



COURSE CATALOGUE
MSC PROGRAMMES 2020-2021

SPRING

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You are required to choose ONLY ONE programme:

- **MSc Corporate Finance & Investment Banking** (MSc CFIB): **selective course**
- **OR MSc Global Marketing and Luxury Management** (MSc GMLM)
- **OR MSc International Business Development and Entrepreneurship** (MSc IBDE).

It is **IMPOSSIBLE** to mix courses from different programmes, due to course clashes.

If you select **MSc CFIB**, you are required to take all the modules of the MSc.

In order to be accepted, you must pass an online test in finance and provide your academic transcript of marks to prove that you meet the requirements.

The contents of this document are liable to changes, and adjustments could be made due to academic reasons.

MSc CFIB MAIN COURSES S2 - Advanced Corporate Finance

Contact hours: 21 **Total student workload:** 50 **ECTS:** 2 **Semester:** Spring

Module's Manager: GUILLEMIN François

Pre-requisites: Fluency in English

Description: The modern corporation is a very efficient and effective means of raising capital, obtaining needed resources and generating products and services. These and other advantages have caused the corporate form of business to become the dominant one in many countries. The modern corporation is subject to a variety of conflicts of interest. This fact leads to the following two major objectives of corporate governance: 1. To eliminate or mitigate conflicts of interest, particularly those between managers and shareholders. 2. To ensure that the assets of the company are used efficiently and productively and in the best interests of its investors and other stakeholders.

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

- Calculate and interpret the weighted average cost of capital (WACC) of a company
- Describe how taxes affect the cost of capital from different capital sources
- Calculate and interpret the beta and cost of capital for a project
- Explain the modigliani-Miller propositions concerning capital structure, including the impact of leverage, taxes, financial distress, agency costs and asymmetric information on a company's cost of equity, cost of capital and optimal capital structure.
- Describe the role of debt ratings in capital structure policy
- Describe international differences in financial leverage and their implication for investment analysis
- Compare a company's liquidity measures with those of peer companies
- Explain the effect of different types of cash flows on a company's net daily cash position

Methodology:

Language of instruction: English

Teaching tools: Manual. Cases. Data base

Pedagogical methods: Case studies. Researches. Oral presentations

Assessments:

Individual continuous assessment - Written exam 25%

Individual final exam - Written exam 50%

Group continuous assessment - Collective oral presentation 25%

Skills:

CFIB LO 08 - To understand the key concepts of Advanced Corporate Finance: cash cycle of the firm, valuation, capital structure decisions

References:

BERK Jonathan (2007), Corporate finance, Pearson Education international, 131.55 BER

VERNIMMEN Pierre (2014), Corporate finance : theory and practice, John Wiley & Sons,, 131.55 VER

JENSEN Michael C. (1984), The modern theory of corporate finance, McGraw-Hill,

MSc CFIB MAIN COURSES S2 - CFA Certification

Time volume (in hour): 42 **Total student workload:** 75 **ECTS:** 3 **Semester:** Spring

Module's Manager: GUILLEMIN François

Pre-requisites: Teaching language: English

Description: Providing exam focus and knowledge application (CFA Level 1) The CFA Level I exam covers 10 topics, 18 study sessions, and 60 readings. Each subject carries a different weight in the exam. The Level I curriculum is focused on ten topic areas. You will also be tested on simple analysis using investment tools. The topic areas are:

- Ethical and Professional Standards
- Quantitative Methods
- Economics
- Financial Reporting and Analysis
- Corporate Finance
- Equity Investments
- Fixed Income
- Derivatives
- Alternative Investments
- Portfolio Management and Wealth Planning

Learning objectives: - Exam focus and guidance from Fitch Learning CFA® instructors - Exam style questions and worked examples demonstrating key concepts - Identification of critical Learning Outcome Statements - Directly references the CFA® curriculum

Methodology:

Teaching tools: Manual. Cases. Course support

Pedagogical methods: Seminars. Case studies. Oral presentations

Assessments:

Individual final exam - Written exam 40%

Individual continuous assessment 25%

Individual continuous assessment - Quiz 35%

References:

VERNIMMEN Pierre (2014), Corporate finance: theory and practice, John Wiley & Sons, 131.55 VER

VERNIMMEN Pierre (2014), Corporate finance: theory and practice [E-BOOK], John Wiley & Sons, 131.55 VER

PINTO Jerald E. (2010), Equity asset valuation, CFA institute, 131.67 PIN

PINTO Jerald E. (2010), Equity asset valuation: workbook, CFA institute, 131.67 PIN

ROSS Stephen A. (2008), Essential of corporate finance / Ed. 2008, McGraw-Hill, 131.55 ROS

MSc CFIB MAIN COURSES S2 – Options, Futures and derivatives

Time volume (in hour): 21 **Total student workload:** 50 **ECTS:** 2 **Semester:** Spring

Module's Manager: GUILLEMIN François

Pre-requisites: Teaching Language: English

Description: During the Fall Semester, basic concepts behind options, futures, forwards, swaps and bonds were presented. The point was to equip students with technical knowledge to be able to anticipate and hedge over uncertainty and various sources of risk.

At the end of the course, you will know how a derivatives exchange works; what are the main differences between an exchange and the OTC; what are derivatives useful for; what is a forward contract and how it is priced; what is a futures contract and how it is priced; what is an option and what can we do with options; and finally, how a market maker manages a book. This course teaches the fundamentals of the Real Options method and the underlying mindset. You will gain hands-on experience on the use and application of Real Options by working through multiple concrete exercises using intensively the trading room and business cases.

