

# E|F|A|P

L'école des nouveaux métiers  
de la communication

## Course Catalogue-Fall 2022 Subjects taught in English Campus Paris



### **EFAP SCHOOL OF COMMUNICATION**

Private Institution, Undergraduate and graduate programs

*The leading school in communication studies*

PARIS - BORDEAUX - LILLE - LYON - NEW YORK - SHANGHAI

**efap.com**

# Study regulations for EFAP

*Academic year 2022-2023*

## **Preamble**

**EFAP** aims to prepare its students to become communication, marketing and journalism professionals.

The present settlement is put into place to define the best conditions to attain this goal.

The schools expect all students to show their sense of responsibilities and will to succeed. A rigorous discipline that has been established and is to be freely accepted must facilitate these requirements.

Students must contribute to the school's reputation inside and outside of the establishment, particularly through their performance, behavior and discipline.

All students receive at the start of the academic year the study regulations of the Schools. All students acknowledge they have read and accepted the rules of EFAP.

## **ITEM I - General provisions**

### ***Article 1: Performance and behavior***

It is prohibited to smoke (including e-cigarettes) inside the premises. It is strictly prohibited to drink or eat in classrooms.

Any offense committed by a student, inside or outside of the Schools (internships or study periods abroad) can lead to sanctions taken by the Director of Groupe EDH (EFAP) or the Disciplinary Board.

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## ***Article 2: Attendance and punctuality***

Students are required to arrive on time to all courses. Teachers can refuse students who do not follow this rule. In this same case, a student can be considered as absent.

### **Attendance is mandatory to all courses.**

15 hours of absence are tolerated each semester per student.

In case the absences exceed the 15 hours, the following rules will be applied:

Number of hours exceeding the 15 hours	The final grade will be lowered by the following %
1h30	20%
3h00	40%
4h30	60%
6h00	80%
7h30	100%

Attendance in each class must be of at least 75% over the semester. If it is under, the final grade of the concerned course will be 0/20.

For exceptional cases (hospitalization, long-term illness, etc.), the attendance rules can be adjusted by the Academic Director as long as the student makes a prior request.

The Academic management will treat absences linked to family events confidentially.

## **ITEM II - STUDENTS EVALUATION**

### ***Article 5: Plagiarism and cheating***

Any cheating, tentative to cheat or disturbance during an exam will be sanctioned by the Disciplinary Board. Le rules are displayed on the premises.

### ***Article 6: Modules and ECTS***

To validate a module, the average needs to be of at least 10/20. This average includes:

- continuous monitoring
- practical case-studies
- exams

A validated module (average of at least 10/20) validates automatically the ECTS of that module.

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## Semester 100 % in English

SUBJECTS	ECTS		PERIOD
<b>Advertising Culture</b>	6	Core	September-December
<b>Communication &amp; Media Law</b>	2	Track B	September-December
<b>Creativity &amp; Innovation</b>	6	Core	September-December
<b>Cross Cultural Communication</b>	2	Core	September-December
<b>Debate in English</b>	2	Track B	September-December
<b>Digital Transformation &amp; Digital Marketing</b>	6	Core	September-December
<b>English</b>	2	Track A	October-December
<b>Event Communication</b>	2	Track B	September-December
<b>Fashion Communication</b>	2	Core	September-December
<b>French Culture</b>	6	Core	September-December
<b>French language – beginner /false beginner</b>	6	Core	September-December
<b>Graphic Design</b>	2	Track B	September-December
<b>Interpersonal Communication</b>	2	Track A	October-December
<b>Introduction to the web</b>	2	Track A	October-December
<b>Journalistic Writing</b>	2	Track B	September-December
<b>Marketing fundamentals</b>	2	Track A	October-December
<b>News: Description &amp; Analysis</b>	2	Track A	October-December
<b>Photography in Communication</b>	2	Track B	September-December
<b>Video Editing</b>	2	Track A	October-December
<b>Video Project</b>	2	Core	October-November

If you need 30 ECTS in total: please select a minimum of 24 ECTS among “core” subjects + 6 ECTS either in Track A or in Track B

Please note that the number of places for Track B subjects is very limited (maximum of 5 spots/subject)!

The rule will be “first arrived, first served!”

