French Department
FRU2250Y Handbook
2022-23

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FRU2250Y
BSF FRENCH WRITING SKILLS 2

French Department
School of Languages, Literatures and Cultural Studies

Faculty of Arts, Humanities and Social Sciences

Please note that a Word© version of this document is available from the French Department (e-mail tcorbett@tcd.ie) on request.
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1. A Note on this Handbook

This handbook applies to all SF students of Business Studies and French, Bess for whom the FRU2250Y module is compulsory.

This module is taught by the French department, School of Languages, Literatures and Cultural Studies (SLLCS). The handbook provides a guide to what is expected of you on this programme, and the academic and personal support available to you. Please retain for future reference.

The information provided in this handbook is accurate at time of preparation. Any necessary revisions will be notified to students via e-mail and notices on the notice board. Please note that, in the event of any conflict or inconsistency between the General Regulations published in the University Calendar and information contained in course handbooks, the provisions of the Calendar’s General Regulations will prevail.
2. Introduction

Welcome to the French Department, School of Languages, Literatures and Cultural Studies, in Trinity College.

FRU2250Y, BSF French Writing Skills 2 is open to students studying Business and French and is a compulsory module.

We hope that you will enjoy this module. It aims to provide you with a better understanding of many aspects of political and business life in France, to help you improve your written French and develop your language learning skills so that you can become independent learners. It also aims to prepare you for your compulsory year abroad.

As in the JF course (FR1040 & FR1050), the approach used is based on the principle that the best way to learn a language is to use it. This means that we expect you to participate fully in the range of activities on offer. The module is delivered through French, so as to maximise your contacts with the language.

If you have any questions, don’t hesitate to contact the module coordinators.

We wish you all the best for your SF year.
## 3. Key dates for your diary

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday 12&lt;sup&gt;th&lt;/sup&gt; September, 2 p.m.</td>
<td>FRU2250Y First class</td>
<td>Room 4096</td>
</tr>
<tr>
<td>Week starting 24&lt;sup&gt;th&lt;/sup&gt; October (Teaching Week 7)</td>
<td>Study Week (Revisions, work on project, not holidays!)</td>
<td>No lectures, no tutorials</td>
</tr>
<tr>
<td>Thursday 1st December</td>
<td>Submit Group Project 1. Remember you can submit before the deadline!</td>
<td>Leave in Florence Signorini’s pigeonhole (near room 4111) by 3:30 p.m.</td>
</tr>
<tr>
<td>Week starting 23&lt;sup&gt;rd&lt;/sup&gt; January</td>
<td>Hilary Term starts –</td>
<td>FRU2250Y classes resume. Check your on-line timetable for any changes</td>
</tr>
<tr>
<td>Week starting 6&lt;sup&gt;th&lt;/sup&gt; March</td>
<td>Study Week Revisions (work on project, not holidays!)</td>
<td>No lectures, no tutorials</td>
</tr>
<tr>
<td>Monday 10&lt;sup&gt;th&lt;/sup&gt; April</td>
<td>Submit Group Project 2. Remember you can submit before the deadline!</td>
<td>Leave in Florence Signorini’s pigeonhole by 4.30 p.m.</td>
</tr>
<tr>
<td>Week starting 1&lt;sup&gt;st&lt;/sup&gt; May</td>
<td><strong>Written exams</strong></td>
<td>Check your exam timetable in my.tcd.ie</td>
</tr>
<tr>
<td>Mid- to late August</td>
<td><strong>Supplemental exams</strong></td>
<td>Check your exam timetable in My.tcd.ie</td>
</tr>
</tbody>
</table>

You are advised that having to sit supplemental examinations may delay your arrival in France, which would make it more difficult for you to adjust and integrate in your French institution.
# 4. Staff Contact Details

<table>
<thead>
<tr>
<th>Staff contacts</th>
<th>Room (Arts Building, French department) Office hours will be posted on the door of the relevant office</th>
<th>E-mail</th>
<th>Phone number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Florence Signorini</td>
<td>Lecturer Module &amp; Year Coordinator Chief Examiner BSF Erasmus Coordinator 4103</td>
<td><a href="mailto:fsgnorni@tcd.ie">fsgnorni@tcd.ie</a></td>
<td>01 896 2313</td>
</tr>
</tbody>
</table>
5. General Information

The **BESS/BSF French notice board** is located next to room 4094 on level 4 of the Arts Building. The staff pigeon-holes are located under the main French Department notice board, near room 4111.

