

3.00 credits

30.0 h

Q1

Teacher(s)	Denis Philippe (coordinator) ;
Language :	English
Place of the course	Louvain-la-Neuve
Prerequisites	B1+ (intermediate/upper-intermediate) level of the Common European Framework.
Main themes	Students will be asked to take part in various activities allowing them to develop their communicative skills (mainly oral skills) in the following situations: Job interview (including a CV and a letter of application) presenting a specific topic, participating in a meeting, using electronic mail, telephoning and traveling. Time will also be spent on reflecting on the students' socio-professional path, by asking the following questions among others: who am I?, what can I do?, what do I want?
Learning outcomes	At the end of this learning unit, the student is able to : The main objective of the course is the development of skills that will enable the students from various faculties to function in the daily situations of their future professional activities. Students will be asked to carry out various projects in order to facilitate their integration in their future professional life. Reading skills : B2 level of the 'Common European Framework - (Council of Europe)' 1 By the end of the course, the students should be able to read - with a large degree of independence - articles (from newspapers, magazines, internet and other sources) and reports concerning contemporary issues. Listening skills : B2 level of the 'CECR' 2 • <i>Individual</i> : Students should be able to understand conferences and extended speeches and follow complex argumentation. • <i>Interactive</i> : Students should be able to follow argumentation in an animated conversation between different interlocutors within the main socio-professional contexts. Oral skills : B2 level of the 'CECR' 3 • <i>Individual</i> : Students should be able to present a complex topic in a clear and methodical way with only occasional reference to their notes. • <i>Interactive</i> : • Students should be able to communicate spontaneously and fluently to a degree that allows for normal interaction with a native-speaker interlocutor. • They should also be able to communicate fluently and effectively in conversations on both social and professional levels. 4 Written skills: B2 level of the 'CECR' - By the end of the course, the students should be able to write an e-mail message correctly, a letter of application and a CV. 5 Code : Enabling students to adequately master language functions, grammatical structures (simple and complex), vocabulary (general and specific), pronunciation and intonation in order to allow for fluent and spontaneous communication. 6 Culture : Making students aware of the (inter-)cultural differences as expressed by different interlocutors of the English language (native and non-native speakers).

Evaluation methods	The course as well as the course notes are equally divided into 4 parts and an appendix. PART I. WRITTEN ENGLISH AT WORK: 20% Training sessions and formative tests will hone and test your writing skills. Please refer to the full description at the beginning of the module for further information. <u>THE PORTFOLIO</u> The students will hand in a four-text portfolio documenting each of the four writing challenges. The file should feature your draft preparation: e.g. plans, mind maps, summaries, links, bibliographies, personal comments... PART II. TALKING SHOP: HRM-CENTERED DISCUSSIONS. 20% Five sessions will be devoted to such practice. Speaking remains the ultimate aim behind learning about those founding aspects of your discipline. PART III. YOUR STUDENT-LED CLASSES: 30% Theme Your field of study Framework A controversial/ debatable/stimulating question as a starting point Preparation Do some research into one of your courses, or beyond. Design a PPT slideshow or any similar modern visual support. Performers 2-to-3 person, unless special permission for solo work Timing On average about 10 minutes per team member or solo performer 2/3: to teach 1/3: to interact! Delivery Take care of language as well as effective communication skills. Communicate, do NOT read off your sheets! Have flashcards, instead. Debate Talk assertively and consider your audience at all times. = DO TEACH, LEAD, INTERACT. DO NOT GIVE A PRESENTATION! Three two-hour sessions will be given over to your field of expertise or centers of interest. It is your duty to both introduce a debatable issue (preferably) in your discipline and to get the audience to understand the ins and outs on the specialist's subject. In other words, you not only have to present two (or more) sides to a topical, controversial issue (related to AI this year) but also to make the very content accessible to the audience. Feel free to probe the audience for their opinion: ask questions or involve them somehow. Sharing some supporting visuals is a first step towards that noble goal. A text meant to be spoken or 'acted out' (as opposed to read or recited) is the prerequisite. DO NOT READ, DO NOT SPEAK from beginning to end! If in doubt, just have your topic approved beforehand. PART IV. YOUR EMPLOYEE HIRING PROCESS PROJECT: 30% In this fast-evolving world, Human Resources managers have had and will have to adjust quicker than ever. So much of what we have learned and been taught has become obsolete. I therefore expect you to act as an updated evaluator and hirer of applicants for a position in a start-up, small- or middle-sized company, a cultural center or a university. YOUR TEMPLATE and DISCUSSION at the ORAL EXAM 1. Devise a step-by-step procedure for your set of candidates. 2. Turn in your evaluation grid featuring all your criteria and activities on the day of the exam. 3. Detail and justify your choices and methodology (during 5 minutes). 4. Anticipate the questions the teacher will ask (during 5 minutes). APPENDIX. PART V. PREREQUISITE KNOWLEDGE UNTESTED: 0% Developing your skills in a foreign language involves much more than simply spending the two hours a week in class. That is why you will be expected to use and continue to develop your receptive skills outside of class. <i>The oral exam is scheduled in the first term's last week (14).</i>
Teaching methods	The course includes 4 distinctive parts in class and beyond. Part I. Written English at Work Theories, knowledge-building practice and four writing challenges to start in class and finalize at home. Part II. Talking Shop: HRM-Centered Discussions Fostering oral fluency in professional settings is the aim of those interactive, communicative situations. Part III. Your Student-Led Classes The students in charge of the class teach, educate, interact with their fellow classmates... Part IV. Your Employee Hiring Process Project The students are required to design an up-to-date hiring procedure. The end product (a grid and a step-by-step process) results from collaborative work in and out of the classroom. It is to be defended during the oral exam. Expectations are higher in the parallel interfaculty course LAngL 1500 (B2+ Exit Level) and advanced in its upper-level sequel LAngL 1700 (C1 Exit Level). We intend to develop both fluency and accuracy, in both productive skills. That class participation is crucial to your progress cannot be stressed enough. Attendance is compulsory and personal investment, valued and rewarded.
Content	LEVEL The LAngL 2600 seminar course for Human Resource Managers is meant for B1+/B2- learners (entry level) according to the Common European Framework of Reference. The students are becoming independent language users, whose command of English in the four skills rises above average. Whether you reach the B2(+) by the end of the course depends on your level of commitment. AVAILABILITY & ACCOUNTABILITY The course is available as a 30-hour option in the first semester. Including the course your study programme and registering for the exam in due time is therefore your responsibility.

	CREDITS The training is worth 3 ECTS.
Bibliography	· Syllabus LANGL 2600
Other infos	
Faculty or entity in charge	ILV

Programmes containing this learning unit (UE)				
Program title	Acronym	Credits	Prerequisite	Learning outcomes
Master [120] in Human Resources Management	GRH2M	3		