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<b>Subject</b>	<b>Advertising Culture</b>
<b>Language of instruction</b>	<b>English</b>
<b>ECTS Credits</b>	<b>6</b>

#### 1/ Course presentation

This course deals with the all the cutural elements present in advertising and the importance of understanding their implications in the international context so as to ensure the effectiveness of campaigns at home and abroad

#### 2/ Learning goals

- To develop a higher level of awareness regarding the culture-related issues involved in designing advertising content for domestic, regional and global campaigns

#### 3/ Learning conduct and course content

1. Introduction – The Importance of Culture in Advertising.
2. The Different Cultural Dimensions
3. Verbal Language
4. Non-Verbal Language
5. Creative Techniques in Advertising
6. Advertising Regulations Worldwide
7. Back Translation and Transcreation
8. Decoding Cultural References
9. Taboos in Advertising
10. Socio-Cultural Trends in Advertising

#### 4/ Assessments

Continuous assessment    Continuous assessment + Exam

Group presentation + Individual Multiple Choice Exam

#### 5/ Bibliographic references

Another One Bites the Dust - Simon Anholt 2000  
 The Cultural, Impact of Advertising – Jeremy Williams 2011  
 The Importance of Culture in Advertising – Nick Woodford 2018  
 Culture in Advertising - [www.commisceo-global.com](http://www.commisceo-global.com)  
 Other online sources Adage, Adweek etc.

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<b>Subject</b>	<b>Communication &amp; media law</b>
<b>Language of instruction</b>	<b>English</b>
<b>ECTS Credits</b>	<b>2</b>

#### 1/ Course presentation

Legal regulation is omnipresent in the business environment in the communication sector. Everyone (natural or legal person) is confronted with a multitude of rules ,applicable rules, both from legal regulations (at national, European or international level) and international level) as well as the ethics specific to each profession whose vocation is to communicate (commercial communication professionals, journalists).The financial and professional repercussions of legal action in relation to any form of communication are of such magnitude that they cannot be ignored.

#### 2/ Learning goals

- Analysis of the issues related to the broadcasting of a campaign for the advertiser and the agency
- Knowing how to identify the difficulty from a legal point of view in order to alert the competent departments within the company that will be able to deal with the problem
- To have a precise knowledge of the French legal system in order to be able to be able to relate the key events of the system, which implies in particular knowing and understanding the specific legal vocabulary

#### 3/ Learning conduct and course content

- The rule of law and the French jurisdictional system
  - What is law?
  - The sources of law
  - The notion of sanction
  - The particularity of the criminal offence
  - The actors of justice
  - The course of the trial in France
- Regulation of advertising in France
  - The actors of advertising
  - The coexistence of legal and professional rules
  - Control bodies: public and private
- The fundamental principles of advertising creation
  - Understand the different parameters that can call into question the campaign
  - Identified advertising
  - Decent advertising
  - Advertising that is truthful
  - Advertising that respects its actors
  - Advertising in French or translated into French

#### 4/ Assessments

Continuous assessment     Continuous assessment + Exam

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5/ Bibliographic references

[www.arpp.org](http://www.arpp.org)

[www.jdp-pub.org](http://www.jdp-pub.org)

[www.joelapompe.net](http://www.joelapompe.net)

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Subject	Creativity & Innovation
Language of instruction	English
ECTS Credits	6

#### 1/ Course presentation

The capacity to be creative provides a serious advantage in the competitive environment of today's business world. It helps the actors of communication, advertisement, marketing and management to find innovative solutions and to be different from their competitors. The course of Creativity & Innovation helps each students to improve his/her capacity to generate ideas, select the most adapted to a certain situation, make them flourish and achieve innovative projects. It provides competences on the brain's function, on the mechanisms of ideas' generation and implementation, on precise creativity techniques and on the creative process.

#### 2/ Learning goals

At the end of the course, the student should be able to:

- Correctly Formulate creative problems
- Develop facilities of observation and imagination
- Choose and use in a concrete way the tools and techniques that favorise creativity
- Demonstrate involvement in the creative process Follow a creative path in a project, from the first idea up to its materialisation in an innovative product

#### 3/ Learning conduct and course content

- 1 Introduction, definition of Creativity and its use. The creative process. Technique : Brainstorming
- 2 Definition of innovation. What is an innovative object? « Three objets » exercice (affective, useful, useless). What an object I can produce by assembling two or three existing objects?
- 3.Dreams and creativity. Mind map : objectives, rules and use of the mind map; its help for defining a problematic, its extent and the possible solutions.
- 4.Yellow box technique. Its use for in the convergent part of the creative process. It helps to choose the most adequate ideas to a precise project.
- 5.Photo-session ; create a photo-report. Do an astonishment report on an image.
- 6 Creativity in advertisement ; advertisement analysis.
- 7 Design thinking : rules and steps.
- 8 Red thread project (1) and definition of the ideas for the final projects.
- 9 Red thread project (2) and written plan for the final project (with a mind-map).
- 10 The six thinking hats technique ; coaching for final project.
- 11 Mood-board technique ; its application on the final project
- 12 Presentation of the final projects.

