French department

2022-2023
See your General programme regulations
For French, optional modules for Bess, Soc.Soc.Pol, etc.
French Year 1 (year coordinator: Dr Paule Salerno-O’Shea)

MODULE CODE: FRU11511 Please note that this module is taught through French. It is not suitable for beginners.

MODULE NAME: BESS FRENCH LANGUAGE & CIVILISATION 1 (FRENCH SOCIETY) - MT [5ECTS]

ECTS : 5 ECTS

Lecturer: Dr. Paule Salerno-O’Shea (+ others for tutorials)
E-mail: psalerno@tcd.ie
Office Hours: By appointment (send an email).
Timetable may change

Lecture Times: 1 hr lecture per week on Wednesdays (check your timetable for exact time and venue)
First lecture is on Wednesday 28th September 2022

Tutorial Times SEMESTER 1: Mandatory Tutorial (1hr) every week commencing Week starting 3rd October 2022. See timetable. Stay in the allocated tutorial group. Check your timetable.
*Tutorial groups and Times to be confirmed at the beginning of Semester 1. All student queries relating to undergraduate timetables should be sent to timetables.sllcs@tcd.ie - please include the name of your discipline in the subject line

MODULE DESCRIPTION (Content)
Introduction;
Presentation of the module;
Spaces and ‘territoires’;
Demography: the population of France;
Immigration;
Social groups and social classes in France;
Family in France;
Primary and secondary education in France;
Third level education in France;
Inequalities;
Reducing inequalities: French social policies.
Some themes may be added/withdrawn.

LEARNING OUTCOMES
On successful completion of this module, students will be able to:
• make connections between events and facts from French current affairs and
the wider French societal framework outlined during the course;
• follow lectures on these topics in French and take some notes;
• read, identify and understand the structure and main points of French
textbooks and articles from specialized periodicals and newspapers on the above
topics;
• read the same materials to locate and retrieve specific information;
• understand a French native speaker presenting factual information on these
topics;
• discuss these topics with a French native speaker;
• use authentic sources and course materials to develop their vocabulary and
other language competencies;
• describe, compare and contrast the situation in France and Ireland in the
context of a discussion with French native speakers.

LEARNING AIMS

The aim of this module is for students to acquire a general understanding of French
society (selected themes) and related vocabulary, whilst improving their receptive and
productive language skills.

WORKLOAD

This 5 credit course will run for one semester (MT), with 5 credits allocated to that
semester. The total workload of 125 hours will include reading assigned materials,
attending lectures and tutorials, completing tutorial tasks, test preparation, etc.
TEXTBOOKS AND REQUIRED RESOURCES

Reading material will be provided by the lecturer.

EVALUATION AND ASSESSMENT

Only one component worth 100% of module and simply called: “Recorded PP presentation” (CWN).

Students will be given two weeks to complete this during term time (not during the “exam session”).

Reassessment: in August/September; same type of task as for first assessment.

General College Regulations Apply.

Grading Criteria

• The following grade profiles are general and typical: a candidate may not fit all aspects of a profile to fall into that grade band.
• The criteria set out below are applied in a manner appropriate to the Junior Freshman year.
• Allowance is made for work that is written under examination conditions, i.e. where time is limited and there is no access to dictionaries or other resources.

Marking Scheme for assessed work and examinations

The Department of French Studies uses the full marking scale between 0% and 100%. This scale is subdivided into 6 classes, which can be glossed as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>70% + distinction – work of exceptional quality</td>
</tr>
<tr>
<td>II.1</td>
<td>60%-69% very good – merit</td>
</tr>
<tr>
<td>II.2</td>
<td>50%-59% average – good</td>
</tr>
<tr>
<td>III</td>
<td>40%-49% passable – adequate</td>
</tr>
<tr>
<td>F1</td>
<td>30%-39% redeemable fail</td>
</tr>
<tr>
<td>F2</td>
<td>0%-29% not a serious attempt</td>
</tr>
</tbody>
</table>

Oral Examinations

The following elements are taken into account to assess a student’s performance:

<table>
<thead>
<tr>
<th>Français et anglais</th>
<th>Anglais</th>
<th>Français</th>
<th>Français</th>
<th>Français</th>
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<th>Français et Anglais</th>
</tr>
</thead>
<tbody>
<tr>
<td>Présentation :</td>
<td>Prise de risque +</td>
<td>Correction</td>
<td>Prononciation</td>
<td>Fluidité</td>
<td>Impression</td>
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</tr>
<tr>
<td>Respect des</td>
<td>argumentation</td>
<td>syntaxe</td>
<td>intonation</td>
<td></td>
<td>générale</td>
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</tr>
<tr>
<td>consignes</td>
<td></td>
<td>lexicque</td>
<td></td>
<td></td>
<td>Examineur 1</td>
<td>Examineur 2</td>
</tr>
</tbody>
</table>

Note / 100
The following descriptions relate to a non-native learner of the language.