Learning objectives: This course provides training and education to effectively implement the knowledge acquired in S1 regarding options, fixed income, and forward contracts. Learn how to specifically cover risk and hedge over uncertainty. Learn how to implement such strategy over FX, Credit Default Swaps or Equity Swaps.

Methodology:

Teaching tools: Manual. Cases. Course support

Pedagogical methods: Case studies. Researches. Debates

Assessments:

Group continuous assessment – Collective Case Study 50%

Individual final exam : 50%

References:

SACKS Jana (2016), Elementary Financial Derivatives, Wiley, 134.06 SAC.

MUN Jonathan, (2010) Applying Monte Carlo Risk Simulation, Strategic Real Options, Stochastic Forecasting, and Portfolio Optimization, John Wiley & Sons [EBOOKS]

RAMIREZ Juan (2015), Accounting for derivatives, John Wiley and Sons, [EBOOKS]

SCHWERDT Wolfgang and von WENDLAND Marcelle (2009), The Building Block Approach to Modeling Instruments and Portfolios, Elsevier Science. [EBOOKS]

MSc CFIB MAIN COURSES S2 - Enterprise Risk Management

Time volume (in hour): 21 **Total student workload:** 50 **ECTS:** 2 **Semester:** Spring

Module's Manager: GUILLEMIN François

Pre-requisites: Teaching language: English

Description: The rise in the volume and complexity of risks facing organizations - whether from insider threats, cyber-attacks, shooters, or brand damage - requires more effective risk avoidance, risk mitigation, risk transfer and asset (human and physical) protection. Enterprise Risk Management (ERM) is a structured, proven process for proactively identifying and evaluating how events and forces of change impact an organization and its strategy, and for developing measures for dealing with the risks that constantly threaten the achievement of an organization's objectives. Enterprise risk managers provide the leadership, innovation, and management necessary to identify, evaluate, manage, and monitor an organization's portfolio of risks. you gain an understanding of how ERM integrates into an organization's governance structure and processes and explore the drivers for and value of an ERM program. Topics include risk oversight and leadership, ERM and strategic management, and the evolving landscape of ERM. Learn how ERM aligns with internal control, audit and compliance functions. This course introduces also the concepts and skills to effectively design and implement an enterprise risk management program that is tailored to an organization's culture, governance structure, and current management processes. Through class discussion and case studies, students explore common barriers to effective ERM implementation and learn techniques to overcome them

1. Foundations of Enterprise Risk 2. Designing and Implementing an Enterprise Risk Management Program
3. Human, Legal-Compliance, and Ethical Issues of Emergency and Risk Management

Learning objectives: This course provides training and education to effectively deal with the success or failure of every preparedness plan: the human execution of best practices in a highly stressed environment. Learn how to increase plan effectiveness by working in advance to prepare others for the human, legal, and ethical issues that arise in any disaster.

Methodology:

Teaching tools: Manual. Cases. Course support

Pedagogical methods: Case studies. Researches. Debates

Assessments:

Group continuous assessment - Collective case study 40%

Individual final exam 60%

Skills:

CFIB LO 08 - To be acquainted with and to understand the principal concepts, patterns of behaviour and tools associated with compliance and internal control

References:

HOPKIN Paul (2012), Fundamentals of risk management [E-BOOK], Kogan Page,, 111.83 HOP

ANDERSEN Torben Juul (2006), Global derivatives : a strategic risk management perspective, Prentice Hall, 134.06 AND

CHONG Yen Yee (2000), Managing project risk : business risk management for project leaders, Prentice Hall, 111.83 CHO

CROUHY Michel (2001), Risk management, McGraw-Hill, 131.56 CRO

HULL John C. (2012), Risk management and financial institutions [E-BOOK], John Wiley & Sons,, 131.56 HUL

MSc CFIB MAIN COURSES S2 - Financial Analysis

Time volume (in hour): 42 **Total student workload:** 75 **ECTS:** 3 **Semester:** Spring

Module's Manager: GUILLEMIN François

Pre-requisites: Teaching language: English

Description: The financial analysis of a company is a process of selecting, evaluating, and interpreting financial data, along with other pertinent information, in order to formulate an assessment of the company's present and future financial condition and performance. We can use financial analysis to evaluate the efficiency of a company's operations, its ability to manage expenses, the effectiveness of its credits policies and its creditworthiness, among other things.

1. Business and industry analysis 1.1 Common size analysis 2. Accounting analysis 2.1 Pro forma analysis
3. Financial analysis 3.1 Financial ratio analysis 4. Valuation

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

- Interpret common-size balance sheets and common-size income statements and demonstrate their use by applying either vertical analysis or horizontal analysis.
- Calculate and interpret measures of a company's operating efficiency, internal liquidity, solvency and profitability, and demonstrate the use of these measures in company analysis.
- Calculate and interpret book-value of equity per share, price-to-earnings ratio, dividends per share, dividend payout ratio and plowback ratio.
- Demonstrate the use of pro forma income and balance sheet statements

Methodology:

Teaching tools: Manual. Cases. Work

Pedagogical methods: Critical analysis. Case studies. Projects. Debates

Assessments:

Individual final exam - Written exam 60%

Individual continuous assessment - Written exam 40%

Skills:

CFIB LO 12 - To understand and analyse the financial statements, window dressing and inter-corporate investments

References:

HARRINGTON Diana R. (1998), Corporate financial analysis : in a global environment, South-Western College, 131.55 HAR

REES Bill (1995), Financial analysis, Prentice Hall, 132.43 REE

BRAGG Steven M. (2000), Financial analysis : a controller's guide, John Wiley & Sons, 132.43 BRA

MSc CFIB MAIN COURSES S2 - LBO, Private Equity & Valuation

Time volume (in hour): 21 **Total student workload:** 50 **ECTS:** 2 **Semester:** Spring

Module's Manager: GUILLEMIN François

Pre-requisites: Teaching language: English

Description: The aim of this course is to provide students with the principles of a financial transaction with leverage (IPO, LBO, MBO) In this course we focus our attention on what is generally referred to as enterprise valuation, which is the valuation of a business of growing concern. The approach that we recommend, which we refer to as the hybrid approach, recognizes that forecasting cash flow in the foreseeable future poses a unique challenge, because most enterprises are expected to stay in business for many years. This course also examines the perspectives of a private equity investor and applies the hybrid valuation methods, which are particularly well suited to the types of investments made by private equity forms

1. Mechanism of the leverage 2. Analysis Methodology of these operations 3. Financial structuring of a LBO, MBO, IPO, 4. Enterprise valuation 5. Valuation in a private equity setting

Learning objectives:

The focus of the course will be on developing critical financial modelling skills, understanding best practices, and recognizing common pitfalls. Students will work on a series of cases and build models that can be used for earnings and pro-forma financial statement forecasts, valuation, the assessment of financing needs, merger analysis, and LBO evaluation. Students will also gain experience presenting financial models and critically assessing them. By the conclusion of the course, students will develop the skills to construct complex financial models and the logical frameworks to utilize them for various organizational applications.

Students will learn how to model and evaluate mergers and LBOs in Excel as investment bankers do (background topics such as accounting will be covered). They will learn about the strategic reasons and tactics for mergers and acquisitions, LBOs, corporate divestiture, restructurings, and hostile takeovers from investment bankers' perspective. Case studies of mergers, acquisitions and LBOs drawn from a variety of different industries throughout the world will be examined.

Methodology:

Teaching tools: Manual. Cases. Course support. Work

Pedagogical methods: Case studies. Debates. Diagnostics

Assessments:

Individual continuous assessment - Quiz 20%

Individual continuous assessment - Quiz 20%

Individual continuous assessment - Quiz 20%

Group continuous assessment - Collective oral presentation 10%

Group continuous assessment - Collective oral presentation 10%

Group continuous assessment - Collective oral presentation 10%

Group continuous assessment - Collective oral presentation 10%

References:

PINTO Jerald E. (2010), Equity asset valuation, CFA institute, 131.67 PIN

ROSS Stephen A. (2004), Essentials of corporate finance / Ed. 2004, McGraw-Hill, 131.55 ROS

Groupe HEC (Hautes Etudes Commerciales) (1999), THE INVESTMENT POLICY AND THE PRINCING OF EQUITY IN A LEVERED FIRM : A RE-EXAMINATION OF THE 'CONTINGENT CLAIMS' VALUATION APPROACH,

MSc CFIB MAIN COURSES S2 -Strategy and Business Modeling

Time volume (in hour): 21 **Total student workload:** 50 **ECTS:** 2 **Semester:** Spring

Module's Manager: GUILLEMIN François

Pre-requisites: Teaching language: English

Description: This program introduces you to the basic concepts and tools of strategic business management. We cover the overall framework within which managers make decisions. Next, you explore the notion of strategy and how it relates to competitive advantage. You discover different strategic tools to evaluate environmental threats and opportunities, including the industry competitive forces analysis. You learn how to identify company strengths and weaknesses and how to develop competencies. Finally, you study the strategic positioning of a company in its industry and the necessary factors responsible for strategy execution. Detecting new growth opportunities as they emerge is the key to securing a competitive edge in fast-expanding markets. But how do you forecast where the next wave of growth will occur? Most marketing analysts rely on traditional macroeconomic data like population trends, urbanization ratios, and purchasing power. While this may be effective in slow-moving markets, new business opportunities are often localized and thus overlooked in competitive economies.

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

- Develop the skills to perform external and internal analyses for companies and to evaluate the dynamics of competition
- Build strategies using appropriate frameworks and tools
- Understand the basics of strategy implementation and control
- Learn how to detect new megatrends—and understand how they affect the business landscape
- Detect “pockets of growth”—new opportunities often overlooked in local markets—and delve into these fast-expanding markets
- Use frameworks to organize resources and research around new market factors
- Develop a new lens to “see” emerging opportunities and economies of scale and scope
- Track and evaluate the performance of competitors on a regular basis
- Explore the relationship between drivers of growth and potential business opportunities
- Tap into the rising needs of consumers or dormant demand to exploit new markets

Methodology:

Teaching tools: Manual. Cases. Course support

Pedagogical methods: Case studies. Oral presentations. Debates

Assessments:

Individual final exam - Written exam 60%

Group continuous assessment - Collective case study 40%

References:

JOHNSON Gerry (2014), Exploring corporate strategy : text and cases, Pearson,, 113.55 JOH

DAGNINO Giovanni Battista (2012), Handbook of research on competitive strategy [E-BOOK], Edward Elgar Publishing,, 113.55 DAG