#### 4/ Assessments

Continuous assessment    Continuous assessment + Exam

Continuous Assessment (25%), Individual Report (25%), Final Project in groups of two or three students (50%)

#### 5/ Bibliographic references

- BUZAN Tony & Barry, *The Mind map book: unlock your creativity, boost your memory, change your life*, 1996; revised edition BBC, 2000.
- BUZAN Tony, *Use your head : how to unleash the power of your mind*, Pearson, 2010.
- BUZAN Tony, *The power of creative intelligence: 10 ways to tap into your creative genius*, Paperback, 2001.
- CAMERON Julia, *The Artist's way : a spiritual path to higher creativity*, Kindle Edition, 2020.
- GARDNER Howard, *The Disciplined mind : What all students should understand*, Kindle Edition, 2021.
- GARDNER Howard, *Creating minds, an anatomy of Creativity through the lives of Freud, Einstein, Picasso, Stravinsky, Eliot*, G Kindle Edition, 2011.
- PENAGOS-CORZO Julio & PADILLA VEGAS Maria Antonia, *Challenges in Creativity & Psychology for the XXI Century*, UDLAP, Kindle edition, 2019.

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<b>Subject</b>	<b>Cross Cultural Communication*</b>
<b>Language of instruction</b>	<b>English</b>
<b>ECTS Credits</b>	<b>2</b>

### 1/ Course presentation

The impact of culture and cultural differences is felt everywhere in our lives: from social media, movies and TV shows, to travel and work. Today we live in a world where everything is within reach, connected and easily accessible.

All day long, we find ourselves in 'intercultural situations' without even thinking about it. These situations have become normal and yet we don't understand much about them. Why are the English queuing up everywhere, the Italians talking with their hands, the Indians shaking their heads to indicate that they agree? Why is it necessary to tip in some countries but it is considered an insult to do so in others? Why do the Germans think the French are all the time late and the French find it incomprehensible that the Germans arrive on time or even a little early?

So many questions and very few answers. Despite the importance of the multicultural aspect in our lives, knowledge about cultures and their impacts is an almost mysterious skill to be acquired. It is not taught at school, it is rarely discussed in detail during our graduate studies, and rarely discussed in business. And yet, we are surprised to see misunderstandings and conflicts, especially in the world of work. Or, perhaps, we haven't even identified the link between cultural differences and the difficulties we encounter in certain situations. This is quite possible. That's why we have developed this course to help you improve your knowledge of intercultural interaction.

### 2/ Learning goals

In a first part, the programme aims at teaching you by drawing on your personal experiences to see how they fit into existing theoretical frameworks.

In a second part, we apply what we have learned to see how we can overcome obstacles, navigate new situations and make the most of our connected world both in the work place and in our personal lives.

This course is very applied and will use a blended learning technique where students learn from their own experiences and those of others. Students will in fact co-create the learning experience.

### 3/ Learning conduct and course content

- Identification of preconceived ideas vs reality
- Developing a more open-minded approach when dealing with the other cultures
- Learning to work, study, live and communicate in an international environment

Identification of tools which will help you navigate situation where cross cultural communication is required. This is mainly done by drawing practical examples from your studies, work experience, personal lives. Very often, there are no clear-cut right or wrong answers, how we perceive things is paramount.

1. Introduction – what is culture ?
2. Where does our culture come from – Edgar Schein (concept of the onion) and Edward T. Hall (concept of the iceberg)

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3. The 3 dimensions of culture according to Edward T. Hall – everything is a question of perception
4. The 6 dimensions of culture proposed by Geert Hofstede
5. Taking Hofstede's work into account, let's think about our very interconnected world and also about the ongoing pandemic: what are the limitations of theoretical studies?
6. Review of ongoing group project
7. The 7 cultural dimensions of Fons Trompenaars (can potentially start at the end of day 6 depending on length of group project review)
8. Application of our learnings to our own situation – tips and resources
9. Group project presentations

#### 4/ Assessments

Continuous assessment    Continuous assessment + Exam

20% participation : oral participation during class

40% group project

40% exam

#### 5/ Bibliographic references

- Adler, N. J., & Gundersen, A. (2007). *International dimensions of organizational behavior*. Cengage Learning.
- Earley, Christopher and Mosakowski, Elaine, HBR's 10 Must Reads on Managing across Cultures, Broché, 2016.
- Hall, Edward T., *Beyond Culture*, Broché, 1976.
- <https://www.hofstede-insights.com/>
- Meyer, Erin, *The Culture Map*, Broché, 2016.
- Schein, Edgar H. and Schein Peter, *Organisational Culture and Leadership*, John Wiley & Sons, 2016.
- Schneider, S. C., Barsoux, J. L., & Stahl, G. (2014). *Managing across cultures*. Pearson education.
- Trompenaars, Fons and Hampden-Turner, Charles, *Riding the Waves of Culture*, Broché, 2012.

Additional material will be added during the course of the learning experience.

*\*Syllabus may be updated next September*

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<b>Subject</b>	<b>Debate in English</b>
<b>Language of instruction</b>	<b>English</b>
<b>ECTS Credits</b>	<b>2</b>

#### 1/ Course presentation

A hands-on program using their English language skills to convince and persuade. A class where they are encouraged to think like lawyers.