- The grade profiles are general and typical: a candidate may not fit all aspects of a profile to fall into that grade band and there may be elements that do not apply to every oral presentation.
- The criteria set out below are applied in a manner appropriate to the year of the degree programme.

**I 70+** This grade indicates work of exceptional quality. A first-class oral performance will demonstrate some, though not necessarily all, of the following:

- Excellent level of fluency and accuracy: the language is spoken with few mistakes in lexis, syntax, morphology and pronunciation
- Rich, complex and idiomatic language, employing a wide range of appropriate lexis correctly;
- Tone, register and style wholly suited to the setting and task
- Confidence and ability to discuss a range of topics at an appropriate level of abstraction
- Very high level of strategic competence
- No comprehension difficulties in an interactive situation
- Can respond very fluently to questions on the subject matter and engage effortlessly in dialogue with the examiners.

**II.1 60-69** This grade indicates a very competent standard of work. Oral performance in this range will demonstrate some, though not necessarily all, of the following:

- Very good level of fluency and accuracy: the language is spoken with minor mistakes in lexis, syntax, morphology and pronunciation
- Attempts complex and idiomatic language, employing a range of appropriate lexis with minor errors only
- Tone, register and style consistently suited to the setting and task
- Confidence and ability to discuss a range of topics
- High level of strategic competence
- Only minor comprehension difficulties in an interactive situation
- Can respond with a high level of fluency to questions on the subject matter and engage confidently in dialogue with the examiners.

**II.2 50-59** This grade indicates work of acceptable competence. The candidate’s oral performance will demonstrate some, though not necessarily all, of the following:

- Acceptable level of fluency and accuracy: the language is spoken with major mistakes in lexis, syntax, morphology and pronunciation
- Attempts complex and idiomatic language, employing a limited range of appropriate lexis with major errors
- Tone, register and style occasionally suited to the setting and task
- Confidence and ability to discuss a range of topics
- Reasonable level of strategic competence
- Minor comprehension difficulties in an interactive situation
- Can respond with a reasonable level of fluency to questions on the subject matter and engage confidently in dialogue with the examiners.
• Good level of fluency and accuracy, although the language is spoken with more frequent mistakes in lexis, syntax, morphology and pronunciation
• Less ambitious in attempting complex and idiomatic language and when choosing lexis. Greater likelihood of error and of anglicisms when using more complex syntax.
• Tone, register and style not always suited to the setting and task
• Confidence and ability to discuss a range of topics at a lower level of abstraction and with simplification
• Some evidence of strategic competence
• Some comprehension difficulties in an interactive situation
• Where appropriate, can respond at a satisfactory level of fluency to questions on the subject matter and engage satisfactorily in dialogue with the examiners

**III 40-49** Work in this grade will demonstrate some limited ability to express oneself orally in the L2, but contain major weaknesses.

• Low level of fluency and accuracy, with frequent mistakes in lexis, syntax, morphology and pronunciation
• Can only use limited and basic vocabulary and syntax. Extensive evidence of anglicisms.
• Tone, register and style frequently not suited to the setting and task
• Confidence and ability to discuss a range of topics only at a very low level of abstraction and with significant simplification
• Little evidence of strategic competence in the L2 and, hence, tendency to revert to English
• Frequent comprehension difficulties in an interactive situation
• Where appropriate, can respond at only a basic level of fluency to questions on the subject matter and can only engage in a very limited way in dialogue with the examiners

**F1 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

• Very low level of fluency and accuracy, with very frequent mistakes in lexis, syntax, morphology and pronunciation, which can result in unintelligibility.
• Cannot use even limited and basic vocabulary and syntax with any degree of accuracy. Extensive evidence of anglicisms.
• Tone, register and style not suited to the setting and task
• Lack of confidence and ability to discuss a range of topics at even the lowest level of abstraction and with significant simplification
• No evidence of strategic competence in the L2 and, hence, frequent recourse to English
• Significant comprehension difficulties
• Responds inadequately to questions on the subject matter and cannot engage satisfactorily in dialogue with the examiners
F2 0-29 Oral communication skills in the F2 range will reveal some or all of the weaknesses noted under F1, but to a greater, perhaps extreme, extent.