**Course materials**
All course materials will be made available via MyModule/BlackBoard ([https://tcd.blackboard.com/webapps/portal/execute/tabs/tabAction?tab_tab_group_id=26_1](https://tcd.blackboard.com/webapps/portal/execute/tabs/tabAction?tab_tab_group_id=26_1))

**Computers, language laboratories and satellite TV/video workstations:** you are entitled to use the facilities of the Centre for Language and Communication Studies (CLCS) located on level 4 of the Arts Building. Check room 4074 for facilities (computers, satellite TV, etc)

For more information, check [https://www.tcd.ie/slscs/clcs/](https://www.tcd.ie/slscs/clcs/)

You may also use the computers in the Public Access Computer rooms but note that you need to have your own headphones if you wish to view videos or listen to audio documents.

**Socrates – Erasmus**

All BSF students must spend their 3rd year abroad, on successful completion of their second year (Senior Freshman). The year abroad is a compulsory component of the Business Studies and a Language programme. For more information see [https://www.tcd.ie/business/undergraduate/study-abroad/outgoing.php](https://www.tcd.ie/business/undergraduate/study-abroad/outgoing.php)

Jimmy White is the Exchange Coordinator in the Business School. He can be contacted at business.exchange@tcd.ie.

You are advised that having to sit supplemental examinations may delay your arrival in France, which will make it more difficult for you to adjust and integrate in your French institution.
6. Description of Module FRU2250Y

BSF FRENCH WRITING SKILLS 2

10 ECTS credits (250 student-input hours)

This is a year-long module, delivered during both Michaelmas and Hilary terms. It is only open to students of Business Studies and French and is compulsory for them.

Course overview

This course is designed to further consolidate existing written French language skills through systematic study of grammar structures (see details below), analysis of written texts and written production activities (summaries and essays).
All tutorials and activities are conducted in French and will be based on topics relating to French politics and business, as for FRU2251Y.

Grammar programme:

Michaelmas Term:

Time-table Week 3: Determiners - articles
Time-table Week 4: Demonstrative determiners and pronouns
Time-table Week 5: Possessive determiners and pronouns
Time-table Week 6: Complex sentences: juxtaposition and coordination
Time-table Week 7: Complex sentences: subordination
Time-table Week 8: Expressing cause and consequence
Time-table Week 9: Study Week
Time-table Week 10: Expressing aim, goal and intention
Time-table Week 11: Expressing opposition and concession
Time-table Week 12: Logical connectors (time)
Time-table Week 13: Other logical connectors
Time-table Week 14: Revisions
Hilary Term

Time-table Week 21: Simple Relative pronouns
Time-table Week 22: Complex Relative pronouns 1
Time-table Week 23: Complex Relative pronouns 2
Time-table Week 24: Prepositions 1
Time-table Week 25: Prepositions 2
Time-table Week 26: Personal pronouns
Time-table Week 27: Study week
Time-table Week 28: Negative sentences
Time-table Week 29: Direct and indirect speech
Time-table Week 30: Adverbs
Time-table Week 31: Revisions
Time-table Week 32: Revisions

Learning Outcomes

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

• recall, organise and use information relating to aspects of contemporary French politics and business life in order to plan and write structured essays and summaries in grammatically correct French in the appropriate style and register;
• 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;
• read and understand articles from quality French newspapers and periodicals in order to produce summaries that demonstrate a good understanding of the text, written in grammatically accurate French;
• use authentic sources and course materials to develop your vocabulary and other language competencies;
• edit and review their writing critically and effectively, using appropriate resources.
Teaching Information and workload:

The following are the main elements of teaching and learning for module FRU2250Y:

1. Structured grammar programme
Every week a worksheet containing guided self-access activities will be available through MyModule/BlackBoard. See https://tcd.blackboard.com/webapps/portal/execute/tabs/tabAction?tab_tab_group_id=_26_1.
In addition, students will need to complete compulsory tests and quizzes on BlackBoard every week.
1.5 h/week

2. Classes
Classes will be conducted in French and will focus on written French. The main emphasis will be on developing your writing skills (résumés (summaries) and essays) and your accuracy but will also include reading French materials (newspaper articles, textbook extracts, web sites etc).
Attendance is compulsory.
The topics from module FRU2251Y will be used as a thematic basis but other topics will also be explored.
2 h/week

3. Writing task
Every week, you will usually be given two writing tasks, a written production and a summary of a text. You are expected to complete those and then to edit and review them on the basis of the feedback you receive.
2 h/week

4. Group project work
You are required to undertake 2 group projects during the year.
You need to focus on the group project from the first week of each semester.
30/35 hours per student per project over 12 weeks. To include Group meetings, selection of topic, selection of texts, writing tasks, editing and reviewing, etc. 2.5 to 3 hours per week.

