



Trinity College Dublin

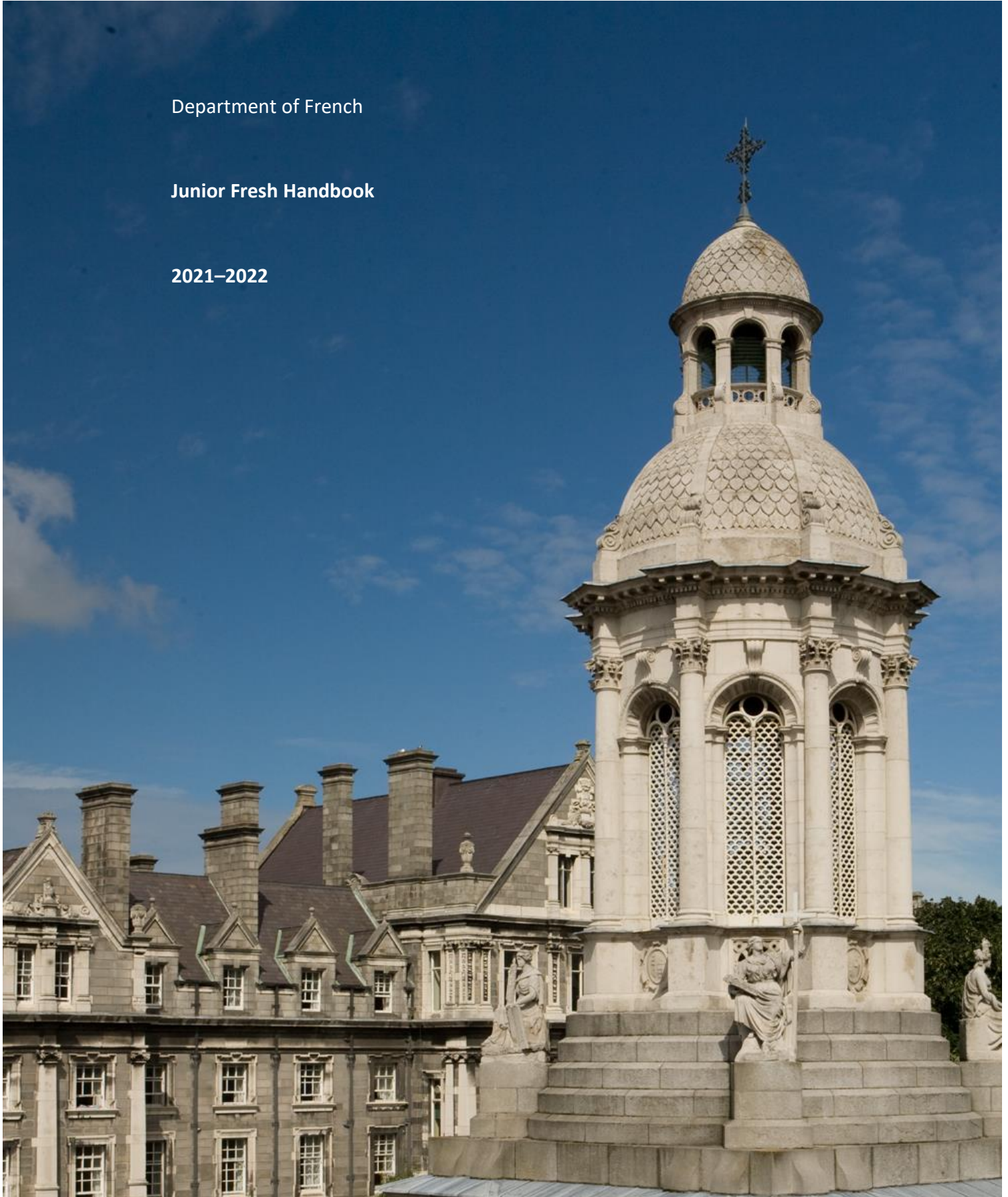
Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

Department of French

Junior Fresh Handbook

2021–2022



Bienvenue!

This Handbook should be read in conjunction with relevant entries in the University Calendar. In case of any conflict between the Handbook and the Calendar, the provisions of the Calendar shall apply.

General regulations for the School of Languages, Literatures and Cultural Studies referred to in this handbook can be found at:

https://www.tcd.ie/langs-lits-cultures/assets/pdf/rev_schoolhandbook_2020_21.pdf

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Lecturing Staff

Individual telephones can be accessed from outside College by pre-fixing (01) 896; email identifiers are followed by @tcd.ie

Dr Sarah Alyn Stacey, room 4105, tel. 2686, email <salynsta>

Dr Edward Arnold, room 4106, tel. 1836, email <ejarnold>

Professor Michael Cronin (Chair of French), room 4090, tel. 2278, email <croninm8>

Dr James Hanrahan (Head of Department on research leave HT 2022), room 4107, tel. 1841, email <hanrahaj>

Dr Rachel Hoare, room 4108, tel. 1842, email <rmhoare>

Dr Alex Lukes, room 4104, tel. 1977, email <lukesa>

Dr Hannes Opelz (on Research Leave in MT 2021) room 4111, tel. 1077, email <opelzh>

Dr Paule Salerno-O'Shea, room 4113, tel. 1472, email <psalerno>

Ms Florence Signorini, room 4103, tel. 2313, email <fsgnorni>

Dr Niall Kennedy, email <nikenned>

Teaching Assistants

Julie Boustie, email boustiej>

Alexandra Corey, email <coreya>

Agathe Ferreira, email <ferreiag>

Robin Gatel, email <gatelr>

Laura Gautron, email <gautronl>

Assaya Hamdani, email <hamdania>

Luke Warde, email <TBC>

Lectrices/lecteurs, room 4078, tel. 1248

Jeremy Caux email <cauxj>

Nina Milonet, email <milonetn>

Maud Quilici, email <quilicim>

Language Assistants, room 4078, tel. 1248

Clotilde Borg, email <TBC>

Adelaide Malval, email <TBC>

Floriane Renaux, email <TBC>

Francesca Sanvicente, email <TBC>

Executive Officer

Ms Mary Kelly, room 4109, tel. 1553, email <french>

Term Dates

Michaelmas Term (MT): Monday 13 September 2021 - Friday 3 December 2021

Hilary Term (HT): Monday 24 January 2022 - Friday 15 April 2022

General Coordination

SF year coordinator: Dr Niall Kennedy

Law & French coordinator: Dr James Hanrahan (MT) Dr Hannes Opelz (HT)

ES & MEELC coordinator: Dr Edward Arnold

ES & MEELC Study Abroad coordinator: Dr Edward Arnold

CSL coordinator: Dr Rachel Hoare

Bienvenue au Département de français !

Fresher orientation:

Library: For updates on the current use of the library please consult:

https://libguides.tcd.ie/working-from-home/resumption_of_services

Computers: Students are very strongly advised also to attend one of the remote Induction courses organised by IT Services (<https://www.tcd.ie/itservices/>). These courses include an introduction to the College network, how to use email, the principles of file management, Virus protection, how to use Blackboard etc. Details of these courses, which run throughout Freshers' week, will also be given to you at registration.

Email: You will be given an email account as soon as you register. It is absolutely imperative that you become familiar with email, and check your Trinity email account regularly for departmental messages. Trinity accounts can be accessed from outside Trinity through <http://mymail.tcd.ie>. Email is used for the circulation of both course material and departmental information concerning deadlines etc.