#### 2/ Learning goals

- To know how to make a sound structured argument
- To convince and persuade the oppositon and the audience
- To Form an opinion and express it, whether it be your opinion or not

#### 3/ Learning conduct and course content

- Oral expression in English
  - Participate in the competition of words
  - Have an opinion and express it.
1. Outline and expectations of debating Practical work –
  2. Presentation of improvised topic
  3. Group Decision Making Exercise: Agreeing/Disagreeing
  4. Class debate
  5. Presentation of a TV program featuring 2 opposing views on a topic
  6. Devil's advocate - agreeing/ disagreeing and being the devil's advocate
  7. Presentation of prepared debate.
  8. Finish up evaluations if needed plus improvised 2 minute speeches expressing opinions

#### 4/ Assessments

Continuous assessment    Continuous assessment + Exam

#### 5/ Bibliographic references

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<b>Subject</b>	<b>Digital Transformation and Digital Marketing</b>
<b>Language of instruction</b>	<b>English</b>
<b>ECTS Credits</b>	<b>6</b>

### 1/ Course presentation

Digital Transformation & Digital Marketing Course is designed to help students understand digital transformation nowadays, why it is necessary in today's world, and its profound impact on critical industries such as marketing and communications.

This course also provides an introduction to digital marketing and its main disciplines such as SEO (Search Engine Optimisation), SEM (Search Engine Marketing), CRM (Customer Relationship Management), Social Media or Web Analytics.

Beyond the discussion, the course will explore the use of practical tools that the students will apply in class during practical exercises to be able to use them efficiently in their future work activities.

### 2/ Learning goals

By the end of the course, students should be able to:

- Understand the emerging digital trends and the digital revolution importance.
- Use a technical approach and digital tools.
- Have a way of thinking, taking into consideration the opportunities that digitalization allows.
- Effectively communicate and work, using a technical vocabulary.
- Develop the ability to communicate in both written and oral form through class discussions and their final project presentations.

### 3/ Learning conduct and course content

The course is organized around 2 instructional blocks as follows:

#### **Digital Transformation**

- Session #1 : Introduction & Customers
- Session #2 : Competition & Data
- Session #3 : Usages & Innovation
- Session #4 : Value & People

#### **Digital Marketing**

- Session #5 : Introduction to Digital Marketing & Mobile First
- Session #6 : Search Engine Optimisation (SEO)
- Session #7 : Search Engine Marketing (SEM)
- Session #8 : Customer Relationship Management (CRM) and Email Marketing
- Session #9 : Digital Display Advertising
- Session #10 : Social Media Marketing
- Session #11 : Analytics, Strategy & Planning
- Session #12 : Presentation of final projects

### 4/ Assessments

Continuous assessment     Continuous assessment + Exam

- Competences will be assessed via ongoing quizzes during the sessions, which will count for 40% of the final grade.
- A group project, accounting for 60% of the final grade, will require students to apply the theoretical and practical skills acquired in a problem-based field project.

### 5/ Bibliographic references

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- **EMarketing - The Essential Guide to Online Marketing**  
Rob Stokes (eMarketing specialist), & Stokes, R. (2018).. Reed Business Education. Link to download the book :  
[https://www.redandyellow.co.za/content/uploads/2018/06/RedYellow\\_eMarketing\\_Textbook\\_6thEdition.pdf](https://www.redandyellow.co.za/content/uploads/2018/06/RedYellow_eMarketing_Textbook_6thEdition.pdf)
- **The Digital Transformation Playbook: Rethink Your Business for the Digital Age**  
David L. Rogers [Columbia Business School Publishing House]
- **Révolution digitale : transformer la menace en opportunités**  
Christophe Victor, Lydia Babaci-Victor [Éditions EYROLLES]

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<b>Subject</b>	<b>English *</b>
<b>Language of instruction</b>	<b>English</b>
<b>ECTS Credits</b>	<b>2</b>

#### 1/ Course presentation

- This English language course is meant to continue to improve linguistic skills in order to use English on an everyday basis and facilitate learning capacities in the subjects attended
- This English class is geared at promoting the use of the language in the fields of communication, that is why contemporary issues and topics will be studied in class

#### 2/ Learning goals

- To Expose the students to the English language in all its forms as it is used today in the different parts of the English speaking world and in all the different fields such as the press, the visual media , the arts .....

