




Teacher(s)	Delcour Manon ;Hambursin Olivier ;
Language :	French
Place of the course	Bruxelles Saint-Louis
Learning outcomes	<p>At the end of this learning unit, the student is able to : The teaching unit consists of two parts: "oral communication" and "written communication".</p> <p>1. Oral communication (O. Hambursin): at the end of this part of the course, the student will demonstrate that he/ she is able to :</p> <ul style="list-style-type: none"> - conduct an interview (recorded and/or filmed) with a professional (your choice), using the techniques seen in the course (oral fluency, types of questions, progression of information, etc.) - compose an oral introduction (audio and/or filmed) of approximately two minutes, serving as an introduction to a few significant extracts taken from the overall interview, and demonstrating mastery of the essential oral parameters studied in the course (work on intonation, flow, volume, management of space, organisation of speech, etc.) <p>2. Written communication (M. Delcour): at the end of this part of the course, students will demonstrate that they are able to :</p> <ul style="list-style-type: none"> - This course is intended for students who wish to learn how to use the language of their choice in a variety of contexts, and who wish to learn how to use the language of their choice in a variety of contexts, and how to use the language of their choice in a variety of contexts; - reformulate a paragraph from a news text; - define and use idiomatic words and expressions correctly in personal examples - identify and correct lexical improprieties.
Evaluation methods	<p>This course consists of two parts (oral communication and written communication) and therefore two separate assessments.</p> <p>Oral communication: the student conducts an interview with a professional in a trade. The interview, which will be recorded, concerns the practice of this profession.</p> <p>The student is free to choose the person he/she interviews, but makes sure that the person is as close as possible to him/her. The student hands in a support on which there is a significant extract from the interview (about two minutes) and a personal oral presentation of this interview (about 1'30). The work takes place before the session and is presented to a small group of students during the last two classes of the year. The work is assessed according to the following criteria: fluency, construction of the introduction, interest in the subject and choice of extracts, application and mastery of the techniques and criteria covered in the course.</p> <p>Written communication: the assessment will take the form of a written exam consisting of a paraphrase and questions on the vocabulary studied during the term (definition, synonyms, identification and correction of lexical improprieties, etc.).</p> <p>The "oral communication" part represents 75% of the EU mark and the "written communication" part 25% of the EU mark. Students are invited to consult the details of the marks which will be posted on the Moodle page of the course after the results have been announced. A mark equal to or higher than 10/20 for a part of the course (oral communication or written communication) will automatically be carried over to the second (or third) session and cannot be repeated. An absence or attendance mark for one of the assessments (oral or written communication) will be extended to the whole course.</p>
Teaching methods	<p>1. Oral communication: demonstration, observation of various situations (recorded, filmed or proposed by the students), practical exercises (role-playing, mime, reading, etc.), group work.</p> <p>2. Written communication: lectures, writing exercises, vocabulary exercises.</p>
Content	<p>The teaching unit consists of two parts: "written communication" and "oral communication".</p> <p>1. The "oral communication" part, which alternates between theoretical presentations and numerous exercises, allows the student to review and practise, in the first instance, the various paraverbal, verbal and bodily cues, such as voice (intonation, flow, pauses, intensity, emphasis, articulation, etc.), occupation of space, distance, gestures, gaze, construction of an oral presentation, etc. In a second phase, other more specific issues will be addressed: time management and speaking turns; reformulation; group functioning, etc.</p> <p>2. The "written communication" component enables students to develop their mastery of written French (in its lexicological, syntactic and orthographic dimensions) and to exercise a skill of synthesis.</p> <p>The course will focus on the development of vocabulary (idioms, paronyms, language history, regionalisms, borrowings, etc.) This dimension will be reinvested in writing and rewriting exercises.</p>