Who to contact?

Dr Niall Kennedy (nikenned@tcd.ie) is the Junior Fresh coordinator and will be available to answer general queries concerning the course. For specific questions regarding each module, please contact the module coordinators: Florence Signorini (fsgnorni@tcd.ie) for French Written Language; Dr Edward Arnold (ejarnold@tcd.ie) for French and Francophone Cultures; Dr James Hanrahan (hanrahaj@tcd.ie) (MT) Dr Hannes Opelz (HT) (opelzh@tcd.ie) for Texts.

Our executive officer, Ms Mary Kelly, is in room 4109, which is open to students at times stated on the door. Practical problems (e.g. concerning timetable clashes, etc.) should be drawn to her attention (**e-mail french@tcd.ie**).

Notice-boards The notice-board outside room 4111 is strictly reserved for notices posted by members of staff. *Keep an eye on this board for special notices, changes of class, etc.* Underneath this board is a set of boxes to be used for handing in assignments related to weekly classes. The notice-board next to room 4073 includes information on members of staff; that opposite is used for general information regarding events of interest, courses in France, etc., and may be used by students for relevant activities.

Departmental committee: Students are entitled to representation on the departmental committee, which considers all matters relating to your studies. Arrangements will be made through the Students Union for election of class-representatives when you have got to know each other sufficiently. The Department welcomes views on all aspects of the teaching programme. Meetings will take place virtually this semester

Language assistants usually organise various cultural activities through French throughout the year – keep an eye out for information of online activities.

Residence Abroad Requirement: The normal regulations are given below. These regulations, however, may be amended to take into account the travel restrictions imposed by Covid 19. Your year coordinator will be in touch with updates.

Students taking one or more modern languages other than English must spend a minimum of two months in the country of each language in order to fulfil the requirements of their course; students of Irish must spend at least the same amount of time in the Gaeltacht. The residence required for each language must be completed before the moderatorship examination in that language. This requirement can be waived only in exceptional circumstances and with the prior approval of the schools or departments concerned. Residence abroad before College will not normally be considered as fulfilling the residence abroad requirement. Students who wish to interrupt their course in order to spend one year abroad in a country of which they are studying the language are encouraged to do so, provided that they comply with the General Regulations and Information included in the current Calendar. The best way to fulfil this requirement is to spend a term or a full academic year abroad on an Erasmus exchange.

Attendance and prepared work: You are expected to attend all lectures appropriate to your course, whether online or face to face and all classes and seminars to which you are allocated, and to perform all exercises prescribed by class-teachers. In cases of brief absences (illness, bereavement, etc.) it is a simple courtesy to inform class-teachers in advance where possible, or to make apologies afterwards. In cases of prolonged absences for medical reasons, you should inform your College tutor as rapidly as possible, and provide a medical certificate. If you are persistently absent without good reason, or fail to prepare / submit, in any one term, at least **two thirds** of prescribed work of a quality which suggests conscientious effort, your College tutor will be notified, and you will be expected to discuss the situation with him/her. You and your College tutor will also be notified formally if the overall standard of your work gives rise to serious concern.

If you have a problem, do not wait for it to get worse! If you have difficulties with a particular course, consult the lecturer concerned or the JF coordinator. If you have a more general problem, consult the Head of department or your tutor. In any case, consult **someone**. If you are not sure which is the relevant individual, start with any of the above and s/he will refer you to the right person. But do not keep your problem to yourself. Small problems quickly grow into large problems if they are ignored.

Bonne rentrée et bon courage!

Courses

Junior Fresh students take courses in Language, French and Francophone Cultures, and Texts. This amounts to seven hours class-time:

French Written Language: One weekly lecture and two weekly classes (tutorials)

French and Francophone Cultures: One weekly lecture and one weekly class (tutorials)

These five hours are complemented by language work, providing additional exposure to the language, carried out in the student's own time.

Texts: One weekly lecture and a weekly tutorial

Books

Book purchase is the personal responsibility of students. All books prescribed (apart from Bravo) are available from International Books, 18 South Frederick St. It is also possible to order books over the Internet from: <http://www.bol.fr> or <http://www.fnac.fr> or <http://www.amazon.fr>

The following books are required:

Language:

Required textbook:

Bravo! 8th Edition. Judith Muyskens, Linda Harlow, Michèle Vialet, Jean-François Brière. Cengage Learning, 2018.

This **ebook** is available for students to purchase from this link:

<https://www.cengagebrain.co.uk/shop/isbn/9781285433882>

You will benefit from a 30% discount by inputting the following code at checkout:

30% discount code - FIF22BACKTOUNIVERSITY30

This discount code expires on 15th November

Recommended books:

Roger Hawkins and Richard Towell, *French Grammar and Usage*, 4th ed. (Routledge, 2015).

Humberstone, Paul, *Mot à Mot*, 5th ed. (Hodder, 2010).

Le Bescherelle de *La Conjugaison* (Hatier, 2006).

Oxford-Hachette French Dictionary

Also recommended: Jacqueline Morton, *English Grammar for Students of French* (London: Arnold, 2002)

Dossiers to be downloaded from Blackboard (mymodule.tcd.ie):

JF Language Dossier

JF French and Francophone Cultures Dossier

Critical Texts Anthology

Poetry Anthology

Guidelines to essay and commentary-writing

Texts: books required:

Michaelmas Term (FRU11011)

Camus, Albert, *L'Étranger* (Gallimard, 2016).

Ernaux, Annie, *La Place* (Gallimard, 1983).

Rimbaud, Arthur, selection of poems reproduced in the Poetry Anthology (to be downloaded from Blackboard under FRU11011: mymodule.tcd.ie).

Apollinaire, Guillaume, selection of poems reproduced in the Poetry Anthology (to be

downloaded from Blackboard under FRU11011: mymodule.tcd.ie).

A selection of critical writings reproduced in the Critical Texts Anthology MT (to be downloaded from Blackboard under FRU11011: mymodule.tcd.ie).

Hilary Term (FRU11012)

Beckett, Samuel, *En Attendant Godot* (1952) (Editions de Minuit, 1995).

Ionesco, Eugène, *Rhinocéros* (Gallimard, Folio, 1972).

Resnais, Alain, Hiroshima mon amour (Argos Films/Pathé, 1959). Copies available for loan in

the French Department's Executive Office.

Haneke, Micheal, Caché (France 3 Cinéma/Canal+, 2005). Copies available for loan in the

French Department's Executive Office.

A selection of critical writings reproduced in the Critical Texts Anthology HT (to be downloaded from Blackboard: mymodule.tcd.ie)

(1) FRU11001: FRENCH WRITTEN LANGUAGE MT (5 ECTS)

FRU11002: FRENCH WRITTEN LANGUAGE HT (5 ECTS)

Module coordinator: Florence Signorini

The overall aims of this module are to provide a foundation of basic grammatical concepts and terminology relating to the French language; and to develop grammatical precision in written and oral expression. Some lecturers may provide exercises from different sources.

Students attend three hours of language teaching weekly, one lecture and two classes. All three hours form an integrated course and all students are required to attend weekly language classes and submit bi-weekly written assignments.

