Laurea / B.A.
in Global Governance

Academic Year 2026-2027
Syllabus
"Applied English"
CFU 6
Prof D. Brown and Prof H. Ibrahim

Course Description
The course is divided into two modules (and two classes, in order to ensure appropriate class dynamics):

- **First Module**, Applied English – 'Communication Techniques and Presenting Yourself', Prof. Douglas Brown, 3 CFU
- **Second Module**, Applied English – 'Introduction to Critical Human Rights Thoughts and Social Justice', Prof. Hauwa Ibrahim, 3 CFU

First Module: Prof. D. Brown
Applied English – 'Communication Techniques and Presenting Yourself'

The aim of this module is to strengthen each student's confidence and skills with spoken and written English generally, as well as to build up their communication skills for inter-cultural understanding, academic requirements and working in professional environments. The themes of self-management and team-working will run through all of the course topics.

Teaching Method
A wide variety of formal, practical and creative teaching techniques and materials will be used in order to support the instruction and guidance of developing skills for clear communication, writing, public speaking, debate and self-expression. Active student involvement is expected in preparation for classes and participating in class exercises and activities.

Schedule of Possible Topics (depending upon the needs of the class and students)

Topic 1	Communication Skills • Group roles and dynamics • Barriers to effective communication • Interpersonal, listening and debating skills
Topic 2	Public Speaking and Presentation • Confidence and self-esteem • Vocal and physical awareness • Use of storytelling techniques
Topic 3	Formal Written Communication • Writing Styles of essays, reports and academic papers • Description, analysis and conclusions • Research, citation, plagiarism and academic use of AI
Topic 4	Writing Skills • Reflective and exploratory writing • Being subjective and objective • Formality, informality and creativity

Topic 5	People Management • Self Management • Working in teams • Leadership

Textbooks and Materials
Throughout classes, the Professor will draw material from the following publications:

Topic 1: Heller, R. and Hindle, T., *The Essential Manager's Handbook* (2016), DK, Penguin Random House, London.

Topic 2: Rodenburg, P. (2007) *Presence*, Penguin, London.
Lloyd-Hughes, S. (2011) *How to be Brilliant at Public Speaking. Any Audience. Any Situation*., Pearson Life, London.

Topic 3: Reid, M. (2012) *Report Writing*, Palgrave Macmillan, London.
Goodwin, J. ((2019) *Planning Your Essay*, Macmillan, London.

Topic 4: Bassot, B. (2013) *The Reflective Journal,* Palgrove Macmillan, London.
Williams, K., Wooliams, M., & Spiro, J. (2012) *Reflective Writing*, Palgrave Macmillan, London.

Topic 5: Drucker, P. (2007) *Management Challenges for the 21st Century*, Routledge, London.
Zander, R. & Zander, B. (2000) *The Art of Possibility*, Penguin, London.

Some of these publications are difficult to source and others are general in nature, so a number of readings and sources will be supplied by the Professor and other suitable books - on Public Speaking (Topic 2) and People Management (Topic 5), for example - can be researched and chosen by students.

Second Module: Prof. Hauwa Ibrahim Esq.
Applied English – 'Introduction to Critical Human Rights and Social Justice'

Introduction

Knowledge of communication skills, inter-cultural understanding, human rights and social justice are essential for understanding the core values of global interactions and movements. The first module by Prof. Brown, Applied English, will strengthen student confidence with communication skills and inter-cultural understanding, as well as encourage self-management and teamwork. This second module will provide the practice for students of such skills from a human rights and social justice lens.

Knowledge is increasing becoming borderless. The world of Algorithms, artificial intelligence, cookies, and Chat Generative AI, e.g., generators, reimaginations, synthesizers, gemini, cluely among others are fast taking center stage in global governance exchanges. Example, the documentary "The AI Doc" explores the future of Artificial Intelligence its impact on humanity and how to navigate overwhelming dread with tech optimism. Understanding and engaging with global governance is being redefined. Students are likely to come to this module with even greater acumen of the technology companies.

This second module will introduce basic concepts to reinforce blurs between traditional/domestic boundaries in this complex environment where the most powerful private companies through manipulation, profit and control are becoming stateless superpowers, transcending boundaries as non-state authorities, determining our fundamental rights, duties and responsibilities and redefining social justice. Our biosphere is becoming a collection of internally borderless mega-regional consortiums–these amalgamations are emerging as the building blocks of the future world order.

Herein, Human rights and social justice need to encapsulate the essence of the future. As we aspire to understand the future so that our colloquy won't just be about an idealistic past or the challenging present, we will attempt to measure our mindset from a physical and virtual connectivity, building new and more stable loyalties to a "world that is more geodesic than geographical."

Requirements

Participation, critical reflection on advancing justice; regular class attendance, active participation in discussion, read required readings/watch ahead of classes videos clips in the syllabus, and submission of all assignments.

