – home - daily life - public transport – directions – weather</p> <p>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</p>			
Learning objectives:			
<p>At the end of this module, students should be able to:</p> <ul style="list-style-type: none"> • 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 			
Assessments:			
<ul style="list-style-type: none"> • Continuous individual assessment 100% 			
Teaching Method:			
<p>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.</p> <p>Teaching Methods: Classroom support - Audio-visual learning – E-learning</p> <p>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</p>			
Bibliography:			
<p>ABRY Dominique (2014), La grammaire des premiers temps A1-A2 avec CD MP3, Grenoble : PUG (Presses Universitaires de Grenoble), 907 ABR</p> <p>BORELLI Nicole (2011), Le FLE au quotidien 100 [cent] dialogues de la vie courante : niveau intermédiaire, Paris : Ellipses, 905 BOR</p>			

SIREJOLS Evelyne (2007), Vocabulaire en dialogues : niveau débutant, Luçon : CLE International, 907 SIR
MIQUEL Claire (2003), Vocabulaire progressif du français : tests d'évaluation : niveau débutant, Luçon : CLE
International, 907 MIQ
MIQUEL Claire (2003), Vocabulaire progressif du français : tests d'évaluation : niveau intermédiaire, Luçon
: CLE International, 907 MIQ

Intitulé du module :	French - Intermediate S2		
Volume horaire en face à face :	13,5	Crédits ECTS :	2
Responsable du module :	Iryna TALPAIN		
Prérequis :	Se soumettre au Test de français organisé avant le début des enseignements. Le positionnement est obligatoire avant les cours.		
Langue d'enseignement :	Français		
Description Générale du cours :			
<p>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.</p> <p>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, ...</p>			
Acquis d'apprentissage visés :			
L'apprenant doit être capable :			
<ul style="list-style-type: none"> • 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 			
Evaluations pédagogiques :			
<ul style="list-style-type: none"> • Contrôle individuel continu 100% 			
Méthodes pédagogiques :			
<p>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.</p> <p>Outils pédagogiques : CD - Support Audio. E-learning. Support de cours</p> <p>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</p>			
Références bibliographiques :			

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

STEELE Ross (2004), Civilisation progressive du français avec 400 activités : niveau intermédiaire, Luçon : CLE International, 903 STE

BARFETY Michèle (2005), Compréhension orale / Niveau 2 : manuel + CD audio, Luçon : CLE International, 909 BAR

POISSON-HARDUIN Marie-Hélène (2007), Grammaire expliquée du français : niveau intermédiaire, Luçon : CLE International, 907 POI

THIEVENAZ Odile (2003), Grammaire progressive du français : niveau intermédiaire : corrigés, Luçon : CLE International, 907 THI

THIEVENAZ Odile (2003), Grammaire progressive du français avec 600 [six cents] exercices : niveau intermédiaire, Luçon : CLE International, 907 THI

BORELLI Nicole (2011), Le FLE au quotidien 100 [cent] dialogues de la vie courante : niveau intermédiaire, Paris : Ellipses, 905 BOR

MIQUEL Claire (2003), Vocabulaire progressif du français : tests d'évaluation : niveau intermédiaire, Luçon : CLE International, 907 MIQ

PENFORNIS Jean-Luc (2004), Vocabulaire progressif du français des affaires avec 200 [deux cents] exercices : corrigés, Luçon : CLE International, 908 PEN

PENFORNIS Jean-Luc (2013), Vocabulaire progressif du français des affaires avec 250 [deux cent cinquante] exercices, Luçon : CLE International, 908 PEN

Intitulé du module :	French - Advanced 1 S2		
Volume horaire en face à face :	13,5	Crédits ECTS :	2
Responsable du module :	Iryna TALPAIN		
Prérequis :	Se soumettre au Test de français organisé avant le début des enseignements. Le positionnement est obligatoire avant les cours.		
Langue d'enseignement :	Français		
Description Générale du cours :			
<p>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.</p> <p>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</p> <p>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</p>			
Acquis d'apprentissage visés :			
<ul style="list-style-type: none"> • 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 			
Evaluations pédagogiques :			
<ul style="list-style-type: none"> • Contrôle individuel continu 100% 			
Méthodes pédagogiques :			
<p>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.</p>			

- 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

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

Module's Title:	Intercultural Management and Communication		
Time volume (in hour):	13,5	ECTS credits :	4
Module's Manager:	Iryna TALPAIN		
Pre-requisites:	English proficiency B1		
Language of teaching:	English		
General 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.			
Learning objectives:			
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.			
Assessments:			
<ul style="list-style-type: none"> • Continuous individual assessment 100% 			
Teaching Method:			
Lectures, role plays, case studies, oral presentations			
Bibliography:			
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			
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BENNETT Milton J. (1998), Basic concepts of intercultural communication : selected readings, Intercultural Press			
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PAIGE Michael (1993), EDUCATION FOR THE INTERCULTURAL EXPERIENCE, Intercultural Press			
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