NB: LECTURES BEGIN IN WEEK 2 FOR JF STUDENTS (WEEK 6 ON TIMETABLE) AND SEMINARS BEGIN IN WEEK 3 (WEEK 7 ON TIMETABLE)

Learning outcomes

On successful completion of this module, students will be able to:

- Apply basic grammatical concepts and terminology relating to the French language, in both written and oral expression.
- Demonstrate an ability to develop more sophisticated grammatical precision in written and oral expression.
- Produce short argumentative texts in French on contemporary topics and topics covered in class.
- Develop and expand vocabulary in French written and oral expression.
- Demonstrate an ability to understand French through a variety of different media, including radio and news broadcasts, lectures and discussions.

- Prepare and deliver short oral presentations on topics relating to contemporary France and Francophone cultures.
- Engage in conversations on these topics and show an awareness of different registers.

Lecture: Lecturing staff

One weekly written language class: Lecturing staff / Graduate teaching assistant

One weekly oral class: Native Language Assistant

Lecture programme

FRU11001: FRENCH WRITTEN LANGUAGE MT

Week 1	The conditional
Week 2	Articles
Week 3	Interrogatives
Week 4	Possessives
Week 5	Adjectives and agreement
Week 6	The perfect tense
Week 7	The imperfect tense
Week 8	The pluperfect tense
Week 9	Review

FRU11002: FRENCH WRITTEN LANGUAGE HT

Week 1	The subjunctive
Week 2	Conjunctions ⁹
Week 3	Personal pronouns
Week 4	Relative pronouns
Week 5	The future tense
Week 6	The imperative tense

Week 7	Study week
Week 8	Negation
Week 9	Prepositions
Week 10	Demonstratives
Week 11	The passive
Week 12	Review

Module assessment

FRU11001: FRENCH WRITTEN LANGUAGE MT is assessed through (i) **continuous assessment assignments**, and (ii) **an online grammar test in the final week of Semester 1:**

- **Continuous assessment assignments (40%):** Students submit a written composition every other week. The first two compositions ('contrôles') will be worth 10% each of the overall mark, and the last one will count for 20% of the final mark. **N.B. Students are required to submit their compositions by using the plagiarism-prevention software Turnitin on Blackboard (in the tab 'Continuous Assessment Turnitin Submission'). Please note that the use of online translators counts as plagiarism.**
- **Online grammar test (60%):** This will take place in Week 12.

FRU11002: FRENCH WRITTEN LANGUAGE HT is assessed through (i) **continuous assessment assignments**, (ii) **an in-class test (composition) at the end of term in week 12**, (iii) **an oral examination during Revision Week in Hilary Term** and (iii) **an online grammar test in week 12.**

- **Continuous assessment assignments (40%):** Students submit a written composition every other week. Two assignments ('Contrôles') will count towards the final mark for this module (**10% each**). **N.B. Students are required to submit their compositions by using the plagiarism-prevention software Turnitin on Blackboard (in the tab 'Continuous Assessment Turnitin Submission').** An end-of-term in-class test (**20%**) will take place during the lecture hour in week 12.
- **Annual Oral Examination (20%):** a 15-minute oral examination during Revision Week in Hilary Term (i.e. the week following the last teaching week). The oral examination includes a 5-minute *exposé* on a topic arising from the course, and proceeds to a more general conversation. A list of Oral topics (of which students choose one) will be emailed to students one week prior to the examination.
Oral in-class participation (10%) A mark weighing 10% of the overall oral mark will be awarded for in-class participation in oral classes during HT.

- **Online grammar test (30%):** This will take place in Week 12.

Supplemental:

If the student fails their continuous assessment they will be required to **submit a composition of 300 words approximately at the Supplemental session** (the question will be provided). Should they fail the grammar test, students will be required to take it again.

Centre for Language and Communication Studies (CLCS)

The Centre for Language and Communication Studies (CLCS), in addition to its role as an academic department concerned with teaching and research in general and theoretical linguistics, is responsible for the provision of language-learning facilities for the College as a whole. These include the language laboratories and computer laboratory, which students of French should use to complement their classroom work. All students should spend a minimum of one hour a week working on aspects of grammar which have been covered in the week's lecture.

The general office is in room 4091, which is where you should go to borrow language learning resources once Covid restrictions are lifted. You should then take the material into the laboratory and computer room (4074). The office and laboratory are open from 9 to 5 daily (including lunch-time).

The Centre includes a variety of self-tuition materials (books, audio tapes, videos, CD-ROMs) and a number of feature films in French, which you can view in rooms 4073 and 4074. Room 4074 houses a bank of television monitors receiving a variety of foreign stations by satellite, including France 2. You are free to watch this at any time. Note particularly the news bulletin at 13h00 French time. The neighbouring room, 4073, provides you with language resources on computer, including Internet access to many sites in France.

We encourage you to use these resources as often as possible as soon as the Covid restrictions are lifted.

(2) FRU11021: FRENCH AND FRANCOPHONE CULTURES MT (5 ECTS)

FRU11022: FRENCH AND FRANCOPHONE CULTURES HT (5 ECTS)

Module coordinator: Dr Edward Arnold

These modules aim to introduce students to a number of aspects of French and Francophone cultures, and to important historical periods that influenced the creation of modern France. Each of these topics will be introduced in the lecture, and further examined in tutorials through reading comprehension activities.

Learning outcomes

On successful completion of this module students should be able to:

- Become knowledgeable in key aspects of French and Francophone cultures.
- Recall key aspects of France, its recent history, its institutions, its political life, its cultures, and its lifestyles.
- Understand French through reading, lectures and discussions.
- Engage in reading comprehension activities across a variety of texts in French.

Lecture: Lecturing staff

One weekly class: Lecturing staff / Graduate teaching assistant

FRU11021: FRENCH AND FRANCOPHONE CULTURES MT (5 ECTS)

FRU11022: FRENCH AND FRANCOPHONE CULTURES HT (5 ECTS)

Module coordinator: Dr Edward Arnold

These modules aim to introduce students to a number of aspects of French and Francophone cultures, and to important historical periods that influenced the creation of modern France. Each of these topics will be introduced in the lecture, and further examined in tutorials through reading comprehension activities.

Learning outcomes

On successful completion of this module students should be able to:

- Become knowledgeable in key aspects of French and Francophone cultures.
- Recall key aspects of France, its recent history, its institutions, its political life, its cultures, and its lifestyles.
- Understand French through reading, lectures and discussions.
- Engage in reading comprehension activities across a variety of texts in French.

Lecture: Lecturing staff

One weekly tutorial: French language assistant

Lecture Programme

FRU11021: FRENCH AND FRANCOPHONE CULTURES MT

La France et ses stéréotypes (Dr Edward Arnold)

2. Les symboles français
3. France métropolitaine et France régionale
4. La France d'outre-mer
5. La Commune de Paris
6. Le mythe de la France
7. Online quiz week

Les identités politiques françaises (EA)

8. Divisions politiques et religieuses
9. Féminisme français
10. Colonisation et immigration
11. Le paysage politique français contemporain

12. Online quiz week

FRU11022: FRENCH AND FRANCOPHONE CULTURES HT

Les Cultures françaises (Prof Michael Cronin)

Semaine Thème

1 Culture littéraire

2 La génération Y et l'ère numérique

3 L'art et la morale

4 Les intellectuels

5 La chanson française

6 Online quiz

7 STUDY WEEK / SEMAINE DE LECTURE

Les Langues françaises (Dr Niall Kennedy)

Semaine Thème

8. L'Académie française

9. La Francophonie

10. La langue française et ses autres

11. Le parler jeune

12. Online quiz week

Module Assessment

The modules are assessed through two online tests which take place during the semester. In MT this will be in Weeks 7 and 12. HT dates will be confirmed at the beginning of HT.