5. Personal work: review your notes, organise and learn new vocabulary, learn the grammar points, do some additional reading, writing and grammar exercises.
(1 hour per week at least)
**Total number of hours:** 204 + revisions/exam preparation  
**Weekly average:** 8 hours and a half + revisions/exam preparation

See more information on ECTS credits on page 30

**Module timetable**

**Check your on-line timetable and keep an eye on the BESS/BSF French notice board near room 4089 on level 4 of the Arts Building.**  
**Attendance is compulsory.** Attendance will be deemed unsatisfactory if students miss more than a third of their course of study or fail to submit a third of the required course work in any term.  
If a student is returned as non-satisfactory (NS) in accordance with the general regulations governing attendance and course work in Calendar page 42 for two consecutive terms, the Senior Lecturer may refuse him/her permission to take his/her annual examinations and may require him/her to repeat the year in full. Students who have been returned NS should contact their tutor as a matter of urgency.

**Key texts**

**You must have your own copy of:**


We strongly recommend that you get a copy of:

- A Monolingual French Dictionary (Le Petit Robert). A worthwhile investment for all students of French. Check on-line prices on French web-sites such as [www.fnac.fr](http://www.fnac.fr) or [www.amazon.fr](http://www.amazon.fr) as they tend to sell it for around €59) as opposed to €75 or more on UK or Irish web-sites/bookshops. There are also good on-line dictionaries available: see [http://www.larousse.fr/dictionnaires/francais](http://www.larousse.fr/dictionnaires/francais) for example.

- A French/English one-volume dictionary such as Harraps, Oxford-Hachette or Collins-Robert. Free web-based versions are available through the TCD library website ([https://premium.oxforddictionaries.com/french/](https://premium.oxforddictionaries.com/french/)). You can also use [http://www.larousse.fr/dictionnaires/bilingues](http://www.larousse.fr/dictionnaires/bilingues). Pocket dictionaries are
not sufficient. Reverso and Google Translate are not reliable for the standard of work we are expecting of you.

Supplementary materials will be provided by the French Department.
7. Assessment

Overview of the Summer/Annual Examination breakdown of marks

Summer examination paper (2-hour paper) 40%
Group Project 1 20%
Group Project 2 20%
Grammar quizzes and tests 20%

Students must satisfy the examiners with respect to the written examinations. Past papers are available at https://www.tcd.ie/academicregistry/exams/past-papers/annual/

Overview of the Supplemental Examination breakdown of marks

Supplemental examination paper (3-hour paper) 100%
(Résumé + grammar questions)

The mark for the supplemental examinations will be based only on your performance in the supplemental examination paper. Neither the projects nor the quizzes will be taken into account.

You will be permitted to take the Supplemental examinations in mid-August only if the court of examiners is satisfied that you have made a serious attempt at the annual examinations. Please check carefully your exam results in my.tcd.ie and the exam conventions available on the Business Studies website or in BlackBoard. Contact your College Tutor if you have any queries.

Group Projects

Each project will count for 20% of the final mark for module FRU2250Y.

Extensions request and late submission penalties

Extensions to the deadlines will only be permitted in exceptional circumstances and permission must be sought before the deadlines. Where there is medical documentation, you must submit the medical certificate to Florence Signorini and have her consent for an extension. Where there are other extenuating circumstances, please ask your College tutor to contact Florence Signorini to request an extension.
Late submission penalty: up to one week’s lateness will incur a penalty of 10 marks. Up to two weeks’ lateness will incur a penalty of 20 marks. Work submitted after two weeks will not be marked unless an extension, supported by medical and/or other evidence, has been granted.

Please note that the group as a whole must take responsibility for the project, including in relation to plagiarism. Rewards and penalties are applied to the group as a whole. If you encounter difficulties within the group, please inform the module coordinator as soon as possible, and in any case, before the final submission. Further details on the project are posted on BlackBoard.

**Submission schedule for the group projects (Cal. Week = calendar and time-table week; TW= Teaching Week)**

**You can always submit before the deadline!**

<table>
<thead>
<tr>
<th>Michaelmas Term</th>
<th>Hilary Term</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MT Cal. Week (TW)</strong></td>
<td><strong>HT Cal. Week (TW)</strong></td>
</tr>
<tr>
<td>Date</td>
<td>Action</td>
</tr>
<tr>
<td>4 (TW 2)</td>
<td>Thursday 23rd September</td>
</tr>
<tr>
<td>5 (TW3)</td>
<td>Thursday 29th September</td>
</tr>
<tr>
<td>7(TW5)</td>
<td>Monday 10th October</td>
</tr>
<tr>
<td></td>
<td>Thursday 13th October</td>
</tr>
<tr>
<td>10 (TW8)</td>
<td>Tuesday 1st November</td>
</tr>
<tr>
<td></td>
<td>Thursday 3rd November</td>
</tr>
<tr>
<td>11(TW 9)</td>
<td>Thursday 10th November</td>
</tr>
<tr>
<td></td>
<td>Thursday 10th November</td>
</tr>
<tr>
<td>12 (TW 10)</td>
<td>Thursday 14th November</td>
</tr>
<tr>
<td></td>
<td>Thursday 14th November</td>
</tr>
<tr>
<td>13 (TW 11)</td>
<td>Thursday 24th November</td>
</tr>
<tr>
<td>15 (Revision Week)</td>
<td>Monday 5&lt;sup&gt;th&lt;/sup&gt; December</td>
</tr>
</tbody>
</table>

* You must work with a different team for the second project. There cannot be any other member of your MT team in your HT team.