#### 3/ Learning conduct and course content

- Teach and train the students in all the different language activities: speaking, understanding, reading and writing.
- Everything that is necessary to express oneself in English and be understood
- The underlying idea being to make the students as autonomous as possible in their personal use of English
- Each class will be an opportunity for a new activity : oral and/ or written .
- Students will be required to take part in oral presentations ( prepared or on the spot) , they will have to prepare reports after watching videos or reading press articles

#### 4/ Assessments

Continuous assessment     Continuous assessment + Exam

#### 5/ Bibliographic references

*\*Syllabus may be updated next September*

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<b>Subject</b>	<b>Event Communication</b>
<b>Language of instruction</b>	<b>English</b>
<b>ECTS Credits</b>	<b>2</b>

#### 1/ Course presentation

Introduction to Event Communication

#### 2/ Learning goals

- To be able to apprehend and understand Event Communication,
- To understand why and in what framework this method of non-media communication is used
- To be able to understand why and in what context this method of non-media communication is used and to be able to present an event based on the message that you wish to convey
- Setting up the good practices to adopt in order to set up an event

#### 3/ Learning conduct and course content

1. Reminder of the rules / Agenda / Grading scale / Presentation of the speaker (CV) / General introduction
2. All types of events: external or internal / BtoB or BtoC / Who organises events?
3. Why do we hold an event? Objectives / The Brief or Brainstorming
4. Budget and Schedule
5. Producing an event
6. How to present a project?

#### 4/ Assessments

Continuous assessment    Continuous assessment + Exam

#### 5/ Bibliographic references

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<b>Subject</b>	<b>Fashion Communication</b>
<b>Language of instruction</b>	<b>English</b>
<b>ECTS Credits</b>	<b>2</b>

### 1/ Course presentation

All fashion brands clearly identify the importance of active marketing communications in the development of an image and lifestyle that is capable to generate interest among a diversity of costumers and influencers. The course will expose students to socio-culturally-inspired analyses of Fashion communication, addressing this deeply image oriented industry from multiple perspectives – advertising (primarily), public and Press relations, event management, multichannel forms of communication. The course will engage in a critical analysis of Fashion brands communication strategy based on readings from the industry and selected case studies. One goal of the course is to determine how Fashion brands, consumers, communication professionals and the media navigate and negotiate their interests within a framework of a powerful, dynamic, and omnipresent Fashion-brand culture.

### 2/ Learning goals

The primary objectives of the course are to:

- Identify the basic elements of Fashion Communication
- Develop a “working knowledge” of Fashion Communication as they relates to the modern fashion landscape
- Develop an understanding of key concepts such as aesthetic and editorial decision making
- Link communication theory with fashion advertising practice in the process of developing communication strategies for fashion brands and dessiminating fashion ideas.

### 3/ Learning conduct and course content

- I. Introduction to Fashion Communication
- II. Media Analyses and Planning
- III. Fashion Advertising and Promotion
- IV. Fashion Event Planning and Management
- V. Public and Press Relations
- VI. Fashion and Art Collaboration

### 4/ Assessments

Continuous assessment     Continuous assessment + Exam

- 50% Fashion Campaign planning (Group, final presentation)
- 30% Participation (Individual)
- 20% Individual exercises ( e.g. press release writing)

### 5/ Bibliographic references

*Barnard, M. (1996) Fashion as Communication. Second Edition (2002, reprinted 2008). Oxon and New York: Routledge*

*Barthes R. (1967) The Fashion System.. Transl. Matthew Ward and Richard Howard. New York: Hill, 1983.*

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Subject	French Culture
<b>Credits US/ECTS</b>	6
<b>Teaching Language</b>	English

#### Course introduction

Introduction to the French culture through historical, social, geographical and artistic aspects.

#### Learning goals

This course will enable students to acquire a solid knowledge of France and French people.

Students will be involved and have an active role during the class.

#### Course detailed content

- What you need to know when you arrive in France: Importance of greetings, implicit communication...
- Find your way around Paris and learn about the history of the *arrondissements*
- French bread and cheeses + tasting
- French Connections: Holidays, cinema, gastronomy, healthcare system...
- The symbols of France (anthem, flag...)
- Body gestures and their meanings
- *Bienvenue chez moi*: French regions (history, main attractions, culinary specialities...)
- Scavenger hunt in Paris
- History of the French language and challenges of the Francophonie
- French music and quotas on the radio
- Tour in a quarter of Paris conducted by students

#### Assessment

Continuous assessment    Continuous assessment + Exam

- 2 oral presentations in class (in groups or individually) + Tour (25% each)
- Written quiz (25%)

#### Bibliographic references

Material will be provided during the course of the learning experience.

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<b>Subject</b>	<b>French language ( beginner/false beginner)</b>
<b>Credits US/ECTS</b>	3/6
<b>Language of instruction</b>	French

### Course presentation

This course is aimed at beginner students who have never done a French language course prior to their arrival in France.

The course will introduce the students to the most frequent everyday situations to facilitate their ability to communicate and function in a new environment. Grammar and vocabulary will always be presented, analyzed and practiced in a context which is meaningful to the students. Oral skills will be emphasized while a grounding in grammar will consolidate the understanding and use of the language structures. Vocabulary will be based on everyday situations.

### Learning goals

The objective of the course is to give students basic elements to help them interact in everyday life situations.