FRU11011: TEXTS MT (5 ECTS)

FRU11012: TEXTS HT (5 ECTS)

Module coordinator(s)

Dr Niall Kennedy (FRU11011)

Dr Hannes Opelz (FRU11012)

The aim of the Texts programme is to introduce students to textual analysis by critically engaging with a variety of texts from different genres (prose fiction, poetry, theatre, cinema).

There will be one weekly lecture and one weekly seminar in small groups throughout the academic year.

Learning outcomes

On successful completion of this course, students will be able to:

- Read and understand extensive passages of written French.
- Demonstrate a sound knowledge of selected works of literary prose, poetry, drama, and cinema.
- Write essays and commentaries, in both English and French, demonstrating their understanding of individual selected works and their ability to analyse and evaluate those works in an organized manner.
- Show a critical awareness of problems involved in the task of literary analysis.
- Clearly communicate their knowledge and understanding of French literature and film to both specialist and non-specialist audiences.
- Show they have developed those learning skills which are necessary for them to proceed further with their undergraduate studies.

Please ensure you have a copy of all books (in the editions indicated above) studied over the course of the term. Books can be purchased at International Books (on 18 South Frederick Street) and are available for loan from the TCD library.

For the poetry lectures/tutorials, students should download the Poetry Anthology from Blackboard under the relevant module. Students should also ensure they have downloaded the Critical Texts Anthologies (there is one anthology for each term, corresponding to the genre studied in a given term).

Module assessment

For FRU11011 (Texts MT), students are required to submit (via Blackboard) one commentary plan (500 words) and one commentary (1,500 words). Please note that these assignments may be written in English or in French.

For FRU11012 (Texts HT), students are required to submit (via Blackboard) one essay plan (500 words) and one essay (1,500 words). Please note that these assignments must be written in French.

All assignments for these modules must be word-processed, must use font CALIBRI in size 12, and must be double-spaced. Students should always include an electronic word count and are allowed to go above or below the stated word count by no more than 10%.

Students may also be asked to make short informal oral presentations in each semester.

Guidelines on essay plans, essay writing, commentary plans, and commentary writing, as well as essay plan/essay and commentary plan/commentary samples, are available for downloading from Blackboard under the relevant modules. Please ensure you have read these carefully before attempting your assignment.

Essay titles and passages for commentary are listed in the Appendix at the end of this handbook. Please note that essay titles and passages for commentary are to be used for both in-term essay/commentary plans and end-of-term essays/commentaries.

Deadlines

MT commentary plans: by 12 noon on Friday 12 November 2021.

MT commentary: by 12 noon on Monday 13 December 2021.

HT essay plans: by 12 noon Friday 14 March 2022.

HT essays: by 12 noon on Monday 25 April 2022.

Extensions to deadlines will only be permitted in exceptional circumstances and permission must be sought before the deadline. When no valid reason for lateness has been given (e.g. medical certificate), late submission penalties will be applied. The School's policy for late submission of written coursework without an approved extension or acceptable explanation is as follows:

- Up to one week's lateness incurs a penalty of 10% mark reduction;
- One to two week's lateness incurs a penalty of 20% mark reduction;

· Lateness beyond two weeks incurs a mark of zero.

Lecture Programme

FRU11011 (TEXTS MT)

Week 1 (5) Introduction to Fiction MC

Week 2 (6) Camus, L'Étranger MC

Week 3 (7) Camus, L'Étranger MC

Week 4 (8) Commentary Writing FAQ AL

Week 5 (9) Study Week

Week 6 (10) Ernaux, La Place JH

Week 7 (11) Ernaux, La Place JH

Week 8 (12) Introduction to Poetry AL

Week 9 (13) Rimbaud MC

Week 10 (14) Apollinaire AL

FRU11012 (TEXTS HT)

Week 1 (22) Introduction to Theatre HO

Week 2 (23) Beckett, En attendant Godot MC

Week 3 (24) Beckett, En attendant Godot HO

Week 4 (25) Essay Writing FAQ HO

Week 5 (26) Ionesco, Rhinocéros MC

Week 6 (27) Ionesco, Rhinocéros HO

Week 7 (28) Study Week

Week 8 (29) Introduction to Cinema SAS

Week 9 (30) Resnais, Hiroshima, mon amour SAS

Week 10 (31) Resnais, Hiroshima, mon amour SAS

Week 11 (32) Haneke, Caché SAS

Week 12 (33) Haneke, Caché

The MARKING SCHEME is as follows:

70-99	Class I	(excellent)
60-69	Class II.I	(good)
50-59	Class II.II	(satisfactory)
40-49	Class III	(weak but passable)
30-39	F1	(marginal fail)
0-29	F2	(fail)

PRIZES:

A composition prize is awarded to the student who achieves the highest mark in the aggregate of the written language examinations. Prizes are awarded in each of TSM, ES and CSLF.

Examination procedures

These procedures should be read in conjunction with relevant entries in the University Calendar. In case of any conflict between these procedures and the Calendar, the provisions of the Calendar shall apply:

http://www.tcd.ie/Secretary/College_Calendar/

1. Examination papers and assessment essays will be set and marked according to the agreed procedures of the Department. In the case of Moderatorship (or degree) examinations, papers will be submitted to extern examiners for comment prior to submission to the Senior Lecturer's office.
2. Sophister language papers and all Moderatorship part II papers will be double-marked.

3. For each year or course, a Chief examiner will be appointed to co-ordinate the running of the examinations and return marks and provide relevant information to candidates. The chief examiner shall, in agreement with the Head of Department, convene an examiners' meeting to review and finalise marks, in the presence of extern examiners where a Moderatorship examination is concerned. In the case of interdisciplinary courses (ES, CSLL) the only function of the French Department meeting is to return a mark to the relevant course coordinating committee.
4. The criteria according to which papers will be assessed will be included in the Department's Handbooks and circulated to students.
5. In the first instance, calculations of results will be mathematical based on the university's general scheme (or reductions or multiples thereof):

Fail 2	extremely weak	0 - 29%
Fail 1	weak	30 - 39%
Third	adequate	40 - 49%
Lower Second	quite good	50 - 59%
Upper Second	good	60 - 69%
First	excellent	70 - 100%

Where, in the case of an individual course, a scheme other than the one outlined above is in use, the Department will make returns according to that convention. Where the course requires a mark out of more than 100 to be returned, the Department will use that convention to make a return. The Department will ensure through its Handbooks or otherwise that candidates for examinations are aware of the weighting of the respective components, and where questions on a given paper are not equally weighted, the rubric shall indicate the weighting of the components within the paper.

6. In particular, language examinations are subject to the rule set forth in the University Calendar pJ3, n°14, as interpreted in the Department's Handbooks. Where a student fails to demonstrate proficiency in the language, the mark returned shall be either the actual mark obtained by the student in the relevant language components of the examination, or 38, whichever is the lower, this mark being scaled up where the conventions for return of marks require.
7. When the Department examiners' meeting has had an opportunity to take cognizance of the mathematically derived marks, it may consider the spread of marks, the balance between marks of different classes (see 5 above) and take into account the possible implications of a given return. It may moderate

either individual marks or the overall return. It will pay particular attention to marks close to a class border (i.e. marks where a slightly higher mark would result in the student being returned in another class). It shall pay special attention to ensuring that the moderation of an individual mark or overall return does not create inequalities or anomalies by promoting a student with a lower mathematically derived mark above a student who had achieved a higher mathematically derived mark, except where the spread of marks provides a justification for so doing.