**Assessment marking scheme for the group projects:**

- Presentation: 10 marks
- Choice of documents: 20 marks
- Summary: 25 marks
- Essay: 30 marks
- Glossary: 15 marks
- Total: 100 marks
8. Grading Criteria

The examinations will be graded using the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 First</td>
<td>Excellent</td>
<td>70-100%</td>
</tr>
<tr>
<td>2.1 Upper Second</td>
<td>Good</td>
<td>60-69%</td>
</tr>
<tr>
<td>2.2 Lower Second</td>
<td>Quite good</td>
<td>50-59%</td>
</tr>
<tr>
<td>3 Third</td>
<td>Adequate</td>
<td>40-49%</td>
</tr>
<tr>
<td>F1 Fail 1</td>
<td>Poor</td>
<td>30-39%</td>
</tr>
<tr>
<td>F2 Fail 2</td>
<td>Extremely poor</td>
<td>0-29%</td>
</tr>
</tbody>
</table>

- 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 Senior 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.

Essays written in French

I 70+ 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.

II.1 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.

II.2 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 is 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

III 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

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.

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

F2 0-29: Written work in the F2 range will reveal some or all of the weaknesses noted under F1, 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

**Résumé**

I 70+: This grade indicates work of exceptional quality. A first-class résumé 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**
• Demonstrates excellent understanding of the original;
• Retains all the principal ideas expressed in the original, displaying excellent analytical skills;
• Shows excellent skills at distinguishing the essential from the superfluous/secondary material;
• Demonstrates excellent synthetic skills, using clear and concise language;
• Thoroughly reflects the level of importance that the original gives to each of its constituent parts;
• Excellent structure and organisation with a very high degree of coherence and cohesion throughout, respectful of the coherence and cohesion of the original;
• Displays excellent ability to reformulate content of the original without verbatim repetitions.

II.1 60-69: This grade indicates a very competent standard of work. A résumé 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
• Demonstrates very good understanding of the original;
• Retains nearly all the principal ideas expressed in the original, displaying very good analytical skills;
• Shows very good skills at distinguishing the essential from the superfluous/secondary material;
• Demonstrates good synthetic skills, using generally clear and concise language;
• Accurately reflects the level of importance that the original gives to each of its constituent parts;
• Very good structure and organisation with a strong degree of coherence and cohesion throughout, mostly respectful of the coherence and cohesion of the original;
• Displays very good ability to reformulate content of the original with practically no verbatim repetitions.

II.2 50-59: This grade indicates work of acceptable competence. The résumé 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.

Content
• Demonstrates good understanding of the original;
• Retains most of the principal ideas expressed in the original, displaying good analytical skills;
• Shows good skills at distinguishing the essential from the superfluous/secondary material;
• Demonstrates good synthetic skills, using reasonably clear and concise language;
• Largely reflects the level of importance that the original gives to each of its constituent parts;
• Good structure and organisation with a reasonable degree of coherence and cohesion throughout; not always respectful of the coherence and cohesion of the original;
• Displays good ability to reformulate content of the original without significant verbatim repetitions.

III 40-49: Work in this grade will demonstrate some limited though acceptable understanding of the original text, 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 the language.

Content
• Demonstrates some understanding of the original;
• Retains only some of the principal ideas expressed in the original, displaying poor analytical skills;
• Shows significant difficulties at distinguishing the essential from the superfluous/secondary material;
• Demonstrates poor synthetic skills, using vague and unnecessarily long-winded language;
• Displays considerable difficulties at grasping the level of importance that the original gives to each of its constituent parts;
• Limited ability to structure and organise material;
• Tendency to repeat the original verbatim.
• Length constraint poorly respected (more than 10% above or below).

**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.

**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 the language.
• The résumé does not take into account the length constraint of the exercise (third of original text).

**Content**
• Demonstrates very limited understanding of the original;
• Very little ability to retain the principal ideas expressed in the original, displaying very poor analytical skills;
• Generally fails to distinguish the essential from the superfluous or secondary material;
• Very poor synthetic skills;
• Generally fails to grasp the level of importance that the original gives to each of its constituent parts;
• Structure almost wholly lacking in coherence and cohesion;
• Very high level of verbatim repetitions.
• Length constraint not respected.
F2 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 and 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;
- Virtually no command of the structures of the language.