GHOSH RAY Kamal (2010), Mergers and Acquisitions: Strategy, Valuation and Integration, PHI Learning Private Limited,, 112.84 GHO

MINTZBERG Henry (2003), The strategy process : concepts, contexts, cases, Pearson Education, 113.55 MIN

GOVINDARAJAN Vijay (2016), The three-box solution : a strategy for leading innovation, Harvard Business Review Press,, 151.57 GOV

MSc CFIB MAIN COURSES S2 -Tax aspects of transactions and restructuration

Time volume (in hour): 21 **Total student workload:** 50 **ECTS:** 2 **Semester:** Spring

Module's Manager: GUILLEMIN François

Pre-requisites: Teaching language: English

Description: This course covers tax, legal, and economic principles applicable to a series of interesting, complex, current entrepreneurial transactions, utilizing venture capital or private equity financing, including:

- (1) new business start-up,
- (2) growth-equity investment in existing business enterprise,
- (3) leveraged buyout of private or public company (including going-private transaction),
- (4) use of both double-tax C corporations and flow-through single-tax S corporations, partnerships, and LLCs for variety of venture capital or private equity financed transactions,
- (5) devising equity-based executive compensation program,
- (6) private equity financed restructuring or workout (in or out of bankruptcy) for troubled over-leveraged enterprise and utilizing troubled company's NOL post restructuring,
- (7) exit scenarios for successful venture capital or private equity financed enterprise

Learning objectives: The course provides the tax background necessary for understanding and participating in the creation of many types of business transactions of both publicly and closely held enterprises, including acquisitions, liquidations, mergers, and spinoffs.

Methodology:

Teaching tools: Manual. Cases. Course support

Pedagogical methods: Case studies

Assessments:

Group continuous assessment - Collective case study 40%

Individual final exam - Written exam 60%

References:

AUGUST Ray (2009), International business law : text, cases, and readings, Pearson, 321.81 AUG

SCHAFFER Richard (2009), International business law and its environment / 7th ed., South-Western, 321.81 SCH

MSc GMLM MAIN COURSES S2 - Luxury Entrepreneurship

Time volume (in hour): 60 **Total student workload:** 100 **ECTS:** 4 **Semester:** Spring

Module's Manager: ATWAL Glyn

Pre-requisites: Participants should already have completed courses in international luxury marketing and gained an in-depth understanding of the fundamentals of business development.

Description: The course will cover the salient theories, models, and frameworks of entrepreneurship which can be applied within the luxury domain. This will involve a holistic approach incorporating techniques from strategy, marketing and business plans.

This is a highly practice-led course which will involve students to create, develop and defend a new luxury business venture project before a jury of potential investors. The course is structured that will allow luxury entrepreneurs to manage the entrepreneurial process. Students will therefore develop their skills and competencies with a focus on strategy, innovation and marketing. The first part of the course will discuss the theoretical aspects of luxury entrepreneurship. The second part of the course will be practically orientated, and students will be coached to create and develop a new luxury business venture.

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

- To understand theories, models and frameworks underpinning luxury entrepreneurship.
- To identify key success factors of luxury entrepreneurship.
- To apply best practices of luxury entrepreneurship with the objective to create, develop and defend a new luxury business venture.

Methodology:

Teaching tools: Cases. Course support

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

Assessments:

Individual continuous assessment - Business Game 100%

Skills:

To be able to contribute to a luxury project/challenge

References:

MORRIS Michael (2012), A practical guide to entrepreneurship : how to turn an idea into a profitable business, Kogan Page,, 112.72 MOR

KURATKO Donald F. (2004), Entrepreneurship : theory, process, practice, South-Western College,, 112.72 KUR

INNERHOFER Elisa (2018), Entrepreneurship in culture and creative Industries : perspectives from companies and regions, Springer,, 283.02 INN

REBOUD Sophie (2011), PME, dynamiques entrepreneuriales et innovation [E-BOOK], Peter Lang,, 112.16 REB

REBOUD Sophie (2011), Strategic innovation in small firms : an international analysis of innovation and strategic decision making in small to medium sized enterprises, Edward Elgar,, 112.16 MAZ

KAPFERER Jean-Noël (2009), The luxury strategy, Kogan Page, 121.03 KAP

KAPFERER Jean-Noël (2009), The luxury strategy [E-BOOK], Kogan Page, 121.03 KAP

BERGHAUS Benjamin (2014), The management of luxury : a practitioner's handbook, , 121.03 BER

SOM Ashok (2015), The road to luxury : the evolution, markets and strategies of luxury brand management, John Wiley & Sons,, 121.03 SOM

MSc GMLM MAIN COURSES S2 - Reinventing Luxury

Time volume (in hour): 21 **Total student workload:** 50 **ECTS:** 2 **Semester:** Spring

Module's Manager: PICCARDI Patrice

Pre-requisites: None

Description: This course evaluates the current issues in the Luxury landscape. The content is topical and evolving at the time of delivery.

