UCLouvain

lneer2433

2025

Dutch for communication studies - Intermediate level - Beginning of part 2

3.00 credits	30.0 h	Q1 and Q2

Teacher(s)	Dachy Valérie ;Labate Simon (coordinator) ;
Language :	Dutch
Place of the course	Louvain-la-Neuve
Prerequisites	This teaching unit further develops the intermediate level (beginning of part 2) and the student should have followed the teaching unit of intermediate level (continuation and end of part 1) LNEER1333 or a course of similar level (level B2- of the CEF for the listening skills, level B2 for the reading skills, level B1 for the speaking skills and B1- for the writing skills).
Main themes	This teaching unit is structured around themes of general interest and field-related themes.
Learning outcomes	**At the end of this learning unit, the student is able to :** This teaching unit aims at developing the communication skills (mainly reading, listening and speaking). **Reading Comprehension** 1 At the end of this teaching unit the student should be able to understand in detail factual texts concerned with general and field-related items. He should also be able to understand articles about contemporary problems and to catch the position or the viewpoint of the author. *Level B2 of the Common European Framework of Reference for Languages* **Listening Comprehension** · Individual 2 At the end of this teaching unit the student should be able to understand a large part of expositions or television and radio programs on subjects of general interest or on subjects related to the field of studies, provided that the language is of a standard level. · Interactive At the end of this teaching unit the student should be able to understand an everyday conversation on familiar subjects or subjects related to the field of studies provided that the language is of a standard level and clearly pronounced. *Level B2- of the Common European Framework of Reference for Languages* **Speaking Skills** · Individual At the end of this teaching unit the student should be able to give a presentation of a subject of general interest or of a field-related subject and to develop his/her viewpoint on a topical issue giving the advantages and disadvantages of various options. · Interactive At the end of this teaching unit the student should be able to interact with good grammatical control ans with with a degree of fluency and spontaneity that makes conversation/discussion with native speakers quite possible provided the subject is familiar or field-related. *Level B1+ of the Common European Framework of Reference for Languages* **Writing Skills** 4 At the end of this teaching unit the student should be able to write a short personal letter, a short report or a short abstract and to write short factual and descriptive reports adding a short personal opinion. *Level B1 of the Common European Framework of Reference for Languages.*

	5	**Code** · Vocabulary: consolidation of vocabulary and extension of general and field related vocabulary. · Grammar: consolidation of the command of the basic structures of the Dutch language, particularly those that cause problems for French speaking people **Culture** In the development of all the above-mentioned skills the course will aim at making the students aware of Dutch and Flemish cultural aspects.

Evaluation methods

Students will be assessed on their acquisition of knowledge and skills throughout the year in order to help them make gradual progress.

Specifically, the assessment will consist of the following components:

First semester (30% of the annual total)

4 points will be awarded through continuous assessment during class sessions. This will consist of one or more vocabulary tests and various productive tasks.

- Vocabulary knowledge may be assessed in several ways, including fill-in-the-blank sentences with translations (at the end of each sentence or grouped) or the production of sentences demonstrating that the student masters not only the vocabulary but also the grammar.

2 points will be awarded for active participation in the Tandem Project (with KU Leuven students) or in the Cultural Project (see the “Other information” section below).

- If a student does not participate in one of the projects in Q1 (or drops out), they will receive an “A” for this part of the assessment and will not be allowed to take the December mid-term exam. If the student participates professionally in the project during Q2, they will receive 0 for the Q1 part of the project but will be allowed to take the written and oral exams in Q2.

14 points will be awarded for a 90-minute partial exam held in Week 14. This will cover vocabulary, reading comprehension and listening comprehension.

- In case of non-participation (without valid reasons or a “presence grade”), an “A” will be awarded as the final grade for Q1 results.
- It is important to note that it will no longer be possible to (re)sit the Q1 material in Q2 if a grade lower than 10/20 was obtained at the January session.

Second semester (70% of the annual total)

3 points will be awarded through continuous assessment, which will include one or more tests and several productive tasks, including a group presentation.

4 points will be awarded for active participation in the Tandem Project or the Cultural Project according to the terms and criteria set out on Moodle (e.g. following instructions, language proficiency).

- In case of non-participation in one of the projects, an “A” will be awarded as the final grade for the course at the June session.

6 points will be awarded for a 90-minute written exam in Week 13 of Q2. This test, covering Q2 material, will include a vocabulary section and a written expression task (e.g. a “letter to the editor”) based on one or more videos.

- In case of non-participation in the written exam, an “A” will be awarded as the final grade for the course at the June session.

7 points will be awarded for an oral exam during the June examination session. This will be a discussion with the teacher based on an article read during the 15 minutes preceding the interview. The aim will be to react to elements of the text, to one or more topics covered in class, and to answer cultural questions about the Dutch-speaking world (including elements seen in Q1 as well as those mentioned in the Cultural Project reports of Q2).

- In case of non-participation in the oral exam, an “A” will be awarded as the final grade for the course at the June session.