Schedule of Topics

Lecture Number	Primary Subject	Assignment
01	The AI Doc.	https://youtu.be/a50TSY2X-yM?si=XEmdmLWc2Ff0IDK2 (Watch before class)
02	Human Rights & the Earthly community. Achille Mbembe, 2024, Norway. Attached	Students to read the attached reading and prepare two minutes of thoughts on: • Human uniqueness and exceptionalism • Becoming a human person • The future of humanity
03	Preserving what makes us deeply human….	Attached reading
04	Making Human Rights Relevant in Global	500 words; Topic: Theory, Politics and Practice of Human Rights – Ready for submission
05	Moot Court Preparation	Introduction & Conversation
06	Moot Court	Reading Attached
07	Hot issues Hot Coffee/Tea	Who Wouldn't Cheat? In only two years, ChatGPT has unravelled the entire academic project.
08	Digital Citizenship and Digital Communities	Conversation in groups
09	Moot Court	Student presentation
10	Moot Court	Student presentation
11	Différence, Répétition and Social Justice	Radical imagination of Human Rights and Social Justice. Power Point Presentation

12	The Story in us all—Our Human Rights, Our Dignity	Retracing our Steps: students to share narratives of their journey—2 minutes each

Additional reading may be handed out during the class time

Assessment

Note that both modules must be passed within the same academic year to achieve a final mark for the course. A mark from one module will not be carried over to the next exam period.

First Module

Student grades will take account of their preparation, attendance and active class participation; but primarily by assessment of an individual 'Learning Portfolio'. The Learning Portfolio will be comprised of several short assignments, which prepare students for the in-class activities, and short reflections based on the class activities, themes and issues which arise.

The format and due date of the Learning Portfolio will be set in agreement with the class representatives.

The final mark will take account of a student's active participation in class and of 100% for the Reflective Learning Portfolio, which will be based on that participation.

Students who do not submit by the agreed due date, fail the written work, or reject their mark, will be required to fulfil the exam requirements of non-attending students, and be marked accordingly; or be required to submit an enhanced, supplemented Learning Portfolio, with content as set by the module Professor covering a major theme of the module. This will depend on the assessed learning needs of the student. The final mark will comprise 100% for the enhanced Learning Portfolio.

Non-attending students will be expected to read the course material (course files and documents can be found on DIDA, and the set texts in the library). They are expected to be familiar with the overall content of this material and with the theories of oral and written Communication, Public Speaking, Body Language and Human Resources.

They will submit an enhanced Learning Portfolio, with content as set by the module Professor, including an academic paper on a topic and length set by the module Professor, covering a major theme of the module. If their written work is weak, an oral exam will be required to test course knowledge. The final mark will comprise 100% for the enhanced Learning Portfolio.

Following submission of both attending and non-attending students, if excessive use of AI is indicated, the submitted work will be rejected. At a suitable point the student will be tested in an oral exam, which will examine their knowledge of their written work and the overall course material. It will be comprised of a series of questions requiring answers that clearly show familiarity with the themes and theories of the course. The final mark will consist of 50% for the written work and 50% for the oral exam.

Second Module

Grade Breakdown: Class Participation (20%)
Moot court preparation/participation (30%)
Paper (500 words) (10%)
Final essay (40%)

Non-attending students will be expected to read the course material (course files and documents can be found on the Global Governance home page, and the set texts in the library), submit an academic paper of around 2,500 words on a topic set by the module Professor, covering a major theme of the module, as well as take a 3-hour final exam.

Final grade: The final grade for the Exam of Applied English is the average of the grades obtained in the two Modules. You won't be able to keep the results of one of the modules for another round ("appello"): the exam must be completed in the same exam session and same round otherwise you will have to retake both modules' exams in another round.

Office hours
Prof. Brown and Prof. Ibrahim are happy to meet students before and after classes, and by arrangement.

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Description of the methods and criteria for testing learning
The examination assesses the student's overall preparation, ability to integrate the knowledge of the different parts of the program, consequentiality of reasoning, analytical ability and clarity of presentation, in accordance with the Dublin descriptors (1. knowledge and understanding; 2. applying knowledge and understanding; 3. making judgements; 4. learning skills; 5. communication skills).
The examination will be graded according to the following criteria:
Unsuitable: important deficiencies and/or inaccuracies in the knowledge and understanding of the topics; the topics are exposed in an incoherent manner and with inappropriate language.
18-20: barely sufficient knowledge and understanding of most of the topics, with some missing items; sufficient capacity for analysis; the topics are sometimes exposed in an inconsistent manner and with inappropriate/technical language;
21-23: basic knowledge and understanding of most of the topics; ability to analyze and synthesize correctly with sufficiently coherent logical argumentation, with possibly some inaccuracy in the technical language.
24-26: good knowledge and understanding of most of the topics; good analytical and synthetic skills with rigorously expressed arguments, though with possibly a few inaccuracies in the technical language.
27-29: complete knowledge and understanding of the topics; good capacity for analysis and synthesis. Arguments presented in a rigorous manner and with appropriate/technical language, with only minor inaccuracies.
30-30L: very good level of knowledge and thorough understanding of topics. Excellent analytical and synthetic skills and independent judgement. Arguments expressed in an original manner and in appropriate technical language.