





5.00 credits

15.0 h + 22.5 h

Q1

| | |
|---------------------|---|
| Teacher(s) | Hilgsmann Philippe ; |
| Language : | Dutch |
| Place of the course | Louvain-la-Neuve |
| Prerequisites | Proficiency in Dutch of an 'independent user' (B2+ in terms of CEFRL). |
| Main themes | <p>1. Enlargement of vocabulary : qualitative and quantitative development of the academic vocabulary that is necessary in professional and academic life.</p> <p>2. Improvement of writing skills : development of lexical and linguistic instruments that are necessary for understanding long and complex academic texts and for the production of clearly, fluently, and well structured texts.</p> <p>3.improvement of speaking skills : development of the ability to give presentations in professional and academic life and to formulate ideas and opinions with precision.</p> |
| Learning outcomes | <p>At the end of this learning unit, the student is able to :</p> <p>To develop a conversational competence in Dutch at the level of " proficient user " in the four skills. The course has the aim to sensitise the student for the different variants of using Dutch. The course corresponds to the level C1/C2 of the Common European Framework of Reference for Languages (CEFRL). We explore especially the registers of spoken and written academic Dutch.</p> <p>The student will be able :</p> <p>1 - to understand complicated texts, i.e. texts that contain academic argumentation and meanings that are not signaled explicitly (only implied meanings).</p> <p>- to participate efficiently in conversations in his social, professional and academic life.</p> <p>- to express himself in clear, well-structured texts on academic topics, using academic vocabulary in coherent discourse.</p> <p>- to follow complex presentations/talks, also if they are not clearly structured.</p> |
| Evaluation methods | <p>Continuous assessment: two written productions in the first semester and participation at a conference / Onderzoeksochtend (oral and poster presentation of the dissertation project/TFE).</p> <p>Generative artificial intelligence (AI) must be used responsibly and in accordance with academic and scientific integrity practices.</p> <p>The final grade for the January exam will be the average of the following grades: continuous assessment (see above) (/30), written examination (/50: 20 points for the exercises related to the theory covered in the course / 30 points for the essay [formal correction criterion: - 10 points per mistake listed in the book 100 fautes]), oral examination/speaking skills (/40)</p> <p>The final score of the August/September examination will be the average of the following scores: written examination (/60: 30 points for the exercises related to the theory seen in the course / 30 points for the writing [formal correctness criterion: - 10 points for each mistake listed in the book 100 fautes]), oral examination/mastery of the oral language (/60)</p> |
| Teaching methods | Lectures and attendance at a conference. |
| Content | <p>At the beginning, we will focus on the development of the vocabulary of professional and academic Dutch. Two types of vocabularies will be developed: a general professional and academic vocabulary, and a specific professional and academic vocabulary as it is used in professional, academic and scientific texts.</p> <p>In a second step, we will turn to discourse and linguistic skills that are necessary to understand complex texts and discourse at the academic level and to write professional and academic texts.</p> <p>Different kinds of exercises will be used to improve the conversational competence, the ability to give presentations and the stylistic academic competence.</p> |

| | |
|------------------------------------|--|
| <p>Bibliography</p> | <ul style="list-style-type: none"> • S. Theissen, Ph. Hiligsmann & R. Lousberg, Nouveau dictionnaire contrastif des prépositions (français-néerlandais avec excercices), Brussel: De Boeck, 2003. • S. Theissen, Ph. Hiligsmann & L. Rasier, Dictionnaire contrastif français-néerlandais, Louvain-la-Neuve: PUL, 2013. • Ph. Hiligsmann, P. Degrave, K. Van Goethem & L. Rasier, 100 fautes. De Boeck, 3e édition, 2023. • Wetenschappelijke artikelen/scientific articles. • J. Renkema/E. Daamen, Schrijfwijzer compact, Amsterdam: Boom, 2016. • F. van Eemeren & F. Snoeck Henkemans, Argumentatie, Groningen/Houten : Noordhoff Uitgevers, 2011. <p>Ouvrages obligatoires :</p> <ul style="list-style-type: none"> • S. Theissen, Ph. Hiligsmann & R. Lousberg, Nouveau dictionnaire contrastif des prépositions (français-néerlandais avec excercices), Brussel: De Boeck, 2003. • S. Theissen, Ph. Hiligsmann & L. Rasier, Dictionnaire contrastif français-néerlandais, Louvain-la-Neuve: PUL, 2013. • Ph. Hiligsmann, P. Degrave, K. Van Goethem & L. Rasier, 100 fautes. De Boeck, 3e édition, 2023. • Wetenschappelijke artikelen/scientific articles. <p>Ouvrages de référence :</p> <ul style="list-style-type: none"> • J. Renkema/E. Daamen, Schrijfwijzer compact, Amsterdam: Boom, 2016. • F. van Eemeren & F. Snoeck Henkemans, Argumentatie, Groningen/Houten : Noordhoff Uitgevers, 2011. |
| <p>Faculty or entity in charge</p> | <p>ELAL</p> |

| Programmes containing this learning unit (UE) | | | | |
|--|---------|---------|--------------|---|
| Program title | Acronym | Credits | Prerequisite | Learning outcomes |
| Master [60] in Modern Languages and Literatures : German, Dutch and English | GERM2M1 | 5 | |  |
| Master [60] in Modern Languages and Literatures : General | ROGE2M1 | 5 | |  |
| Master [120] in Modern Languages and Literatures : German, Dutch and English | GERM2M | 5 | |  |
| Master [120] in Modern Languages and Literatures : General | ROGE2M | 5 | |  |