Content
- Virtually no understanding of the original;
- Fails to retain the principal ideas expressed in the original, displaying practically no analytical skills;
- Fails to distinguish the essential from the superfluous/secondary material;
- Virtually no synthetic skills;
- Fails to grasp the level of importance that the original gives to each of its constituent parts;
- Disorganised, incoherent, no discernible structure;
- Unacceptable level of verbatim repetitions, essentially amounting to a collage of quotations from the original
9. General Programme Regulations

For information on the Regulations (including examination conventions) for your course, please consult the BSL handbook, available on BlackBoard and the following College Regulations:

Examination papers and results (College Calendar, Part II (Undergraduates), p. 48, http://www.tcd.ie/calendar/undergraduate-studies/ )

Academic appeals: see (College Calendar, Part II (Undergraduates), p. 49, http://www.tcd.ie/calendar/undergraduate-studies/ )

Plagiarism: information on the College regulations as well as advice on how to avoid plagiarism is available at http://tcd-ie.libguides.com/plagiarism.
10. Plagiarism

IMPORTANT: Note to Students

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.

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 2021-22 Calendar entry on plagiarism located on this website 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 and include in a cover sheet when submitting course work at http://tcd-ie.libguides.com/plagiarism/declaration;

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.

Further information on plagiarism is available at http://tcd-ie.libguides.com/plagiarism/about
Matrix of Levels & Consequences

The University of Dublin Calendar refers to various levels of plagiarism. What constitutes plagiarism at a particular level, and the consequences of being found to have committed plagiarism at that level, are detailed below.

Nothing provided for under the summary procedure diminishes or prejudices the disciplinary powers of the Junior Dean under the 2010 Consolidated Statutes.

<table>
<thead>
<tr>
<th>Range of Penalties</th>
<th>Characteristics of Offence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 1</strong></td>
<td>You receive an informal verbal warning from the Director of Undergraduate Teaching and Learning/Postgraduate Teaching and Learning. You have little previous exposure to the norms and conventions of different types of academic work (essays, reports, group or individual projects, dissertations, presentations, etc.) or you bring different cultural assumptions to your work. Students at postgraduate level can reasonably be assumed to be familiar with rules in respect of plagiarism, therefore any plagiarism occurring in the context of any postgraduate work cannot normally be deemed to constitute Level 1 plagiarism.</td>
</tr>
</tbody>
</table>
| The piece of work in question is inadmissible. You are required to rephrase and reference correctly all plagiarised elements. Other content should not be altered. The resubmitted work will be assessed and marked without penalty. | Your work* demonstrates one or more of the following:  
- Poor use and/or understanding of referencing conventions, including how to present direct quotations;  
- Poor understanding of how to acknowledge sources of direct and indirect quotations;  
- Poor paraphrasing skills;  
- Lack of recognition of the boundary between material in the public domain which does not require acknowledgement and that which does;  
- Poor understanding that borrowing the language of another author for stylistic purposes constitutes plagiarism. |
<p>| Level 1 Plagiarism is not deemed to be academic misconduct. | Generally, only small amounts of material (text, graph, computer code, images, etc.) are unacknowledged. If more substantial amounts are involved, the offence should be classified as Level 2 or 3 plagiarism. |</p>
<table>
<thead>
<tr>
<th>Level 2</th>
<th>You receive a formal written warning from the Head of School.</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>The piece of work in question is inadmissible. You are required to rephrase and reference correctly all plagiarised elements. Other content should not be altered. The resubmitted work will receive a reduced or capped mark (at the pass mark) depending on the seriousness/extent of plagiarism.</td>
</tr>
<tr>
<td></td>
<td>Level 2 Plagiarism occurs when you should have been aware of what constitutes plagiarism.</td>
</tr>
<tr>
<td></td>
<td>Your work* demonstrates one or more of the following:</td>
</tr>
<tr>
<td></td>
<td>• Failure to utilise referencing conventions, including the use of direct quotations;</td>
</tr>
<tr>
<td></td>
<td>• Failure to acknowledge public and private domain sources;</td>
</tr>
<tr>
<td></td>
<td>• Paraphrasing without appropriate recognition;</td>
</tr>
<tr>
<td></td>
<td>• Sections copied from other sources and presented as your own;</td>
</tr>
<tr>
<td></td>
<td>• Borrowing the language of another author for stylistic purposes, knowing that it is incorrect to do so.</td>
</tr>
<tr>
<td></td>
<td>Level 2 Plagiarism is considered as academic misconduct.</td>
</tr>
<tr>
<td>Level 3</td>
<td>You receive a formal written warning from the Head of School.</td>
</tr>
<tr>
<td></td>
<td>The piece of work in question is inadmissible. There is no opportunity for resubmission with corrections. The student is required to submit a new piece of work as a supplemental assessment during the next available session. Provided the work is of passing standard, the assessment mark and the module mark will be capped at the pass mark. Discretion lies with the Senior Lecturer/Dean of Undergraduate Studies and the Dean of Graduate Studies (as appropriate) in cases where there is no standard opportunity for a supplemental assessment under applicable course regulations.</td>
</tr>
<tr>
<td></td>
<td>Level 3 Plagiarism occurs when you should have been aware of what constitutes plagiarism.</td>
</tr>
<tr>
<td></td>
<td>Your work* demonstrates one or more of the following:</td>
</tr>
<tr>
<td></td>
<td>• It contains elements of another student’s work, even if they gave you permission to use their work;</td>
</tr>
<tr>
<td></td>
<td>• You have submitted, on more than one occasion for credit, a correctly cited and referenced assignment from your own research. This work may have been submitted either in whole or in part, for separate marks in a different module or in previous years;</td>
</tr>
<tr>
<td></td>
<td>• Substantial sections copied from other sources and presented as your own;</td>
</tr>
<tr>
<td></td>
<td>• It borrows, substantially, material and/or language from a source without correct acknowledgement;</td>
</tr>
<tr>
<td></td>
<td>• It makes extensive use of synonyms instead of the author’s original voice, but keeps to the same structure and meaning of the original work;</td>
</tr>
<tr>
<td></td>
<td>• It contains fabricated referencing, is without referencing or citation, or lacks, to a large degree, appropriate citation and/or referencing.</td>
</tr>
<tr>
<td></td>
<td>Level 3 Plagiarism is considered as academic misconduct.</td>
</tr>
<tr>
<td>Level 4</td>
<td>Case referred to the Junior Dean for disciplinary procedures.</td>
</tr>
<tr>
<td>--------</td>
<td>---------------------------------------------------------------</td>
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</tbody>
</table>