Description of Content :

Block 1: "Disruptions to Luxury Fundamentals" • An evaluation of how different luxury sectors are disrupted in the current climate • An examination of how consumer shifts have impacted demand for luxury goods

Block 2: "Role of Digitalization" • How social media has shaped the luxury industry • How e-commerce and omni-channels are evolving to meet demands of new consumers

Block 3: "Social and Political Impacts" • An examination of ethics and value creation in the luxury industry • Strategies for global political and social turmoil that impact luxury

Block 4: "Relevant Cutting edge Technologies to luxury" • Review the roles of social media command centres and big data technologies • Review the roles of artificial intelligence, biometrics (e.g. eye tracking, brain wave, heart rates) and virtual and augmented realities

Learning objectives: Specifically, it aims to:

- re-examine concepts, models and trends that impact luxury in current times of disruption
- re-evaluate strategies to protect luxury brand desirability in current times of disruption
- examine the roles of cutting-edge research technologies, digital revolutions and social and political impacts on the luxury landscape

Methodology:

Teaching Method: The course is experiential learning in nature and meant to be practical (problem solving). It is designed around three fundamental concepts: • Learning by doing (Group Mini Cases) • Reflection in action (Individual Assignment and Participation) • Coaching

Skills:

To know and understand concepts, models and trends that impact luxury in current times of disruption

Assessments:

Individual continuous assessment – Individual case study 100%

References:

Management et marketing du luxe, 121.03 CHE, Dunod, 2015, CHEVALIER Michel

The luxury strategy [E-BOOK], 121.03 KAP, Kogan Page, 2009, KAPFERER Jean-Noël

MSc GMLM MAIN COURSES S2 - Business Cases

Time volume (in hour): 42 **Total student workload:** 100 **ECTS:** 4 **Semester:** Spring

Module's Manager: PICCARDI Patrice

Pre-requisites: None

Description: A case study is a product or company success story. It tells how a company solved a problem using a specific product, process, method or idea, as with other marketing techniques.

The case-study method encourages students to think through real world examples.

Companies are complex and dynamic entities that continually change to meet the demands of consumer markets.

Business managers work to meet market demands and reach business goals by formulating strategies concerning marketing and business development activities.

Business managers engage and communicate with all parties, including team members and stakeholders, when working to meet business objectives.

Simulating the role of business managers, students formulate and justify management strategies and recommendations that impact on business objectives.

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

- Articulate ideas, analysis and fact.
- Understand the difficulties of business management and leadership in a realistic context.
- Reinforce their active listening skills.
- Understand current challenges, issues, conflicts and dilemmas in the management practice.

Methodology: Case studies

Assessments:

Individual continuous assessment – Individual case study 100%

References: Case will be distributed during the sessions and the subject will remain secret until the last minute !

MSc GMLM MAIN COURSES S2 - International Business project

Time volume (in hour): 60 **Total student workload:** 100 **ECTS:** 4 **Semester:** Spring

Module's Manager: SIRE Stéphanie

Description: During the module, teams of students work together in cross-cultural teams on a consultancy project within a real company. It will therefore enable them to develop marketing and consultancy skills.

The consultancy process will consist of the following stages: - Defining the issue with the client - Diagnosis of the situation - Collecting relevant data - First-stage analysis - Validation and redefinition of the issue (if necessary) - Collecting additional data (if necessary) - Second-stage analysis - Preparation of the presentation and the written report - Final presentation of the results, discussion & submission of the written report (in front of panel/enterprise)

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

- Understanding real life business challenges, and be able to structure and find a solution as part of an international consultancy team
- Work as part of an intercultural team, employing coordination and conflict resolution skills to do so.
- Manage cross-cultural communication – an essential prerequisite in a globalized world
- Understand and manage the potential of diversity based working structures.

Methodology:

Teaching tools: Others

Pedagogical methods: Workshops for identifying problems and opportunities. Critical analysis. Discussion groups. Projects. Oral presentations. Mentoring. Consulting activity

Assessments:

Individual continuous assessment 70%

Group continuous assessment 30%

Skills:

To be able to work in a multicultural environment

References:

BROWN Tim (2009), Change by design : how design thinking transforms organizations and inspires innovation, Harper Business, 151.57 BRO

MSc GMLM MAIN COURSES S2 - International negotiation

Time volume (in hour): 30 **Total student workload:** 100 **ECTS:** 4 **Semester:** Spring

Module's Manager: PICCARDI Patrice

Description: Negotiation skills are essential to conduct business. The businessman/woman must be able to listen, communicate, influence and convince in his/her professional environment. This course presents the basic techniques of negotiation used in the international business world.

• Distributive negotiation • Integrative negotiation • Preparing a negotiation • Arguments & objections • Negotiation by agent • Team negotiation • Multicultural negotiation

Learning objectives: At the end of this course, students should have the skills needed for effective negotiations, and be sensitive to and manage multicultural issues in international projects.

Methodology:

Teaching tools: Manual. Cases

Pedagogical methods: Case studies. Oral presentations

Assessments:

Individual continuous assessment - Individual oral presentation 100%

Skills:

To be able to prepare international negotiation strategies

References:

SHELL Richard G. (2000), Bargaining for advantage: negotiation strategies for reasonable people, Penguin Books, 222.45 SHE

MSc IBDE MAIN COURSES S2 - Contemporary Managerial Philosophies

Time volume (in hour): 18 **Total student workload:** 50 **ECTS:** 2 **Semester:** Spring

Module's Manager: TAVAKOLI Mohsen

Pre-requisites: None

Description: This course aims to give each student the methodological tools to develop a sound thought process, to develop critical thinking and the ability to present her/his ideas in a cogent manner.