<p>Bibliography</p>	<p>1. Communication orale :</p> <ul style="list-style-type: none"> - Bellucci F. (2016). Communication orale : concepts fondamentaux, notions de bases, mises en situation. Studyrama. - Bourdieu P. (1982). Ce que parler veut dire. Fayard. - Chauvel D., Perrier J. (1992). La voix. 50 jeux pour l'expression vocale et corporelle. Retz. - Chevaly M. (1998). Petit précis d'expression corporelle d'art dramatique et de théâtre pour tous. Payot. - Collignon G. (2019). Comment leur dire... La Process Communication. Interéditions. - François F. (1990). La communication inégale. Heurs et malheurs de l'interaction verbale. Delachaux et Niestlé. - François F. (1993). Pratiques de l'oral. Nathan. - Goffman E. (1974). Les rites d'interaction. Les Éditions de Minuit. - Kerbrat-Orecchioni C. (1990, 1992 et 1994). Les Interactions orales I. II et III. Colin. - Israël M. (2019), Parler et faire une présentation en public en toute confiance. Apprendre, s'entraîner et exceller. ENI. - Joseph-Dezaize G. (éd.) (2020). Maîtrisez l'art de la communication. 12 techniques efficaces pour améliorer ses prises de paroles. Harvard Business Review France. - Pata H. (2014). Le grand livre de la technique vocale : voix parlée et voix chantée. Eyrolles. - Roche J.-M. (2014). Oral, ô désespoir ! Enquête sur le charisme des Français et l'enseignement des techniques de communication. L'Harmattan. - Sabatier J.-M. (2016). Prendre la parole en public (2e éd.). Les secrets d'une intervention réussie. Dunod. - Sciences Humaines (1999/2000). Le Langage, Numéro hors série, n°27. - Winkin Y., (éd) (1981). La nouvelle communication. Le Seuil. - Wirthner M., Martin D., Perrenoud P. (1991). Parole étouffée, parole libérée. Fondements et limites d'une pédagogie de l'oral. Delachaux et Niestlé. <p>2. Communication écrite.</p> <p>2.1. Supports obligatoires :</p> <ul style="list-style-type: none"> - Didier J.-J., Moreau Ph., Seron M., Thiry P. (2005), Vocabulaire français. Trouver et choisir le mot juste. Bruxelles : De Boeck. - Documents disponibles sur la plateforme d'enseignement à distance Moodle. <p>2.2. Outils conseillés :</p> <ul style="list-style-type: none"> - Grevisse M., Goosse A. (2012), Le bon usage. Paris-Louvain-la-Neuve : De Boeck. - Grevisse M., Goosse A. (1995), Nouvelle grammaire du français. Paris-Louvain-la-Neuve : De Boeck. - Le Nouveau Petit Robert ou un dictionnaire de langue, récent. <p>2.3. Sur internet : le Trésor de la langue française informatisé (tffi): http://atilf.atilf.fr/tlf.htm ; Dictionnaire électronique des synonymes (Université de Caen) : https://crisco2.unicaen.fr/des/</p> <p>2.4. Bibliographie indicative</p> <p>CHARLES Pol, Comprendre et synthétiser les textes, Namur, Erasme, 2002.</p> <p>CHARTRAND Suzanne G., « Produire des résumés de textes de genres universitaires », https://www.enseignementdufrancais.fse.ulaval.ca/fichiers/site_ens_francais/modules/document_section_fichier/fichier__c192ac44c0b5__Produire_des_resumes_2011.pdf, page consultée le 17.09.2018.</p> <p>CIRY Guillaume, Le résumé de texte, Levallois-Peret, Studyrama, coll. Etudium, 2008.</p> <p>DALCQ Anne-Elizabeth, ENGLEBERT Annick, UYTTERBROUCK Éric, VAN RAEMDONCK Dan, Mettre de l'ordre dans ses idées. Classification des articulations logiques pour structurer son texte, Bruxelles, De Boeck, 2007 (2 édition).</p> <p>FAYET Michelle, Rédiger sans complexes, Paris, Eyrolles Pratique, 2001.</p> <p>FERRÉOL Gilles, FLAGEUL Noël, Méthodes et techniques de l'expression écrite et orale, Paris, Armand Colin, coll. Cursus, 1996.</p> <p>GAILLARD Pol, LAUNAY Claude, Le résumé de texte, Paris, Hatier, coll. Profil Pratiques du bac, 1998.</p> <p>SPICHER Anne, Savoir rédiger, Paris, Ellipses, coll. Optimum, 2006.</p> <p>STALLONI Yves, La synthèse de textes. Méthodes, exercices, épreuves, Paris, Ellipses, 2010.</p> <p>THYRION Francine, La dissertation. Du lieu commun au texte de réflexion personnelle, Bruxelles, De Boeck, 2006.</p> <p>THIRY Marcel, DIDIER Jean-Jacques, MOREAU Philippe, SERON Michel, Vocabulaire français. Trouver et choisir le mot juste. 550 exercices pour enrichir son vocabulaire et améliorer son style, 16e édition, Bruxelles, De Boeck Duculot, coll. Entre guillemets, 2005.</p> <p>TROUVÉ Alain, Réussir le résumé et la synthèse de textes aux concours, Paris, Presses universitaires de France, coll. Major, 1999.</p> <p>Université du Québec à Montréal (UQAM) - Infosphère, « La paraphrase », www.infosphere.uqam.ca/boite-outils/capsules.</p>
<p>Faculty or entity in charge</p>	<p>TIMB</p>

Programmes containing this learning unit (UE)				
Program title	Acronym	Credits	Prerequisite	Learning outcomes
Bachelor in Information and Communication	COMB1BA	5		
Bachelor in Information and Communication (French-English)	COAB1BA	5		
Bachelor in Information and Communication (French-Dutch-English)	COTB1BA	5		
Bachelor in Translation and Interpreting	TIMB1BA	5		