August–September evaluation session (“resit exams” or “Q3”)

A new grade will be calculated as follows:

4 points for participation in the Tandem or Cultural Project. If this part of the assessment was already passed (by combining Q1 and Q2 marks for the chosen project), the grade will be kept and the student will not have to redo it. In case of failure or non-participation, the student must complete a new individual video project on a Flemish or Dutch cultural element (see above and details on Moodle) along with the accompanying portfolio.

- In case of non-participation in this cultural project, an “A” will be awarded as the final grade for the course at the August–September session.

8 points for mandatory participation in a written exam covering vocabulary and topics from Q1 and Q2. This exam will include vocabulary questions and a written expression task based on one or several video(s).

- In case of non-participation in the written exam, an “A” will be awarded as the final grade for the course at the August–September session.

8 points for mandatory participation in an oral exam. The terms are the same as for the June oral exam.

- In case of non-participation in the oral exam, an “A” will be awarded as the final grade for the course at the August–September session.

Teaching methods	This teaching unit is organized around themes related to both the general field and the field of study. For each theme: preparatory homework, use, practical application, and consolidation of lexical and grammatical knowledge through: · Receptive activities: written and audiovisual documents accompanied by comprehension exercises (e.g., gap-filling, paraphrasing). · Oral production activities (role plays, debates, conversations) and written production (email writing, comments, etc.). · Presentation of a group project related to the field of communication (Video Project) or a summary of participation in the Tandem Project (see below). Course activities require preparatory work from the student (exercises, vocabulary study, readings, viewings, written productions, etc.). The course will be held in person unless the health situation prevents it.
Content	This teaching unit is structured around themes of general interest and field-related themes for each of which receptive and productive activities aimed at consolidating and broadening vocabulary and grammar are provided.
Inline resources	https://moodleucl.uclouvain.be/
Bibliography	Syllabus du cours : *LNEER2433 - Nederlands voor communicatiewetenschappen - Intermediair niveau. Syllabus de vocabulaire.*

Other infos	## General information · **Classes** in groups of a maximum of 20 students (as far as possible). · The **teacher** is available during office hours and can be contacted by email during working hours. Administrative questions (e.g. registration in a group, exam arrangements…) should be addressed to the course coordinator. · **In-person hours:** 30 hours (= 1 ECTS) at the rate of 1 hour per week, both in Q1 and Q2. · **Independent work:** 60 hours (= 2 ECTS), an average of 2 hours per week. · **Generative artificial intelligence (AI)** must be used responsibly and in accordance with academic and scientific integrity practices. As scientific integrity implies citing sources, the use of AI must always be disclosed. Using AI for tasks where it is explicitly forbidden (notably during exams—mid-term, written, oral) will be considered cheating. ## Tandem Project This project pairs a student from Louvain-la-Neuve with a student from Leuven so that they carry out various activities during the year with the aim of improving their knowledge of the foreign language they are studying. · **Q1:** students will take part in the opening evening in Louvain-la-Neuve and produce a portfolio reporting on a visit to Flanders or Wallonia as well as at least one other activity, illustrated with photos. · **Q2:** students will also carry out various activities, including a visit to Flanders or Wallonia. It will also be required that Tandem students attend the closing evening, which will take place in Leuven in Q2; some will be selected to give a presentation there, while others will do so in class. · Further details about this project will be posted on Moodle. The arrangements specified above may be changed or adapted during the year depending on the number of participants and financial, health, organisational, etc. constraints that may arise. Students will be informed in good time of any changes or adaptations. As we do not have all the data at the time of finalising this syllabus, we must also envisage the possibility that this project could be cancelled for the current academic year for the reasons mentioned above. In this case, students would take part in the Cultural Project and would be offered a cultural activity during the year where possible. ## Cultural Project Several students will work together to produce, for Q2, an audiovisual production on a Flemish or Dutch cultural topic along with a written report. · **Q1:** students will carry out one or more preparatory tasks. One of these will involve choosing a place in Flanders (outside the Brussels-Capital Region) or in the Netherlands, then writing a statement of intent (i.e. motivation for the choice of topic, information gathering, contacting a local person/company/organisation, detailed project plan). · **Q2:** students will visit this location to shoot the video. This will take the form of a tourist vlog allowing other students to discover the place through, for example, works of art, monuments, a local product, a short interview… The video will last 5 minutes and feature all group members sharing their impressions. Finally, each group will produce a written report of the visit, bringing together essential information that will form part of the material to be studied for the Q2 oral exam and for the resit session. Further details about this project will be provided on Moodle. (The English translation of the original *fiche descriptive* was provided by ChatGPT, then checked and edited by S. Labate. If any incoherences between the French and English versions were detected, or if translation mistakes were spotted, the French version would prevail. Similarly, passages from the *Règlement général des études et examens* were translated by ChatGPT as well, meaning that its original version prevails, too.)
Faculty or entity in charge	ILV