- **Personal involvement:** each student will need to research and understand the elements under discussion, by drawing on her/his personal experience, in order to express a sincere opinion (oral, written) on the subjects under consideration.
- **Specific target:** to help each student establish a link between theory and experience, to distinguish between facts and opinions, and to reinforce personal maturity within a group of peers. This is meant to develop curiosity, a spirit of tolerance and respect, but also the ability to defend one's positions with conviction and grace

Learning objectives: At the end of the module, students should be able to adopt a philosophical reflection on the managerial practices.

Methodology:

Teaching tools: Cases. Periodical. Work

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

Assessments:

Group continuous assessment - Collective oral presentation 40%

Individual final exam - Individual executive summary 60%

Skills:

IBE LO 13 - To be able to adopt a philosophical reflection on the managerial practices

References:

Éthique et philosophie du management, Pierre Olivier Monteil, ERES éditions, 2016, 225 pages. Philosophy of Management and Sustainability: Rethinking Business Ethics and Social Responsibility in Sustainable Development (English Edition). Jacob Dahl Rendtorff.

MSc IBDE MAIN COURSES S2 - Entrepreneurial & Intrapreneurial Mindsets

Time volume (in hour):18 **Total student workload:** 50 **ECTS:** 2 **Semester:** Spring

Module's Manager: TAVAKOLI Mohsen

Pre-requisites: None

Description: This module aims at mentoring the students to develop their entrepreneurial mindset. Entrepreneurial Mindset is a set of skills that enable people to identify and make the most of opportunities, overcome and learn from setbacks, and succeed in a variety of settings. Research shows that an entrepreneurial mindset is valued by employers, boosts educational attainment and performance, and is crucial for creating new businesses.

Students will learn to think and act like entrepreneurs. The course is structured by themes:

- initiative and self-reliance,
- flexibility and adaptability,
- critical thinking and problem solving,
- communication and collaboration,
- creativity and innovation,
- opportunity recognition, and future orientation

Learning objectives:

- To develop competences to act as an effectual entrepreneur
- To analyse entrepreneurship as an entrepreneurial method

Methodology: Action Learning : mostly Problem Based Learning

Assessments:

Group continuous assessment 30%
Individual continuous assessment 70%

Skills:

IBE LO 09 - To understand and develop their entrepreneurial mindset.

References:

Mauer, René, Helle Neergaard, and Anne Kirketerp Linstad. "Self-efficacy: Conditioning the entrepreneurial mindset." Revisiting the entrepreneurial mind. Springer, Cham, 2017. 293-317.

MSc IBDE MAIN COURSES S2 – Entrepreneurial Project Development

Time volume (in hour): 42 **Total student workload:** 90 **ECTS:** 4 **Semester:** Spring

Module's Manager: TAVAKOLI Mohsen

Pre-requisites: None

Description: The Entrepreneurial Project Development course is based on 42 hours of face to face, plus at least 48 hours of field work, completed by debriefings. The whole is spread over a period of 11 weeks during spring semester. In line with the « Sustainable and Responsible Entrepreneurship and Innovation » module they have had in the autumn semester, this module allows students to learn how to undertake an entrepreneurial approach in order to create economic, social and environmental values. The course starts with ideation. We then use business model as a framework allowing us to develop a “viable” project. The aim is that students will take advantage of working on a real project and come up with a business model and finally present their entrepreneurial activity to a jury for evaluation. On the one hand, this course allows students to discover or know better their entrepreneurial competences and on the other hand, they learn “Doing things is not the same as getting things done”.

Learning objectives: To design and create an innovative sustainable entrepreneurial project.

Methodology:

Teaching tools: Cases. Periodical. Work. Company visit

Pedagogical methods: Seminars. Workshops for identifying problems and opportunities. Case studies. Researches. Discussion groups. Projects. Oral presentations. Debates. Mentoring. Free discussion around a theme

Assessments:

Group continuous assessment - Collective oral presentation 40%

Individual continuous assessment 60%

References:

- Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers, Alexander Osterwalder, Yves Pigneur; John Wiley and Sons. - Disciplined Entrepreneurship: 24 Steps to a Successful Start-up, Bill Aulet, John Wiley and Sons. - Verstraete T., Jouison E., (2018), Business Model GRP – Origine, nature et composantes du Business Model, GRP-Publications.

MSc IBDE MAIN COURSES S2 - International Business Intelligence

Time volume (in hour): 18 **Total student workload:** 50 **ECTS:** 2 **Semester:** Spring

Module's Manager: TAVAKOLI Mohsen

Pre-requisites: None

Description: After this module, the student should be able to understand the purposes and techniques of economic intelligence, identify relevant sources of information, analyse collected information, and use it in decision-making processes. Therefore students will be able to monitor the legal, economic and financial environments of international business and turn the collected data into operational information.

Learning objectives : To be acquainted with efficient knowledge management and data protection.

Methodology:

Teaching tools: Course support. Work

Pedagogical methods: Case studies. Projects. Oral presentations. Debates

Assessments:

Group continuous assessment 30%

Individual final exam 70%

References:

- HILL Charles W. L.(2011), International business : competing in the global marketplace / 8th ed., McGraw Hill. - DANIELS John D. (2011), International business : environments and operations / 13th ed., Prentice Hall. - CAVUSGIL TAMER S., (2014) International business : the new Realities, Pearson Education.