Level 4 plagiarism cannot normally be dealt with under summary procedures (Levels 1-3 above). For example, plagiarism in the context of postgraduate theses or dissertations will always be categorised as Level 4. The following constitute examples of Level 4 plagiarism:

- You have previously committed plagiarism and this is a repeat offence;
- 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;
- Your submitted assignment is identical to another student’s work, even if they gave you permission to use their work.

*The term 'work' refers to individual or group work*

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**College Rules regarding Plagiarism**

**Calendar Statement on Plagiarism for Undergraduates - Part II, 82-91**

82 General

It is clearly understood that all members of the academic community use and build on the work and ideas of others. It is commonly accepted also, however, that we build on the work and ideas of others in an open and explicit manner, and with due acknowledgement.

Plagiarism is the act of presenting the work or ideas of others as one’s own, without due acknowledgement.

Plagiarism can arise from deliberate actions and also through careless thinking and/or methodology. The offence lies not in the attitude or intention of the perpetrator, but in the action and in its consequences.

It is the responsibility of the author of any work to ensure that he/she does not commit plagiarism.

Plagiarism is considered to be academically fraudulent, and an offence against academic integrity that is subject to the disciplinary procedures of the University.

83 Examples of Plagiarism

Plagiarism can arise from actions such as:

(a) copying another student’s work;
(b) enlisting another person or persons to complete an assignment on the student’s behalf;
(c) procuring, whether with payment or otherwise, the work or ideas of another;
(d) quoting directly, without acknowledgement, from books, articles or other sources, either in printed, recorded or electronic format, including websites and social media;
paraphrasing, without acknowledgement, the writings of other authors.

Examples (d) and (e) in particular can arise through careless thinking and/or methodology where students:

(i) fail to distinguish between their own ideas and those of others;
(ii) fail to take proper notes during preliminary research and therefore lose track of the sources from which the notes were drawn;
(iii) fail to distinguish between information which needs no acknowledgement because it is firmly in the public domain, and information which might be widely known, but which nevertheless requires some sort of acknowledgement;
(iv) come across a distinctive methodology or idea and fail to record its source.

All the above serve only as examples and are not exhaustive.

84 Plagiarism in the context of group work

Students should normally submit work done in co-operation with other students only when it is done with the full knowledge and permission of the lecturer concerned. Without this, submitting work which is the product of collusion with other students may be considered to be plagiarism.

When work is submitted as the result of a group project, it is the responsibility of all students in the group to ensure, so far as is possible, that no work submitted by the group is plagiarised.