8. In conformity to general university practice, the Department shall appoint one or several extern examiners. The extern examiner may see or review any marking within the Department which may form part of a Moderatorship assessment. In practice, this means examination papers, dissertations and assessment essays counting towards overall assessment. In all normal circumstances, the recommendations of the extern examiner will be acted upon. In practice, extern examiners regularly have sight of the final year dissertations, and chief examiners or the Head of Department may refer any paper or piece of work for an opinion, especially where a class difference may potentially be involved. Students have the right to consult the Head of Department on any matter of concern to them. Where the concerns expressed relate to assessment marking, the Head of Department will normally inform the person whose marks are being referred for further examination, while safeguarding the confidentiality of students.
9. The external examiner will endeavour to ensure that standards are broadly comparable with those applied elsewhere in these islands and that the Department's own procedures are applied equitably to all students.
10. Students will, on their request or that of their tutor, be informed by the Chief Examiner for the year or the Head of Department, of individual marks. The commitment to the provision of full information to students does not mean that this information will always be available outside the times prescribed by the Department.
11. The Department will not normally take into account medical evidence, except insofar as granting an extension to submission deadlines is concerned. Medical cases should be channeled through tutors to form the substance of an appeal.
12. Extensions to the deadline will only be permitted in exceptional circumstances and **permission must be sought before the deadline**. Where there is medical documentation, you must have the consent of the Year Coordinator for an extension. Where there are other extenuating circumstances, documented by the student's college tutor, consent of the Head of Department for an extension must be obtained. When no valid reason for lateness has been given, **late submission penalties** will be applied as follows.

13. Where a student is absent from a part of the examination only, or fails to submit required written work for assessment, and nevertheless achieves an overall pass mark, the Department will return a pass mark. Where a student is absent from a part of the examination only, and fails to achieve an overall pass mark, the Department will make a return indicating partial absence.
14. Where a student fails to complete the number of questions stipulated by the rubric in an examination, and nevertheless, some indication of an attempted answer, draft or plan is available, credit for the assessable work will be given. In the absence of any such assessable material, a mark of 0 will be returned.
15. The Department reserves the right to give reduced credit to students who have failed to comply with the examination rubric.
16. Where a student at a Junior or Senior Sophister examination receives a mark of 70 or more (or its equivalent scaled up or down), in the Oral examination, (s)he will be recommended for a distinction in the use of spoken French.

The following are the criteria for essay writing and for writing in French:

NB. The following grade profiles are general and typical: a candidate may not fit all aspects of a profile to fall into that grade band. Allowance is made for essays/translations that are written under examination conditions, i.e. where time is limited and there is no access to bilingual dictionaries or other resources. The “Essay Writing” criteria below pertain to writing in French, as well as, where applicable, to writing in English.

For work submitted in French for in a language module (e.g. FRU11001), the weighing of the mark is as follows: 70% for language and 30% for content. For work submitted in French in a content module (e.g. FRU11011), the weighing of the mark is as follows: 70% for content and 30% for language.

MARKING CRITERIA

ESSAYS AND COMMENTARIES

First (70-100)

This grade indicates work of exceptional quality. A first-class essay will demonstrate some, though not necessarily all, of the following:

Language

- Rich, complex and idiomatic language, employing a wide range of appropriate lexis correctly;
- Tone, register and style wholly suited to the chosen task;
- Virtually free from grammatical error;
- Showing a very high degree of command of the structures of the language.

Content

- Excellent knowledge and understanding of the subject matter;
- Independent thought of high quality reflected in an original and imaginative handling of the subject matter;
- Comprehensive treatment of the question;
- Clear evidence of additional research which goes beyond the content of lectures and set reading;
- Incisive critical and analytic ability;
- Excellent structure and organisation with a very high degree of coherence and cohesion throughout;
- Rigorous, entirely relevant and conclusive argument supported by evidence from (where appropriate) primary and secondary sources;
- Guided writing (if applicable): very skilful handling of the stimulus material.

Upper Second (60-69)

This grade indicates a very competent standard of work. An essay in this range will demonstrate some, though not necessarily all, of the following:

Language

- Convincing attempt to use complex and idiomatic language and to employ a wide range of appropriate lexis with minor errors only;
- Tone and register consistently suited to the task;
- Some grammatical errors, mostly of a minor nature;
- Showing a good degree of command of the structures of the language with the occasional lapse.

Content

- Very good knowledge and understanding of the subject matter;
- Convincing attempt at independent thought reflected in an intelligent approach to the handling of the subject matter;
- Deals with all points raised by the question;
- Evidence of some additional research which goes beyond the content of lectures and set reading;

- Evidence of independent critical response and analysis of the literature;
- Generally well organised and structured but lacking coherence and cohesion in places;
- Generally rigorous, relevant and conclusive argument;
- Guided writing (if applicable): Skilful use of stimulus material.

Lower Second (50-59)

This grade indicates work of acceptable competence. The essay will demonstrate some, though not necessarily all of the following:

Language

- Language at an acceptable level of complexity with an adequate but predictable range of lexis, and with a number of significant lexical errors;
- Makes a number of major grammatical errors, but without impairing comprehension and communication significantly;
- Tone and register not always suited to the task;
- Showing some confidence in the command of the language, but with quite frequent lapses;
- Some anglicisms.

Content

- Shows good knowledge of the subject matter, but may be narrow, or somewhat superficial in frame of reference;
- Candidate discusses some, but not all of the points raised by the question;
- Generally capable, but unimaginative approach to the question;
- Relies largely on lecture notes and set reading with limited evidence of additional research;
- Reluctant to engage critically with primary and secondary literature;
- Satisfactory organisation of material;
- Development of ideas uneven and may not always be focused precisely on the question;
- Argument may lack rigour, relevance and be inconclusive: there may be some contradiction or inadequately explained points;
- Tendency to be narrative or descriptive, rather than analytical
- Guided writing (if applicable): satisfactory use of stimulus material.

Third (40-49)

Work in this grade will demonstrate some limited though acceptable knowledge of the subject, but will be too simplistic or brief, or contain other major weaknesses.

Language

- Language lacks complexity; some basic knowledge of lexis but lacks variety and contains frequent and significant errors;
- Tone and register frequently not suited to the task;
- Frequent and serious grammatical errors, which impede comprehension and communication;
- Limited ability to manipulate language resulting in simple 'translated' language which contains many anglicisms.

Content

- Demonstrates some knowledge of the subject matter, but generally narrow, or superficial in frame of reference;
- Fails to discuss many of the points raised by the question;
- Some relevant points made, but not always supported by relevant evidence; tendency to unsupported assertions;
- Reliance on uncritical reproduction of lecture notes; no evidence of additional reading;
- Limited ability to organise material;
- Structure lacks coherence and cohesion;
- Argument lacks rigour and clarity and is inconclusive;
- Descriptive with limited ability to develop ideas;
- Guided writing: poor use of the stimulus material.

Fail 1 (30-39)

This grade indicates insufficient evidence of serious academic study. The potential of the candidate to proceed to the next year is an important consideration in this grade.

Language

- Language is simplistic with very limited knowledge of lexis and very high level of error frequency in choice and use of very basic words;
- Tone and register not suited to the task;
- Very frequent and serious grammatical errors, which seriously impede comprehension and communication;
- Very little command of language resulting in simple 'translated' language which consists largely of anglicisms.