MSc IBDE MAIN COURSES S2 - International Consulting Project

Time volume (in hour): 30 **Total student workload:** 60 **ECTS:** 2 **Semester:** Spring

Module's Manager: TAVAKOLI Mohsen

Pre-requisites: None

Description: In this full-week workshop, students have the possibility to put themselves in consultant shoes. They work on real issues proposed by partner organisations and are coached by their professors. During the module, students work together in cross-cultural teams on a consultancy project allowing them to try-out a professional experience. It will therefore enable them to develop management and consultancy skills of international scope.

Learning objectives:

- To know how to analyse and solve a company problem and how to structure one's thinking
- Learning about innovative processes, products and markets with adopting an empathetic view on customer needs
- Communicating ideas effectively

Methodology:

Teaching tools: Cases. Course support. Company visit

Pedagogical methods: Discussion groups. Projects. Oral presentations. Debates. Interviews. Consulting activity

Assessments:

Group continuous assessment - Collective oral presentation 40%

Individual continuous assessment - Oral participation 30%

Individual final exam - Individual executive summary 30%

Skills:

IBE LO 15 - To show open-mindedness and integrity allowing managers to resolve organisations problematics.

References:

BROWN Tim (2009), Change by design: how design thinking transforms organizations and inspires innovation, 151.57 BRO, Harper Business.

MSc IBDE MAIN COURSES S2 - Managerial & Entrepreneurial Ethics

Time volume (in hour): 24 **Total student workload:** 50 **ECTS:** 2 **Semester:** Spring

Module's Manager: TAVAKOLI Mohsen

Pre-requisites: None

Description: The purpose of the course is to introduce the core concepts and methodologies of the field of study of business ethics and discuss its practical application for decision-makers within organizations (e.g. managers, entrepreneurs, public officials).

During the course the main normative ethical theories (deontology, utilitarianism, virtue ethics) will be discussed, exploring their usefulness to analyze today's decision-making and negotiation processes within organizations, and their relevance for corporate responsibility towards all organizational stakeholders. Participants will examine the main concepts and practical application of stakeholder theory (Freeman, 1984; Freeman, Harrison, Wicks, Parmar and de Colle, 2010; Freeman, 2017) by discussing real case-studies, analyzing their rationale and impacts.

The methodologies for Codes of Ethics design and implementation will be critically discussed as a way to integrate ethics and CSR into decision-making.

The following are some of the questions that will be addressed during the seminar: • What is business ethics? Does ethics matter in business? • What are the main ethical frameworks to analyze and solve dilemmas? • What is the purpose of the firm? Shareholder Value Maximization or Stakeholder value creation? • How can we recognize a well-designed and implemented Code of Ethics? • Which are the situational and individual factors that can influence decision-making within organizations – and make good people do bad thing? • Ethics in the global world: the problems of cultural relativism

Learning objectives: On successful completion of this module the participant will be able to:

- Display a critical understanding of key concepts of business ethics in management and entrepreneurship
- Apply a range of appropriate ethical theories and dilemma-analysis frameworks to analyse business-related decisions
- Assist organizations in improving their ethical decision-making and overall performance.

Methodology: Through active participation in class discussions, case-studies and teamwork, participants will improve their ability to critically analyze business organizations' impact on and responsibility towards a variety of stakeholders. The course has been designed like a research-seminar. The learning method is based on a balance between theory (through assigned readings and lecturing) and practice (class discussion of case-studies, team-work and group presentations). Participants are expected to contribute to the overall learning through their active participation in class discussions, by preparing before class and engaging in teamwork (e.g. working in team to analyze and solve a dilemma; designing and applying a code of ethics to business decisions, etc.). Therefore, it is essential to come to class having carefully read all the required readings and answered questions online before each class.

Teaching tools: Cases. Course support. Work

Pedagogical methods: Seminars. Critical analysis. Case studies. Researches. Discussion groups. Oral presentations. Debates. Teach

Assessments:

Individual continuous assessment - Oral participation 25%

Group continuous assessment - Collective oral presentation 25%

Individual final exam - Individual case study 50%

Skills:

IBE LO 11 - To be acquainted with and to understand the principal concepts, patterns of behaviour and tools associated with business ethics.

References:

• T. Donaldson, P. Werhane and M. Cording (DWC), Ethical Issues in Business. A Philosophical Approach, 7th edition, 2002 Prentice Hall (articles indicated). • R.E. Freeman, J.S. Harrison, A.C. Wicks, B.L. Parmar and S. de Colle (2010), Stakeholder Theory: The State of the Art, (only Chapter One, pages 3-29) Cambridge University Press.

MSc IBDE MAIN COURSES S2 - Seminars

Time volume (in hour): 24 **Total student workload:** 48 **ECTS:** 2 **Semester:** Spring

Module's Manager: TAVAKOLI Mohsen

Pre-requisites: None

Description: This module will consist in lectures given by various guest speakers who will share their experience in international business development with students.

Learning objectives: Know how to design, develop and enforce an internationalisation strategy

Methodology:

Teaching tools: Others

Pedagogical methods: Seminars. Free discussion around a theme

Assessments:

Individual continuous assessment 100%

References:

Speakers are free to propose appropriate readings.

MSc IBDE MAIN COURSES S2 - Visits

Time volume (in hour): 24 **Total student workload:** 48 **ECTS:** 2 **Semester:** Spring

Module's Manager: TAVAKOLI Mohsen

Pre-requisites: None

Description: With the main aim of widening participants scopes of the workplace and therefore facilitating their immersion into the professional world, a series of visits are organised. Visits might include International organizations and local companies.