By the end of the course, students will realize they are better assimilated into everyday French life.

### Course content

#### ◆ Session 1:

Ice breakers, presentation and introduction of the course, assessment

Functional: Greeting people in a formal and informal way, interacting in class, introducing oneself (1), ordering in a shop (1)

Phonetics: The French sounds

#### ◆ Session 2:

Functional: Introducing oneself (2) and someone else, asking basic questions about someone's identity (name, age, nationality, address, studies), ordering in a shop (2) and asking for the price

Grammar: Questions with *tu* (informal), *il, elle* and *vous* (formal). Present tense of *avoir, être, s'appeler, habiter, étudier, venir*

Vocabulary : Numbers up to twenty

#### ◆ Session 3:

Functional: Expressing basic feelings *avoir faim, avoir froid, être malade, être fatigué...*, asking and giving the time

Grammar: Verbs *avoir* and *être*, negation *ne... pas* (1)

Vocabulary: Numbers up to sixty

#### ◆ Session 4:

Functional: Talking about one's ideal family

Grammar: Negation *ne... pas* (2), the possessive adjectives *mon, ma, mes...*

Vocabulary: Family members

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◆ Session 5:

Functional: Expressing likes and dislikes and imagine a dialogue about one's preferences

Grammar: Present tense of *faire* and *aller*, *Aimer* + nouns / verbs, the articles *le, la, les, l',* interrogative *Qu'est-ce que... ?*

Vocabulary: Some food, sports and everyday actions

◆ Session 6: Mid-term exam

Functional: Talking about food, understand a recipe, ordering in a shop (3)

Grammar: Partitive articles *du, de la, des de l'* and some quantities or containers (*un paquet de, une bouteille de...*)

◆ Session 7:

Functional: Talking about one's neighborhood (1)

Grammar: *Aller au, à la, à l', chez le, la. Il y a un, une, des / Il n'y a pas de, d'*

Vocabulary: shops

◆ Session 8:

Functional: Talking about one's neighborhood (2)

Grammar: Some qualifying adjectives before and after nouns, Prepositions of location *dans, à côté de, en face de...*

Video: Short film *Sur les pas d'Emilie*

◆ Session 9:

Functional: Describing daily activities (1)

Grammar: Reflexive verbs *Se lever, se dépêcher, s'amuser...*

◆ Session 10:

Functional: Describing daily activities (2)

Grammar: The main irregular verbs

Culture: A French song *Comme d'habitude*

◆ Session 11:

Functional: Inviting, accepting and refusing an invitation, expressing an obligation

Grammar: Modal verbs *vouloir, pouvoir, devoir*

◆ Session 12: Final exam and presentation of the semester projects

### Assessment

Mid-term exam (written): oral comprehension, communication, grammar and vocabulary - 20%

Final exam (written): oral comprehension, communication, grammar and vocabulary - 20%

Attitude, participation, homework - 30%

Semester project: making a video - 30%

### Bibliographic references

Resource pages from the web given in class

<b>Subject</b>	<b>Graphic Design</b>
<b>Language of instruction</b>	<b>English</b>
<b>ECTS Credits</b>	<b>2</b>

#### 1/ Course presentation

Analyse, understand and construct images associated with text (graphic design practice) for the purpose of visual communication.

#### 2/ Learning goals

- To make students aware of Graphic Design (identity, message and publishing design), the management of visual content (images, texts)
- To formulate appropriate visual responses/strategies
- Managing visual content: key images (creation, format), text and typography, colour, pictograms
- Creating a visual brand strategy (visual identity, logotype, graphic charter)
- Creation and layout of an editorial object

#### 3/ Learning conduct and course content

The methodologies and tools used are applied to creation and focus on theory and practice. Students analyse, design and create different projects using software tools such as Adobe Photoshop, Illustrator and InDesign.

1. Presentation of the project, planning and expectations/ Creation of the work file - advertiser board
2. Course on key image research/ Advertising/ sector/ trend analysis board
3. Intermediate rendering for validation of advertising concept/ Moodboard x2
4. Individual debriefing of first renderings/ Key image/concept formulation research board
5. Key image/concept development board
6. Key image/concept development board portrait & landscape format (4x3, Bus Shelters)
7. Media development board (4x3, Bus Shelters, Kakemono, web banners, Facebook, Instagram) - complete rendering - final presentation

#### 4/ Assessments

Continuous assessment    Continuous assessment + Exam

#### 5/ Bibliographic references

Course materials will be available: Posters Sizes  
Colour  
Graphic Design

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<b>Subject</b>	<b>Interpersonal Communication</b>
<b>Language of instruction</b>	<b>English</b>
<b>ECTS Credits</b>	<b>2</b>

#### 1/ Course presentation

A scene study class in English in which acting techniques/ tools are taught to enable the student to truthfully create characters and dynamic relationships.