Content

- Demonstrates very limited knowledge of the subject matter with little reference beyond it;

- Content largely irrelevant and disorganised;
- Misses important implications of the question;
- Little or no evidence of use of lecture notes or any additional reading;
- Structure almost wholly lacking in coherence and cohesion;
- Very limited ability to develop ideas;
- Entirely descriptive;
- Poorly documented sources;
- Guided writing (if applicable): inadequate use of stimulus material.

Fail 2 (0-29)

Written work in this grade range will reveal some or all of the weaknesses noted under the Fail 1 grade range, but to a greater, perhaps extreme, extent.

Language

- Knowledge and range of lexis almost non-existent; the level of error frequency in choice and use of even the most basic words is unacceptably high;
- Tone and register not suited to the task;
- Frequency and seriousness of grammatical errors mean that comprehension and communication are impossible;
- No command of the structures of the language.

Content

- Virtually no knowledge of the subject matter;
- Fails to understand and to address the question;
- Content irrelevant and disorganised;
- No evidence of secondary reading;
- Structure is without cohesion and coherence;
- No evidence of ability to develop ideas;
- Lack of supporting material, sources not documented;
- Guided writing (if applicable): no use of source material.

TRANSLATION FROM FRENCH INTO ENGLISH

First (70-100)

This grade indicates work of exceptional quality. A first-class translation will demonstrate some, though not necessarily all, of the following:

- Original text rendered with very high level of accuracy both in content and style;
- Only minor, if any, problems of comprehension of the passage;

- Stylistically appropriate, fluent and accurate English, which deals successfully with nuances of style, register, metaphor and cultural reference;
- Natural and idiomatic expression throughout;
- Student correctly identifies all points of difficulty in the translation and deals with them at a high level of competency;
- Imaginative, apt translation solutions.

Upper Second (60-69)

This grade indicates a very competent standard of work. A translation in this range will demonstrate some, though not necessarily all, of the following:

- Original text rendered with high level of accuracy both in content and style;
- Very good comprehension of the original;
- For the most part stylistically appropriate, fluent and accurate English, which deals successfully with nuances of style, register, metaphor and cultural reference;
- Largely natural and idiomatic expression;
- Some mistakes in rendering the grammar, syntax and vocabulary of the original, but few serious errors;
- Competent handling of most points of difficulty in the translation.

Lower Second (50-59)

This grade indicates work of acceptable competence. The translation will demonstrate some, though not necessarily all, of the following:

- Original text rendered with a satisfactory to good level of accuracy both in content and style;
- Some errors in comprehension and failure to reflect the original consistently;
- Does not always deal successfully with nuances of style, metaphor and cultural reference;
- Some awkwardness in expression, which, in parts, gives impression of being translated;
- Some evidence of use of unsuitable register;
- Not always competent handling of points of difficulty in the translation;
- Some inaccuracy regarding fluency and accuracy in English.

Third (40-49)

Work in this grade will demonstrate some limited translation ability, but contain major weaknesses.

- Original text rendered with poor level of accuracy both in content and style;
- Many errors in comprehension and failure to reflect the original consistently;
- Does not deal successfully with nuances of style, metaphor and cultural reference;
- Translation shows awkwardness in expression and tendency to literal translation;
- Evidence of use of unsuitable register;
- Evidence of inability to handle points of difficulty in the translation;
- May contain nonsensical English.

Fail 1 (30-39)

This grade indicates insufficient evidence of serious academic study. The potential of the candidate to proceed to the next year is an important consideration in this grade.

- Original text rendered with very high level of inaccuracy both in content and style;
- Translation fails to produce a coherent passage of English based on the original text;
- Widespread errors in comprehension, translation fails in large measure to reflect the original;
- Fails to deal with nuances of style, metaphor and cultural reference;
- Unsuitable register throughout;
- Awkward expression throughout, reflecting strong reliance on literal translation;
- Inability to handle points of difficulty in the translation;
- Likely to feature nonsensical English.

Fail 2 (0-29)

Translations in this grade range will reveal some or all of the weaknesses noted under the Fail 1 grade range, but to a greater, perhaps extreme, extent.

- Minimal to complete failure to understand the original;
- Complete failure to convey the meaning or even the gist of the original;
- Incoherent and disjointed English;
- Unsuitable register throughout.

COMMENTARY/ESSAY PLAN

First (70-100)

This grade indicates work of exceptional quality. A first-class plan will demonstrate some, though not necessarily all, of the following:

- Clear, coherent structure, fully articulating the key sections of the plan (introduction, main section, conclusion);
- Presents all the key points raised by the extract, displaying incisiveness and remaining focused throughout;
- Perceptively and concisely identifies the extract's main themes/issues and formal/rhetorical devices;
- Always relates form and content in a pertinent, cohesive, and discerning manner;
- Proposed points of argument always supported by relevant evidence drawn from primary and (where appropriate) secondary sources;
- Demonstrates an excellent understanding of the extract and its broader implications.

Upper Second (60-69)

This grade indicates a very competent standard of work. A plan in this range will demonstrate some, though not necessarily all, of the following:

- Coherent structure on the whole, generally articulating the key sections of the plan (introduction, main section, conclusion);
- Presents most of the key points raised by the extract, remaining focused throughout;
- Identifies most of the extract's main themes/issues and formal/rhetorical devices;
- Generally relates form and content in a pertinent, cohesive, and discerning manner;
- Proposed points of argument generally supported by relevant evidence drawn from primary and (where appropriate) secondary sources;
- Demonstrates a very good understanding of the extract and its broader implications.

Lower Second (50-59)

This grade indicates work of acceptable competence. A plan in this range will demonstrate some, though not necessarily all of the following:

- Structured, coherent plan, containing but only partially articulating the key sections of the plan (introduction, main section, conclusion);

- Presents some of the key points raised by the extract and occasionally lacks focus;
- Identifies some the extract's main themes/issues and formal/rhetorical devices;
- Relates form and content but not always in a pertinent, cohesive, or discerning manner;
- Proposed points of argument are not always supported by evidence drawn from primary and (where appropriate) secondary sources;
- Demonstrates a satisfactory to good understanding of the extract and its broader implications.

Third (40-49)

A plan in this grade will demonstrate limited though acceptable understanding of the extract but will contain major weaknesses, including though not necessarily all of the following:

- Poorly structured plan, partially articulating some of the key sections of the plan (introduction, main section, conclusion);
- Fails to present many of the key points raised by the extract and frequently lacks focus;
- Identifies only a limited number of the extract's main themes/issues and formal/rhetorical devices;
- Occasionally relates form and content but seldomly in a pertinent, cohesive, or discerning manner;
- Proposed points of argument are infrequently supported by evidence drawn from primary and (where appropriate) secondary sources;
- Demonstrates a superficial understanding of the extract and its broader implications.

Fail 1 (30-39)

This grade indicates insufficient evidence of serious academic study. A plan in this range will demonstrate some, though not necessarily all of the following:

- Very limited ability to produce a structured, coherent plan;
- Generally fails to present the key points raised by the extract and lacks focus;
- Struggles to identify the extract's main themes/issues and formal/rhetorical devices;
- Seldomly relates form and content, if at all;
- Proposed points of argument are often irrelevant and largely unsupported by evidence drawn from primary and (where appropriate) secondary sources;
- Demonstrates very limited understanding of the extract.