85 Self plagiarism

No work can normally be submitted for more than one assessment for credit. Resubmitting the same work for more than one assessment for credit is normally considered self-plagiarism.

86 Avoiding plagiarism

Students should ensure the integrity of their work by seeking advice from their lecturers, tutor or supervisor on avoiding plagiarism. All schools and departments must include, in their handbooks or other literature given to students, guidelines on the appropriate methodology for the kind of work that students will be expected to undertake. In addition, a general set of guidelines for students on avoiding plagiarism is available on http://tcd-ie.libguides.com/plagiarism.

87 If plagiarism as referred to in §82 above is suspected, in the first instance, the Director of Teaching and Learning (Undergraduate), or their designate, will write to the student, and the student’s tutor advising them of the concerns raised. The student and tutor (as an alternative to the tutor, students may nominate a representative from the Students’ Union) will be invited to attend an informal meeting with the Director of Teaching and Learning (Undergraduate), or their designate, and the lecturer concerned, in order to put their suspicions to the student and give the student the opportunity to respond. The student will be requested to respond in writing stating his/her agreement to attend such a meeting and confirming on which of the suggested dates and times it will be possible for them to attend. If the student does not in this manner agree to attend such a meeting, the Director of Teaching and Learning (Undergraduate), or designate, may refer the case directly to the Junior Dean, who will interview the student and may implement the procedures as referred to under conduct and college regulations §2.

88 If the offence can be dealt with under the summary procedure, the Director of Teaching and Learning (Undergraduate), or designate, forms the view that plagiarism has taken place, he/she must decide if the offence can be dealt with under the summary procedure set out below. In order for this summary procedure to be followed, all parties attending the informal meeting as noted in §87 above must state their agreement in writing to the Director of Teaching and Learning (Undergraduate), or designate. If the facts of the case are in dispute, or if the Director of Teaching and Learning (Undergraduate), or designate, feels that the penalties provided for under the summary procedure below are inappropriate given the circumstances of the case, he/she will refer the case directly to the Junior Dean, who will interview the student and may implement the procedures as referred to under conduct and college regulations §2.

89 If the offence can be dealt with under the summary procedure, the Director of Teaching and Learning (Undergraduate), or designate, will recommend one of the following penalties:
(a) Level 1: Student receives an informal verbal warning. The piece of work in question is inadmissible. The student is required to rephrase and correctly reference all plagiarised elements. Other content should not be altered. The resubmitted work will be assessed and marked without penalty;

(b) Level 2: Student receives a formal written warning. The piece of work in question is inadmissible. The student is required to rephrase and correctly reference all plagiarised elements. Other content should not be altered. The resubmitted work will receive a reduced or capped mark depending on the seriousness/extent of plagiarism;

(c) Level 3: Student receives a formal written warning. The piece of work in question is inadmissible. There is no opportunity for resubmission.

90 Provided that the appropriate procedure has been followed and all parties in §87 above are in agreement with the proposed penalty, the Director of Teaching and Learning (Undergraduate) should in the case of a Level 1 offence, inform the course director and where appropriate the course office. In the case of a Level 2 or Level 3 offence, the Senior Lecturer must be notified and requested to approve the recommended penalty. The Senior Lecturer will inform the Junior Dean accordingly. The Junior Dean may nevertheless implement the procedures as referred to under conduct and college regulations §2.

91 If the case cannot normally be dealt with under the summary procedures, it is deemed to be a Level 4 offence and will be referred directly to the Junior Dean. Nothing provided for under the summary procedure diminishes or prejudices the disciplinary powers of the Junior Dean under the 2010 Consolidated Statutes.

For details of the levels of plagiarism and their consequences, please see http://tcd-ie.libguides.com/plagiarism/levels-and-consequences

NOTE: Students are advised that they may be required to submit essays and other written assignments which are part of the coursework through Turnitin.
11. The European Credit Transfer System (ECTS)

The European Credit Transfer and Accumulation System (ECTS) is an academic credit system based on the estimated student workload required to achieve the objectives of a module or programme of study. It is designed to enable academic recognition for periods of study, to facilitate student mobility and credit accumulation and transfer. The ECTS is the recommended credit system for higher education in Ireland and across the European Higher Education Area.

The ECTS weighting for a module is a measure of the student input or workload required for that module, based on factors such as the number of contact hours, the number and length of written or verbally presented assessment exercises, class preparation and private study time, laboratory classes, examinations, clinical attendance, professional training placements, and so on as appropriate. There is no intrinsic relationship between the credit volume of a module and its level of difficulty.

The European norm for full-time study over one academic year is 60 credits.

One ECTS credit represents 20-25 hours estimated student input, so a 10-credit module will be designed to require 200-250 hours of student input including class contact time, assessments and exams, and personal study.