- Fluency and accuracy lacking completely; mistakes in lexis, syntax, morphology and pronunciation render the speaker unintelligible.
- Cannot use even limited and basic vocabulary and syntax with any degree of accuracy. Extensive evidence of anglicisms.
- Tone, register and style not suited to the setting and task.
- Inability to discuss a range of topics at even the lowest level of abstraction and with significant simplification.
- No evidence of strategic competence.
- Very significant comprehension difficulties.
- Responds wholly inadequately to questions on the subject matter and is incapable of engaging in dialogue with the examiners.

Written tests/ Examinations (When applicable)

- The following grade profiles are general and typical: a candidate may not fit all aspects of a profile to fall into that grade band.
- The criteria set out below are applied in a manner appropriate to the Junior Freshman year.
- Allowance is made for essays that are written under examination conditions, i.e. where time is limited and there is no access to dictionaries or other resources.

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Plagiarism:
College regulations apply.
If you copy another student’s essay, engage someone to write your work, quote material from any published or electronic source without acknowledgement, or extensively paraphrase such material without acknowledgement, you have committed the offence of plagiarism. A mark of zero may be awarded.

The College’s definition of plagiarism and specification of its consequences can be viewed here [http://tcd-ie.libguides.com/plagiarism](http://tcd-ie.libguides.com/plagiarism). These webpages are designed to help you to understand what plagiarism is and to employ the principles of academic integrity so as to avoid plagiarising. They also set out the regulations in Trinity relating to plagiarism offences and how they are dealt with. The College Calendar defines plagiarism, gives examples of the kinds of
actions that are deemed to constitute plagiarism, and elaborates on the procedures for dealing with plagiarism cases. It is essential that you read the Calendar entry that is relevant to you as an undergraduate or postgraduate student.

The webpages also contain materials and advice on citation styles which are used to reference properly. You should familiarise yourself with the content of these pages. All students must complete our Ready Steady Write plagiarism tutorial and sign a declaration when submitting course work, whether in hard or soft copy or via Blackboard, confirming that you understand what plagiarism is and have completed the tutorial. If you read the information on plagiarism, complete the tutorial and still have difficulty understanding what plagiarism is and how to avoid it, please seek advice from your College tutor, your Course Director, your supervisor, or from Student Learning Development.

Plagiarism Declaration
Each coversheet that is attached to submitted work should contain the following completed declaration:
"I have read and I understand the plagiarism provisions in the General Regulations of the University Calendar for the current year, found at http://www.tcd.ie/calendar
I have also completed the Online Tutorial on avoiding plagiarism ‘Ready Steady Write’, located at http://tcd-ie.libguides.com/plagiarism/ready-steady-write."

Please note carefully the following two examples of plagiarism at Level 4 (such cases are referred to the Junior Dean for disciplinary procedures):

- You have sought, bought or commissioned work with the intention of representing it as your own work;
- You have improperly enlisted editorial input, eg. engaging a paid proof reader or copy-editing service, having a language assignment edited by a native speaker where language competence is being assessed;

Note to all Trinity Students on Plagiarism from the Senior Lecturer/Dean of Undergraduate Studies:
To ensure that you have a clear understanding of what plagiarism is, how Trinity deals with cases of plagiarism, and how to avoid it, you will find a repository of information at http://tcd-ie.libguides.com/plagiarism. Your attention is drawn in particular to the matrix of "Levels and Consequences". We ask you to take the following steps:

(i) Visit the online resources to inform yourself about how Trinity deals with plagiarism and how you can avoid it at http://tcd-ie.libguides.com/plagiarism. You should also familiarize yourself with the 2019-20 Calendar entry on plagiarism https://www.tcd.ie/calendar/undergraduate-studies/general-regulations-and-information.pdf and the sanctions which are applied;
(ii) Complete the ‘Ready, Steady, Write’ online tutorial on plagiarism at http://tcd-ie.libguides.com/plagiarism/ready-steady-write. Completing the tutorial is compulsory for all students.

(iii) Familiarise yourself with the declaration that you will be asked to sign when submitting course work at http://tcd-ie.libguides.com/plagiarism/declaration;

(iv) Contact your College Tutor, your Course Director, or your Lecturer if you are unsure about any aspect of plagiarism.

Further information on plagiarism is available from Student Learning and Development. Also see the video at https://www.youtube.com/watch?v=qBxvonAg_0&feature=youtu.be

The above regulations on plagiarism apply in exams, in submitted essays, dissertations, case studies, and in assessed language work. Remember that if you fail to give adequate sources, lecturers may ask you to account for the originality of your work. It is stressed that plagiarism does not have to be intentional.

Updated 21/09/2021