Fail 2 (0-29)

A grade in this grade range will reveal some or all of the weaknesses noted under the Fail 1 grade range, but to a greater extent.

- Fails to produce a structured, coherent plan;
- Fails to present the key points raised by the extract;
- Fails to identify the extract's main themes/issues and formal/rhetorical devices;
- Fails to relate form and content;
- Proposed points of argument largely irrelevant, little to no evidence to support them;
- Generally fails to understand the extract.

Reassessment

Students who fail to fulfill examination requirements are required to be reassessed in the failed modules. Students will be required to repeat only the failed components of a module.

Students who fail to submit continuous assessment work will be required to resubmit this work by the Friday prior to the start of the supplemental examination session. Failure to submit this work will result in a mark of zero being awarded for that component.

THE EUROPEAN CREDIT TRANSFER SYSTEM (ECTS)

Please see the SLLCS handbook

https://www.tcd.ie/langs-lits-cultures/assets/pdf/rev_schoolhandbook_2020_21.pdf

Erasmus Exchanges

An information meeting will take place late in Michaelmas Term during which the Erasmus coordinator will outline the application process and minimum requirements.

In general terms, students should aim to study, in the host university, what they would have studied at Trinity. This does not mean that students must perform exactly the same exercises, or study exactly the same authors. It does mean that there should be a half-and-half mix of language and content courses (literature, political thought or linguistics).

Students are generally expected to select options appropriate to their year. Second-year students should take second-year courses and third-year students should take third-year courses. There is no objection to students taking a course above their equivalent year (second-year students taking third-year courses) but students should be aware that this comprises an element of risk, should they not be successful in assessments. However, the above notwithstanding, JS students may well find third-year translation courses in France too advanced for their level, and by agreement with the Department, may then be advised to take a lower level course.

The courses selected by students should be courses intended for and available to full-time students in the host university, and NOT special courses designed for Socrates or Erasmus students, except by special, specific and prior arrangement with the French Department.

Students are required to submit themselves to the assessment provided by the host university. This may take the form of examination or continuous assessment, or any combination of the two. In order that the ECTS should count, students must be successful in their assessments. As a precaution, students should bring their marks with them on their return. However, only officially returned marks from the host institution can be counted at the end of the year. It is the student's responsibility to ascertain the dates and location of examinations, and failure to present for examinations will lead to a loss of credit.

Where a student is unable to take a course for a full year or up until the normal assessment in the host institution, a special assessment may be agreed, but should nevertheless be officially administered through the host institution, which should return the marks obtained in the same way as for a regular assessment.

Plagiarism

Please see School of Languages, Literatures and Cultural Studies handbook for details of the College Plagiarism Policy:

https://www.tcd.ie/langs-lits-cultures/assets/pdf/rev_schoolhandbook_2020_21.pdf

Careers Advisory Service

Please see School of Languages, Literatures and Cultural Studies handbook for details of Careers Advisory Service:

https://www.tcd.ie/langs-lits-cultures/assets/pdf/rev_schoolhandbook_2020_21.pdf

FRU11011

TEXTS

FRU11011 ASSESSMENT

Submission deadlines

One commentary plan to be submitted online on Blackboard (under FRU11011) by 12 noon on Friday 12 November 2021.

One commentary to be submitted online on Blackboard (under FRU11011) by 12 noon on Monday 13 December 2021.

Submission procedures

- All assignments for this module must be word-processed, must use font CALIBRI in size 12, and must be double-spaced.
- You may write your commentary plan and commentary on any of the prose extracts or poems below (your commentary plan and your commentary can be on the same prose extract or poem if you wish).
- Length of commentary plan: 500 words. (Students should always include an electronic word count and are allowed to go above or below the stated word count by no more than 10%.)
- Length of commentary: 1,500 words. (Students should always include an electronic word count and are allowed to go above or below the stated word count by no more than 10%.)
- You may write your two pieces of assessment for this module in English or, if you prefer, in French. (Please note that your two pieces of assessment for FRU11012 in Hilary Term have to be written exclusively in French).
- You must submit your assignments as an electronic copy (in WORD format, not in PDF) on Blackboard through Turn-it-in by clicking on the designated submission folder under FRU11011.
- Before completing your commentary plan and commentary, please ensure you have consulted the Commentary Plan Guidelines, the Commentary Guidelines, the Commentary Plan Samples and the Commentary Samples, all available on Blackboard in the 'General Course Materials' folder on Blackboard under FRU11011.

· Extensions to the deadline will only be permitted in exceptional circumstances and permission must be sought before the deadline. When no valid reason for lateness has been given (e.g. medical certificate), late submission penalties will be applied. The School's policy for late submission of written coursework without an approved extension or acceptable explanation is as follows:

- o Up to one week's lateness incurs a penalty of 10% mark reduction;
- o One to two week's lateness incurs a penalty of 20% mark reduction;
- o Lateness beyond two weeks incurs a mark of zero.

Prose extracts and poems for commentary plans and commentaries

1.

Je peux dire qu'au fond l'été a très vite remplacé l'été. Je savais qu'avec la montée des premières chaleurs surviendrait quelque chose de nouveau pour moi. Mon affaire était inscrite à la dernière session de la cour d'assises et cette session se terminerait avec le mois de juin. Les débats se sont ouverts avec, au-dehors, tout le plein du soleil. Mon avocat m'avait assuré qu'ils ne dureraient pas plus de deux ou trois jours. « D'ailleurs, avait-il ajouté, la cour sera pressée parce que votre affaire n'est pas la plus importante de la session. Il y a un parricide qui passera tout de suite après. »

À 7 heures et demie du matin, on est venu me chercher et la voiture cellulaire m'a conduit au palais de justice. Les deux gendarmes m'ont fait entrer dans une petite pièce qui sentait l'ombre. Nous avons attendu, assis près d'une porte derrière laquelle on entendait des voix, des appels, des bruits de chaises et tout un remue-ménage qui m'a fait penser à ces fêtes de quartier où, après le concert, on range la salle pour pouvoir danser. Les gendarmes m'ont dit qu'il fallait attendre la cour et l'un d'eux m'a offert une cigarette que j'ai refusée. Il m'a demandé peu après « si j'avais le trac ». J'ai répondu que non. Et même, dans un sens, cela m'intéressait de voir un procès. Je n'en avais jamais eu l'occasion dans ma vie : « Oui, a dit le second gendarme, mais cela finit par fatiguer. »

Après un peu de temps, une petite sonnerie a résonné dans la pièce. Ils m'ont alors ôté les menottes. Ils ont ouvert la porte et m'ont fait entrer dans le box des accusés. La salle était pleine à craquer. Malgré les stores, le soleil s'infiltrait par endroits et l'air était déjà étouffant. On avait laissé les vitres closes. Je me suis assis et les gendarmes m'ont encadré. C'est à ce moment que j'ai aperçu une rangée de visages devant moi. Tous me regardaient : j'ai compris que c'étaient les jurés. Mais je ne peux pas dire ce qui les

distinguaient les uns des autres. Je n'ai eu qu'une impression : j'étais devant une banquette de tramway et tous ces voyageurs anonymes épiaient le nouvel arrivant pour en apercevoir les ridicules. Je sais bien que c'était une idée niaise puisque ici ce n'était pas le ridicule qu'ils cherchaient, mais le crime. Cependant la différence n'est pas grande et c'est en tout cas l'idée qui m'est venue.