#### 2/ Learning goals

- To become aware of what it is to “act”
- To understand human behaviour and psychology

#### 3/ Learning conduct and course content

- An awareness of themselves in space and with the other
  - How to listen to use one’s imagination
1. Empty scenes
  2. Presentation of scenes
  3. Scene work
  4. Presentation of scenes
  5. Monologues
  6. Presentation of monologues
  7. Final presentation of both scenes and monologues

#### 4/ Assessments

Continuous assessment    Continuous assessment + Exam

#### 5/ Bibliographic references

Material will be provided during the course

CAMPUS PARIS

<b>Subject</b>	<b>Introduction to the web</b>
<b>Language of instruction</b>	<b>English</b>
<b>ECTS Credits</b>	<b>2</b>

### 1/ Course presentation

The "Introduction to the Web" module contains the basic knowledge to better understand the Web, its history and its functioning, as well as the main concepts related to it.

### 2/ Learning goals

The objective of this module is to develop in students a global vision of the main components of the web. Upon completion of this course, students will:

- Know the technical basics of the web (Internet, server, hosting, browser, language..)
- Understand the structure and architecture of a website,
- Know the different types of websites (showcase, e-commerce,.../desktop, mobile,...)
- The UX and its importance in the web.
- Have a global idea on the main levers of Webmarketing
- Understand how search engines work and their important role in the Web
- Web-related vocabulary.
- Technical notions to understand the functioning and structure of a website
- Have the necessary knowledge to be able to interact with "web" profiles

### 3/ Learning conduct and course content

Session 1: Introduction to the program, explanation of the structure of the course and the flow of the sessions, instructions for the group work to be presented at the last session.

Session 2: History of the web and presentation of the technical notions essential to its functioning (internet, web, server, hosting, domain name,...). Presentation of the different languages needed to create a website.

Session 3 : Presentation of the different types of websites and their roles (showcase, e-commerce,...). Study of the structure of a website (Header, footer, Menu, Tree structure,...) + The steps to create a website (video) => creation of a website for a brand from A to Z.

Session 4: What is UX and what is its role in the web? What are the components of UX? How to improve the UX on a site?

Session 5: What is WebMarketing? Introduction to the main levers of Webmarketing? Web marketing campaign - Web performance indicators (KPI's)

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Session 6: Introduction to the functioning of search engines + Evaluation (MCQs on all courses)

Session 7: Evaluation => Group work to present

4/ Assessments

Continuous assessment  Continuous assessment + Exam

5/ Bibliographic references

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<b>Subject</b>	<b>Journalistic Writing</b>
<b>Language of instruction</b>	<b>English</b>
<b>ECTS Credits</b>	<b>2</b>

### 1/ Course presentation

To introduce students to the techniques of journalistic writing through theoretical reminders, examples and practical exercises

### 2/ Learning goals

- Introduce students to the profession of journalism and make them aware of the specific nature of press writing
- To prepare them to adopt a journalistic approach
- Get them used to writing effectively
- Help them find their style
- Give them a taste for writing and develop their intellectual curiosity

### 3/ Learning conduct and course content

Each session will begin with a 2-minute time slot: a volunteer student - or, failing that, a designated student - will speak about a current event or a cultural event (exhibition, book, series) on a current affairs issue or a cultural event (exhibition, book, series, etc.). Objective: to learn to express oneself in public

A practical and interactive approach to allow each student to practice writing (rewriting a short story, cutting a paper without (rewriting a short story, cutting a paper without depleting it, imagining another attack (or another punchline), finding a title and a cap, captioning photos, etc.)

Group feedback to confront the analysis of an audience and improve the product

### 4/ Assessments

Continuous assessment    Continuous assessment + Exam

### 5/ Bibliographic references

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<b>Subject</b>	<b>Marketing fundamentals</b>
<b>Language of instruction</b>	<b>English</b>
<b>ECTS Credits</b>	<b>2</b>

#### 1/ Course presentation

Marketing fundamentals, theoretical and practical knowledge of consumer behaviour.

#### 2/ Learning goals

- Demonstrate the importance of studying consumer behaviour
- Identify and describe consumer behaviour in relation to a commercial offer
- Identify and analyse the psychological and sociological bases and mechanisms that explain these behaviours

#### 3/ Learning conduct and course content

- Understanding the consumer, the key to marketing
- Case study to master the SWOT
- Case study to master strategic and operational marketing
- The buying process (needs, motivations, brakes, memorization)
- Perception - Analysis of an advertisement
- Attitude
- Factors influencing consumer behaviour

#### 4/ Assessments

Continuous assessment    Continuous assessment + Exam

#### 5/ Bibliographic references

- Brée J, 2012, Comportement du consommateur, 3ème édition, 2012 - Dunod Darpy D, Comportements du consommateur, 4ème édition, Dunod
- Solomon Michael, 2005, Comportement du consommateur, 6ème édition, Pearson

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<b>Subject</b>	<b>News:Decryption &amp; Analysis</b>
<b>Language of instruction</b>	<b>English</b>
<b>ECTS Credits</b>	<b>2</b>

### 1/ Course presentation

In today's world we are bombarded with information but it can be a tough task to separate facts from opinion and to decode the message behind biased presentations in the media. Traditional broadsheet newspapers, TV News, radio, on-line news channels and sources, blogs, social media and entertainment platforms are all competing for our attention. How can we navigate this constant stream of News flowing into our phones, homes and workplaces 24/7 ? How do we control the news when it is instant, everywhere and independent of any physical support.