Learning objectives: Widening participants scopes of the workplace and therefore facilitating their immersion into the professional world.

Methodology:

Teaching tools: Company visit

Pedagogical methods: Discussion groups

Assessments:

Individual continuous assessment 100%

References:

Documents provided by the visited organisations.

Français et Culture - French - Elementary

Time volume (in hour): 16,5 **Total student workload:** 60 **ECTS:** 3 **Semester:** Spring

Module Manager: TALPAIN Iryna

Pre-requisites: None

Description: This class is a general teaching of "French as a foreign language" with a slight introduction to "business French". The aim of this course is to bring the student to be able to make a simple and coherent speech. It also brings the student to be able to act and interact by writing and speaking about its personal and public surrounding.

Vocabulary: family, professions, house – daily life: school, purchases, meals – shops, restaurant, receptions desks - public transports – directions, weather

Grammar: tenses (present, present perfect, past continuous, future, near future) – subject pronouns – possessive and demonstrative adjectives – interrogation – indefinite, definite articles, uncountables – few spatial prepositions and adverbs for directions

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

- Communicate in a simple way about familiar and daily topics such as: nationalities, professions, timetables, meals, purchases, weather, seasons, dates, cities, travels.
- Know 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 actual words and phrases, and to understand short informative short texts
- Orally understand the main subject of an audio extract and be able to discuss about the topic

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

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

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

Pedagogical methods: Oral presentations. Debates. Internet. Written and oral exercises including linguistic tasks, simulations of real situations, acting.

Assessments:

Continuous individual assessment 10%

Continuous individual assessment 30%

Continuous individual assessment 30%

Continuous individual assessment 30%

References:

- Français.com, français professionnel. Niveau débutant. 2ème édition, Jean-Luc Penfornis, CLE international, novembre 2011. - Vocabulaire en dialogues. Niveau débutant, Evelyne Siréjols, CLE International, février 2017 - Vocabulaire progressif du français, 2ème édition, Claire MIQUEL, CLE international, décembre 2010. - Grammaire progressive du français, niveau intermédiaire, nouvelle édition, Maïa GREGOIRE, Odile THIEVENAZ, CLE international, 2010. - Grammaire des premiers temps, A1-A2, Dominique ABRY, Marie-Laure CHALARON, Presses universitaires de Grenoble, 2014 - Compréhension orale niveau 1, compétences A2, Michèle BARTEFY, CLE international, août 2015 - Conjugaison progressive du français, Niveau débutant, Odile GRAND-CLEMENT, CLE international, 2013.

Français et Culture - French - Intermediate

Volume horaire en face à face : 16,5 **Charge de travail totale :** 60 **ECTS:** 3 **Semestre :** Printemps

Responsable du module : TALPAIN Iryna

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

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

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

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

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

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

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

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

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

Évaluations pédagogiques :

Contrôle individuel continu 10%

Contrôle individuel continu 30%

Contrôle individuel continu 30%

Contrôle individuel continu 30%

Références bibliographiques :

GIRARDET Jacky, PÉCHEUR Jacques. Écho 3 – Méthode de français – B1, CLE International, 2009
PENFORNIS Jean-Luc. Français.com - Niveau intermédiaire, CLE International, 2011

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

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

BARFÉTY Michèle, BEAUJOIN Patricia. Compréhension orale – Niveau 2 – B1, CLE International, 2005
CAQUINEAU-GÜNDÜZ Marie-Pierre, DELATOUR Yvonne, JENNEPIN Dominique, LESAGE-LANGOT Françoise. Les 500 exercices de grammaire B1 – Avec corrigés, HACHETTE F.L.E., 2005
GRÉGOIRE Maïa, THIÉVENAZ Odile. Grammaire progressive du français – Niveau intermédiaire, CLE International, 2003
LEROY-MIQUEL Claire, GOLIOT-LÉTÉ Anne. Vocabulaire progressif du français - Niveau intermédiaire, CLE

International, 2001 LEROY-MIQUEL Claire, GOLIOT-LÉTÉ Anne. Vocabulaire progressif du français - Niveau intermédiaire - Corrigés, CLE International, 2011 MAHEO-LE COADIC Michèle, MIMRAN Reine, POISSON-QUINTON Sylvie. Grammaire expliquée du français – Niveau intermédiaire, CLE International, 2002 PENFORNIS Jean-Luc. Vocabulaire progressif du français des affaires, CLE International, 2013 PENFORNIS Jean-Luc. Vocabulaire progressif du français des affaires - Corrigés, CLE International, 2013 STEELE Ross. Civilisation progressive du français – Niveau intermédiaire, CLE International, 2004 THIÉVENAZ Odile. Grammaire progressive du français – Niveau intermédiaire - Corrigés, CLE International, 2003

Français et Culture - French - Advanced 1

Volume horaire en face à face : 16,5 **Charge de travail totale :** 60 **ECTS:** 3 **Semestre :** Printemps

Responsable du module : TALPAIN Iryna

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

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

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

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

Objectifs d'apprentissage :

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

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

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

Outils pédagogiques : CD - Support Audio. E-learning. DVD - Support Vidéo. Autres. Revue. Ouvrage

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

Évaluations pédagogiques :

Contrôle individuel continu 10%

Contrôle individuel continu 30%

Contrôle individuel continu 30%

Contrôle individuel continu 30%

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.