

3.00 credits	30.0 h	Q1
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Teacher(s)	Jonkers Sara (coordinator) ;
Language :	Dutch
Place of the course	Louvain-la-Neuve
Prerequisites	This teaching unit being of upper-intermediate level, the command of the language skills as described for the teaching unit of intermediate level ( <b>LNEER2423</b> - B1 level of the CEF for the speaking and writing skills , B2 level of the CEF for the reading skills, B2- level for the listening skills) is required. <i>The prerequisite(s) for this Teaching Unit (Unité d'enseignement – UE) for the programmes/courses that offer this Teaching Unit are specified at the end of this sheet.</i>
Main themes	This teaching unit focuses on interactive communication and the subjects will be field-related.
Learning outcomes	<p><b>At the end of this learning unit, the student is able to :</b></p> <p><b>Reading Comprehension</b></p> <p>1</p> <ul style="list-style-type: none"> <li>• read articles and reports concerned with contemporary and field related problems in which the writers adopt particular attitudes or viewpoints.</li> <li>• understand standard field-related correspondence.</li> </ul> <p><i>Level B2 of the Common European Framework of Reference for Languages</i></p> <p><b>Listening Comprehension - Individual</b></p> <ul style="list-style-type: none"> <li>• understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar (field-related),</li> <li>• understand most TV news and current affairs programs provided the topic is reasonably familiar (field-related).</li> </ul> <p>2</p> <p><b>Listening Comprehension - Interactive</b></p> <ul style="list-style-type: none"> <li>• understand most conversations and debates bearing on field-related subjects.</li> <li>• understand most of what is said in an everyday conversation provided standard language is being used.</li> </ul> <p><i>Level B2- of the Common European Framework of Reference for Languages</i></p> <p><b>Speaking Skills (main objective) - Individual</b></p> <ul style="list-style-type: none"> <li>• give (after preparation) a simple and clearly developed presentation on a field-related subject and to manage the following debate.</li> <li>• explain a viewpoint on a topical issue well enough in order to be understood without difficulty while constructing a chain of reasoned argument and giving the advantages and disadvantages of various options.</li> </ul> <p>3</p> <p><b>Speaking Skills (main objective) - Interactive</b></p> <ul style="list-style-type: none"> <li>• take an active part in discussion in familiar contexts, accounting for and sustaining your views.</li> <li>• interact with a certain degree of fluency and spontaneity that makes regular interaction with native speakers quite possible.</li> </ul> <p><i>Level B1+ of the Common European Framework of Reference for Languages</i></p> <p><b>Writing Skills</b></p> <p>4</p> <ul style="list-style-type: none"> <li>• write formal letters in order to pass on factual information and to synthesise information and arguments from a number of sources.</li> </ul> <p><i>Level B1+ of the Common European Framework of Reference for Languages</i></p>

	<p><b>Code</b></p> <ul style="list-style-type: none"> <li>• Vocabulary : consolidation of basic vocabulary and extension of specific vocabulary.</li> <li>• Grammar: consolidation of the command of the basic structures of the Dutch language.</li> </ul> <p>5 The use of vocabulary and grammar is seen from a communicative viewpoint Nevertheless, accuracy is not neglected.</p> <p><b>Culture</b></p> <p>In the development of all the above-mentioned skills the course will aim at making the students aware of Dutch and Flemish cultural aspects.</p>
<p>Evaluation methods</p>	<p><b>Attendance at this language course is required.</b> In accordance with article 72 of the General Regulations for Studies and Examinations, <b>two unjustified absences</b> may result in an invalidation of the marks taken into account in the final grade. The teacher may propose to the jury that a student who has two unjustified absences for the course be refused registration for the January, June or September session.</p> <ul style="list-style-type: none"> <li>• <b>January session</b> : Continuous evaluation (written and oral parts)             <ul style="list-style-type: none"> <li>• Participation in the 4 projects (<b>80%</b>)                 <ul style="list-style-type: none"> <li>• job application (during the term)</li> <li>• presentation of the institution (during the term)</li> <li>• professional interview (during the term)</li> <li>• professional meeting (in January except for Erasmus students leaving on exchange in Q2)</li> </ul> </li> <li>• Vocabulary test (<b>10%</b>) and active participation in class and level of spontaneous oral skills (<b>10%</b>)</li> </ul> </li> <li>• <b>September session</b> :             <ul style="list-style-type: none"> <li>• The student who got less than 10/20 in January will only resit the project(s)/tests he/she failed. The mark for active participation in class is not taken into account in September unless it is to the student's advantage.</li> </ul> </li> </ul>
<p>Teaching methods</p>	<ul style="list-style-type: none"> <li>• This course includes 30 hours of on-site classroom activities as well as personal work to prepare the projects.</li> <li>• The course is based on interactive communication. The activities proposed aim at consolidating and developing the communication techniques specific to a professional context while at the same time mastering the code required (general and specific vocabulary, grammar). These activities will involve role-plays involving the spoken and written language.</li> <li>• The activities proposed are of two kinds :             <ol style="list-style-type: none"> <li>1. Presentation by the teacher of the linguistic functions and techniques most directly related to professional life (job interviews, presentations, interviewing someone, meetings, ...) and activation of these skills in various role plays.</li> <li>2. Presentation of assignments prepared by the students in connection with their placement:                 <ul style="list-style-type: none"> <li>• job interview (+ letter of application and CV)</li> <li>• presentation of the placement institution thanks to a PowerPoint document</li> <li>• interview of someone who needs the help of a criminologist</li> <li>• preparation of and participation in a professional meeting about a specific case</li> </ul> </li> </ol> </li> </ul> <p>These activities require a certain amount of preparation on the part of the student, who also has to improve his or her linguistic knowledge autonomously (study of vocabulary and revision of grammar points by means a range of tools and resources which will be placed at the students' disposal).</p>
<p>Content</p>	<p>The course aims at enabling the student to function in the relevant social and professional contexts (law enforcement, the judicial world, the execution of criminal sentences, the field of prevention policies and psycho-social interventions).</p> <p><b>Individual oral production:</b></p> <ul style="list-style-type: none"> <li>• being able to take part in a job interview and to apply for a vacancy in the institution in which the student is a trainee</li> <li>• being able to make a presentation of the institution in which the student is a trainee and to answer the questions of the audience</li> </ul> <p><b>Interactive oral production :</b></p> <ul style="list-style-type: none"> <li>• being able to interview a person needing the help of a criminologist in the relevant social and professional contexts</li> <li>• being able to give one's opinion at a professional meeting by explaining the arguments, the advantages and disadvantages of the different aspects in a logical, understandable and interactive way.</li> </ul> <p><b>Written production:</b></p> <ul style="list-style-type: none"> <li>• being able to write down a curriculum vitae and a letter of application</li> <li>• being able to prepare a PowerPoint document on the institution in which he / she was a trainee</li> <li>• being able to briefly describe the introductory situation of a professional interview as well as its protocol</li> <li>• being able to briefly describe the introductory situation of the professional meeting</li> </ul>

Inline resources	•The online course on Moodle « LNEER2623: Nederlands: Professionele integratie voor studenten criminologie »
Other infos	
Faculty or entity in charge	ILV

<b>Programmes containing this learning unit (UE)</b>				
Program title	Acronym	Credits	Prerequisite	Learning outcomes
Master [120] in Criminology	<a href="#">CRIM2M</a>	3	<a href="#">LNEER2423</a>	