### 2/ Learning goals

This course will foster understanding of the issues behind past and current News and how we can develop skills to help us analyse information and stories in the media. It will offer an analytical framework for engaging with the media critically. You will understand how news is made and how news is linked to power (state or private), develop your critical thinking skills and ability to decode and deconstruct. The News build awareness of English language media, culture, and society

### 3/ Learning conduct and course content

- Critical Thinking – Separating fact from opinion, identifying « fake » news and bias.
  - Collaboration – work together to select and create news stories, simulate broadcasts, and present research
  - Research Skills – online, video and text; watching, selecting, editing, summarising and writing
  - Decision making – Identifying news which could help a client, identifying future consumer trends
  - Personal Development – developing your power of argument and persuasion
1. Reading skills (speed reading, skimming and scanning), Presentation of reading strategies, text analysis, Group and individual work
  2. Listening skills (skimming and scanning, different listening contexts: intensive » in-depth » listening, extensive « general meaning » listening), Presentation of listening strategies, group work and short presentations
  3. Fact or fiction :What is « being economical with the truth » and printing the facts to fit the story, what is bias; How to do fact- checking
  4. Propaganda: History of propaganda
  5. Post truth society : Story-telling and the news
  6. The Medium is the message: Marshall McLuhan and others
  7. Going beyond the story: « Don't let the facts get in the way of a good story »
  8. Research skills and decision making: Choosing the news, Reading, watching and role play
  9. Arguing your point: facts at your fingertips Vs anecdotes that capture the big picture

### 4/ Assessments

Continuous assessment     Continuous assessment + Exam

Naomi Klein – The Rise of Disaster Capitalism, No Logo  
 Marshall McLuhan – Understanding Media, The Global Village

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Thomas De Zengotita - Mediated

Manufacturing Consent (Documentary) – Noam Chomsky

Broadcast News (Movie) – James L Brooks

Other movies - Anchorman, The Insider, State of Play (BBC Drama or Movie), Talk Radio, The Truman Show, Zodiac, Nightcrawler, Disconnect, Wag the Dog, State and Main, Shattered Glass, Truth, Goodnight and Good Luck

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<b>Subject</b>	<b>Photography in Communication</b>
<b>Language of instruction</b>	<b>English</b>
<b>ECTS Credits</b>	<b>2</b>

<b>1/ Course presentation</b>
<b>2/ Learning goals</b>
<b>3/ Learning conduct and course content</b>
<b>4/ Assessments</b>
<input checked="" type="checkbox"/> Continuous assessment <input type="checkbox"/> Continuous assessment + Exam
<b>5/ Bibliographic references</b>

*\*Syllabus will be available next September*

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<b>Subject</b>	<b>Video Editing</b>
<b>Language of instruction</b>	<b>English</b>
<b>ECTS Credits</b>	<b>2</b>

#### 1/ Course presentation

Students will practice and improve their Video Editing skills, using Adobe Premiere Pro.

#### 2/ Learning goals

The course aims to help students explore different editing techniques and to affect the audience emotionally.

#### 3/ Learning conduct and course content

Each lesson will be focused around a different short video genre (music video, social media post, promotional spot, etc.). Students may use stock footage or experiment using their own footage. Some montage theory will be covered but the course will remain predominantly practical.

#### 4/ Assessments

Continuous assessment    Continuous assessment + Exam

Students will be evaluated according to their attendance, participation and two graded video assignments

#### 5/ Bibliographic references

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<b>Subject</b>	<b>Video Project</b>
<b>Language of instruction</b>	<b>English</b>
<b>ECTS Credits</b>	<b>2</b>

### 1/ Course presentation

Produce one video to give visibility to your Study abroad experience and to experience French Culture

### 2/ Learning goals

- To discover and understand better French Culture
- To experience French Culture
- To give visibility to your study abroad experience from two perspectives:
  - 1- Professional one : Vlog
  - 2- Cultural one: Cultural experience

### 3/ Learning conduct

- On-line session to describe the project
- Guideline, Story board
- Tutorial

### 4/ Assessments

Continuous assessment    Continuous assessment + Exam

### 5/ Bibliographic references

Material will be provided during the course of the learning experience.

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