You are studying for 60 credits this year; this is a total number of between 1200 and 1500 student-input hours. Assuming you study for 32 weeks (22 weeks of lectures, 2 reading weeks, 1 week of study over the Christmas period, 3 weeks of exam revision, 4 weeks of exams,), and that the exams themselves will represent approximately 18 hours of student-input, you should be studying (in the broad sense) for 37 to 46 hours per week in total (so between 6 and 7.5 hours per week, per subject). This is what College thinks it takes to be successful! Keep this in mind when organising a part-time job or your social life!

If you do much less or much more, go and get advice from either your College tutor or Student Learning Development: (http://www.tcd.ie/Student_Counselling/student-learning/ )

ECTS credits are awarded to a student only upon successful completion of the course year. Progression from one year to the next is determined by the course regulations. Students who fail a year of their course will not obtain credit for that year even if they have passed certain component courses. Exceptions to this rule are one-year and part-year visiting students, who are awarded credit for individual modules successfully completed.
12. Useful Advice on Language Learning

Language Learning Strategies

The "Good Language Learner"

According to research by Rubin (1975), the Good Language Learner:

1. is a willing and accurate guesser
2. has a strong drive to communicate
3. is often not inhibited
4. is prepared to attend to form
5. practises
6. monitors his own speech and the speech of others, and
7. attends to meaning.

So what does this mean? Although this research is a bit dated and culture specific, we can still learn a few lessons from it.

Language Learning Strategies

Another researcher (Naiman et al. 1978) identified five major strategies for language learning:

1. active task approach (Good Language Learners actively involve themselves in the language learning task)
2. realisation of language as a system (Good Language Learners develop or exploit an awareness of language as a system)
3. realisation of language as a means of communication and interaction
4. management of affective demands (Good Language Learners realise initially or with time that they must cope with the affective demands made upon them by language learning and succeed in doing so)
5. monitoring of performance in the target language.

The most frequently used techniques (Naiman et al., 1978) by Good Language Learners were:

1. having contact with native speakers
2. listening to radio, T.V., records, movies, commercials etc.
3. reading anything: magazines, newspapers, professional articles, comics, etc.
4. repeating aloud after teacher and / or native speaker
5. making up bilingual vocabulary charts and memorising them

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1 Source: [http://www.lingualearn.co.uk/learners/advice.htm](http://www.lingualearn.co.uk/learners/advice.htm)

6. following the rules as given in grammar books or text books
7. having pen-pals.

**Study Skills**

If you are going to learn a foreign language, you might need to brush up your general study skills first. This means you should attend to issues such as:

- managing your time effectively
- making good notes
- planning out your studies
- collecting together the resources you need
- making sure you have a suitable place to study
- brushing up your IT skills
- trying a few memory exercises
- developing your own confidence-building techniques.

Useful information and advice regarding these study skills is available at [http://www.tcd.ie/Student_Counselling/student-learning/](http://www.tcd.ie/Student_Counselling/student-learning/)

There is plenty of language learning materials available on line. Some are excellent, others much less so.

[http://www.lepointdufle.net/](http://www.lepointdufle.net/) is a good place to start.

The Canadian site [https://www.ccdmd.qc.ca/fr/](https://www.ccdmd.qc.ca/fr/) is also very rich and offers plenty of interactive exercises. Please note that some of these are quite difficult (so don’t get upset if you are not getting it right) and remember that Canadian French can be different from French from France, especially when it comes to vocabulary.

On-line spelling and grammar-checkers can also be useful. None are perfect: they don’t detect all mistakes and sometimes say it’s wrong when it’s not. You can try [http://www.larousse.fr/correcteur](http://www.larousse.fr/correcteur) and [https://bonpatron.com/en/](https://bonpatron.com/en/).

13. Student Supports

Remember that there are people here whose job is to help and support you!

- Talk to the course coordinator and/or to your French lecturer or tutor.
- Don’t forget your College Tutor. Check your record on My.tcd.ie to find out who’s your tutor.
- If you need advice on Study Skills, why not check what’s on offer at http://www.tcd.ie/Student_Counselling/student-learning/

Other services include

- Student Counselling Service (There’s plenty of help available on-line too!) http://www.tcd.ie/Student_Counselling/
- Disability Service http://www.tcd.ie/disability/ . Do register with Disability if you have any specific learning difficulties or any other type of disability that may affect your studies. Once you are registered, do talk to the module coordinator about your specific needs for accommodations.
- College Health Centre http://www.tcd.ie/College_Health/
- Careers Advisory Service (They can also help with summer work experience/internships!) http://www.tcd.ie/Careers/students/
- Chaplains http://www.tcd.ie/Chaplaincy/ No waiting list and free lunch on Tuesdays in House 27!