L'Étranger

2.

Sous le bonheur, la crispation de l'aisance gagnée à l'arraché. Je n'ai pas quatre bras. Même pas une minute pour aller au petit endroit. La grippe, moi, je la fais en marchant. Etc. Chant quotidien.

Comment décrire la vision d'un monde où tout coûte cher. Il y a l'odeur de linge frais d'un matin d'octobre, la dernière chanson du poste qui bruit dans la tête. Soudain, ma robe s'accroche par la poche à la poignée du vélo, se déchire. Le drame, les cris, la journée est finie. « Cette gosse ne compte rien ! »

Sacralisation obligée des choses. Et sous toutes les paroles, des uns et des autres, les miennes, soupçonner des envies et des comparaisons. Quand je disais, « il y a une fille qui a visité les châteaux de la Loire », aussitôt, fâchés, « Tu as bien le temps d'y aller. Sois heureuse avec ce que tu as. » Un manque continu, sans fond.

Mais désirer pour désirer, car ne pas savoir au fond ce qui est beau, ce qu'il faudrait aimer. Mon père s'en est toujours remis aux conseils du peintre, du menuisier, pour les couleurs et les formes, ce qui se fait. Ignorer jusqu'à l'idée qu'on puisse s'entourer d'objets choisis un par un. Dans leur chambre, aucune décoration, juste des photos encadrées, des napperons fabriqués pour la fête des mères, et sur la cheminée, un grand buste d'enfant en céramique, que le marchand de meubles avait joint en prime pour l'achat d'un cosy-corner.

Leitmotiv, il ne faut pas péter plus haut qu'on l'a.

La peur d'être déplacé, d'avoir honte. Un jour, il est monté par erreur en première avec un billet de seconde. Le contrôleur lui a fait payer le supplément. Autre souvenir de honte : chez le notaire, il a dû écrire le premier « lu et approuvé », il ne savait pas comment orthographier, il a choisi « à prouver ». Gêne, obsession de cette faute, sur la route du retour. L'ombre de l'indignité.

[...]

Devant les personnes qu'il jugeait importantes, il avait une raideur timide, ne posant jamais aucune question. Bref, se comportant avec intelligence. Celle-ci consistait à percevoir notre infériorité et à la refuser en la cachant du mieux possible. Toute une soirée à nous demander ce que la directrice avait bien pu vouloir dire par : « Pour ce rôle, votre petite fille sera en costume de ville. » Honte d'ignorer ce qu'on aurait forcément su si nous n'avions pas été ce que nous étions, c'est-à-dire inférieurs.

La Place

3.

Qu'est-ce pour nous, mon cœur...

Qu'est-ce pour nous, mon cœur, que les nappes de sang Et de braise, et mille meurtres, et les longs cris De rage, sanglots de tout enfer renversant Tout ordre ; et l'Aquilon encor sur les débris Et toute vengeance ? Rien !... — Mais si, toute encor, Nous la voulons ! Industriels, princes, sénats, Périr ! puissance, justice, histoire, à bas ! Ça nous est dû. Le sang ! le sang ! la flamme d'or !

Tout à la guerre, à la vengeance, à la terreur, Mon esprit ! Tournons dans la Morsure : Ah ! passez, Républiques de ce monde ! Des empereurs, Des régiments, des colons, des peuples, assez ! Qui remuerait les tourbillons de feu furieux, Que nous et ceux que nous nous imaginons frères ? À nous ! Romanesques amis : ça va nous plaire. Jamais nous ne travaillerons, ô flots de feux ! Europe, Asie, Amérique, disparaissez. Notre marche vengeresse a tout occupé, Cités et campagnes ! — Nous serons écrasés ! Les volcans sauteront ! et l'océan frappé... Oh ! mes amis ! — mon cœur, c'est sûr, ils sont des frères —, Noirs inconnus, si nous allions ! allons ! allons ! Ô malheur ! je me sens frémir, la vieille terre, Sur moi de plus en plus à vous ! la terre fond, Ce n'est rien ! j'y suis ! j'y suis toujours.

Arthur Rimbaud, Vers nouveaux

4.

Ombre

Vous voilà de nouveau près de moi

Souvenirs de mes compagnons morts à la guerre

L'olive du temps

Souvenirs qui n'en faites plus qu'un
Comme cent fourrures ne font qu'un manteau
Comme ces milliers de blessures ne font qu'un article de journal
Apparence impalpable et sombre qui avez pris
La forme changeante de mon ombre
Un Indien à l'affût pendant l'éternité
Ombre vous rampez près de moi
Mais vous ne m'entendez plus
Vous ne connaîtrez plus les poèmes divins que je chante
Tandis que moi je vous entends je vous vois encore
Destinées
Ombre multiple que le soleil vous garde
Vous qui m'aimez assez pour ne jamais me quitter
Et qui dansez au soleil sans faire de poussière
Ombre encre du soleil
Écriture de ma lumière
Caisson de regrets
Un dieu qui s'humilie
Guillaume Apollinaire, Calligrammes

FRU11012 TEXTS MT ASSESSMENT

QUESTIONS FOR ESSAY PLANS AND ESSAYS

One essay plan to be submitted online by 12 noon on Monday 14 March 2022.

One essay to be submitted online by 12 noon on Monday 25 April 2022.

Submission procedures

- All assignments for this module must be word-processed, must use font CALIBRI in size 12, and must be double-spaced.
- You may write your essay plan and essay on any of the questions below (your essay plan and your essay can be on the same question if you wish).
- Length of essay plan: 500 words. (Students should always include an electronic word count and are allowed to go above or below the stated word count by no more than 10%.)
- Length of essay: 1,500 words. (Students should always include an electronic word count and are allowed to go above or below the stated word count by no more than 10%.)
- Your two pieces of assessment for FRU11012 must be written in French (except for English-language quotations from secondary sources).
- You must submit your assignments as an electronic copy (in WORD format, not in PDF) on Blackboard through Turn-it-in by clicking on the designated submission folder under FRU11012.
- Before completing your essay plan and essay, please ensure you have consulted the Essay Plan Guidelines, the Essay Guidelines, the Essay Plan Samples and the Essay Samples, all available on Blackboard in the 'General Course Materials' folder on Blackboard under FRU11021.
- Extensions to the deadline will only be permitted in exceptional circumstances and permission must be sought before the deadline. When no valid reason for lateness has been given (e.g. medical certificate), late submission penalties will be applied. The School's policy for late submission of written coursework without an approved extension or acceptable explanation is as follows:
 - o Up to one week's lateness incurs a penalty of 10% mark reduction;
 - o One to two week's lateness incurs a penalty of 20% mark reduction;
 - o Lateness beyond two weeks incurs a mark of zero.

Questions for essay plans and essays

1. Discuss the role of action (or lack thereof) in Beckett's *En attendant Godot*. Support your answer by making precise reference to the play and, where relevant, to literary/dramatic techniques.
2. Discuss the breakdown of society in Ionesco's *Rhinocéros*. Support your answer by making precise reference to the play and, where relevant, to literary/dramatic techniques.
3. Discuss the representation of memory and forgetfulness in Resnais' *Hiroshima mon amour*. Support your answer by making precise reference to the film and, where relevant, to cinematic techniques.
4. Discuss the relationship between past and present in Haneke's *Caché*. Support your answer by making precise reference to the film and, where relevant, to cinematic techniques.