










In view of the health context linked to the spread of the coronavirus, the methods of organisation and evaluation of the learning units could be adapted in different situations; these possible new methods have been - or will be - communicated by the teachers to the students.

5 credits	45.0 h + 10.0 h	Q2
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Teacher(s)	Leclercq Jean ;Van Ypersele Laurence ;
Language :	French
Place of the course	Louvain-la-Neuve
Main themes	<p>The procedure comes straight from philosophy, in that it is an argumentative practice, and from historical criticism, according to their respective and common rules, in a perspective which is both history and language driven. To achieve the objectives listed above, we will examine the way in which a line of argument is constructed, the kind of language support and techniques employed, and the possible uses that can be made of it.</p> <p>We will deal with the most basic concepts in rhetoric, logic and argumentation, using a wide range of teaching aids, from the oldest to digital. We will also examine the different stages of historical criticism: external and internal criticism, comparison of documents and drawing conclusions on the issues of causality and meaning.</p> <p>This course aims to support and enhance training for citizenship and social responsibility. It is also designed to provide students with the tools to develop verification and validation skills in relation to the relevance of everyday information.</p>
Aims	<p>This teaching unit will enable students to acquire skills in the field of argumentation and the criticism of information, to ensure the validity and the accuracy of the specific corpus on which students in humanities are working, to aim for the greatest possible academic objectivity.</p> <p>Gaining basic skills in the field of historical criticism is a vital tool for research in humanities, to validate the corpus being worked on, to set out an issue and to strive for academic objectivity.</p> <p>1 Students will thus be able to analyse critically a piece of discourse by looking at the ideas used, the facts related, the causes and consequences established, the assessment of the values put forward, in short all the strategies deployed to support or undermine the development of a thesis.</p> <p>Armed with these tools, by the end of the course, students will also be able to formulate and justify a critical stance towards all the different kinds of discourse in everyday life.</p> <p>-----</p> <p><i>The contribution of this Teaching Unit to the development and command of the skills and learning outcomes of the programme(s) can be accessed at the end of this sheet, in the section entitled "Programmes/courses offering this Teaching Unit".</i></p>
Evaluation methods	<p>Due to the COVID-19 crisis, the information in this section is particularly likely to change.</p> <p>Assessment is by means of a written examination, the first part of which relates to the adoption of theoretical frameworks and the second to the use of these frameworks to analyse documents and discourse which students have not encountered in the course.</p>
Content	<p>The course is made up of formal lectures (30 hours) and 10 hours of practical exercises on collections of texts. The formal lectures will introduce the different stages of historical criticism. They will underline the importance of the issue and documentary research in carrying out a solid piece of academic research. Finally, there will be a review of the different kinds of sources, including digital ones, their contribution to knowledge of the past and their limitations. There will then be a systematic examination of the stages of external criticism, internal criticism and the comparison of witness accounts. Finally, we will draw a conclusion on the issues of causality and meaning.</p> <p>We will also introduce different kinds of styles of argument, particularly hypothetical and syllogistic, to understand why and how we reason. We will study various techniques such as definition, the division of a concept, empirical research on factors, the lines of argument to establish or refute a thesis, as a way of understanding how specific techniques can construct thinking.</p>
Faculty or entity in charge	FIAL

Programmes containing this learning unit (UE)				
Program title	Acronym	Credits	Prerequisite	Aims
Minor in History	LHIST100I	5		
Minor in Medieval Studies	LMEDI100I	5		
Bachelor in Modern Languages and Literatures: German, Dutch and English	GERM1BA	5		
Bachelor in Ancient Languages and Literatures : Classics	CLAS1BA	5		
Bachelor in Ancient and Modern Languages and Literatures	LAFR1BA	5		
Master [120] in Sciences of Religions	SREL2M	4		
Bachelor in French and Romance Languages and Literatures : General	ROM1BA	5		
Bachelor in History of Art and Archaeology : General	ARKE1BA	5		
Bachelor in Modern Languages and Literatures : General	ROGE1BA	5		
Bachelor in Ancient Languages and Literatures: Oriental Studies	HOR1BA	5		
Bachelor in Philosophy	FILO1BA	5		
Master [120] in Performing Arts	THEA2M	5		
Bachelor in History	HIST1BA	5		
Bachelor in History of Art and Archaeology : Musicology	MUSI1BA	5		