Table of contents

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A Note on this Handbook</td>
<td>1</td>
</tr>
<tr>
<td>2. Introduction</td>
<td>2</td>
</tr>
<tr>
<td>3. Key Dates</td>
<td>3</td>
</tr>
<tr>
<td>4. Staff Contacts</td>
<td>4</td>
</tr>
<tr>
<td>5. General Information</td>
<td>5</td>
</tr>
<tr>
<td>6. Description of Module FRU2251Y including assessment pattern</td>
<td>7</td>
</tr>
<tr>
<td>7. Grading Criteria</td>
<td>15</td>
</tr>
<tr>
<td>8. Plagiarism</td>
<td>25</td>
</tr>
<tr>
<td>9. The European Credit Transfer System (ECTS)</td>
<td>31</td>
</tr>
<tr>
<td>10. General Programme Regulations</td>
<td>32</td>
</tr>
<tr>
<td>11. Useful Guidelines and study skills advice</td>
<td>33</td>
</tr>
<tr>
<td>12. Student Supports</td>
<td>38</td>
</tr>
</tbody>
</table>

In the event of any conflict or inconsistency between the General Regulations published in the University Calendar and information contained in this module handbook, the provisions of the General Regulations in the Calendar will prevail.
1. A Note on this Handbook

This handbook applies to all SF students of Business Studies and French and to the Business Studies, Bess, Social Studies and Soc.Soc.Pol students who chose French as an option. All SF BSF students must also take the French module FRU2250Y as part of their course.

See your General programme regulations for French, optional modules for Bess, Soc.Soc.Pol, etc.

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 announcements on Blackboard. 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.

FRU2251Y, BESS French Language and Civilisation 2 is open to students studying Business and French (compulsory module) and, as an option, to students in BESS, Business Studies, Sociology and Social Policy or Social Studies.

FRU2251Y is part of what we often describe as the BESS French programme and has been specifically designed for students taking the above courses and those taking BSF.

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 oral and written French and develop your language learning skills so that you can become independent learners.

As in the JF course (FRU11511, FRU11512 & FRU11501, FRU11502), 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 coordinator, at fsgnomi@tcd.ie

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

You can access the Academic Year structure here:
https://www.tcd.ie/calendar/academic-year-structure/academic-year-structure.pdf

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teaching Week 1</strong></td>
<td>FRU2251Y First Lecture</td>
<td>Room 2041A Arts Building</td>
</tr>
<tr>
<td>Monday 12th September,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:00 pm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday 15th September</td>
<td>FRU2251Y Lecture 2</td>
<td>Room 3074 Arts Building</td>
</tr>
<tr>
<td>11:00 am</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Week starting 19th</strong></td>
<td>FRU2251Y Tutorials start</td>
<td>Check your personal timetable on my.tcd.ie</td>
</tr>
<tr>
<td>September <strong>(Teaching Week 2)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Study Week</strong></td>
<td>Study Week (Revisions, not holidays!)</td>
<td>No lectures, no tutorials</td>
</tr>
<tr>
<td><strong>Monday 28th November</strong></td>
<td>MT MCQ TEST vocabulary and grammar</td>
<td>Online in Blackboard (during the usual lecture time)</td>
</tr>
<tr>
<td>@ 2:00 pm</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Monday 23rd January</strong></td>
<td>MT ESSAY TO BE UPLOADED &amp; HANDED IN</td>
<td>Turnitin in Blackboard (+ Hard Copy to the French dpt Office)</td>
</tr>
<tr>
<td>2022 by 12.30</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Week starting 23rd</strong></td>
<td>Hilary Term starts</td>
<td>FRU2251Y Lectures and tutorials restart. Check your online timetable for any changes</td>
</tr>
<tr>
<td>January <strong>Hilary Term</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Monday 3rd April</strong></td>
<td>HT MCQ TEST vocabulary and grammar</td>
<td>During the normal lecture time (same venue)</td>
</tr>
<tr>
<td>@ 2 pm</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Monday 10th April</strong></td>
<td>Aural Exam (Video in French + MCQ)</td>
<td>During the normal lecture time (same venue)</td>
</tr>
<tr>
<td>@ 2 pm</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Week starting 17th</strong></td>
<td>Oral exams Revision Week</td>
<td>Timetable will be posted on notice board or online. <strong>Make sure you are available during the whole week</strong></td>
</tr>
<tr>
<td>April</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Between</strong></td>
<td>Written exams</td>
<td>Check your exam timetable in my.tcd.ie</td>
</tr>
<tr>
<td><strong>2nd May and 5th May</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mid to late August</strong></td>
<td>Repeat exams (written and oral only)~</td>
<td>Check your exam timetable on my.tcd.ie. The oral exam will normally take place on the same day as written paper. Check the noticeboard near 4089/ your email.</td>
</tr>
<tr>
<td>2023</td>
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</tr>
</tbody>
</table>
If you are planning to go abroad in 3rd year, you are advised that having to sit supplemental examinations may delay your arrival abroad, which will make it more difficult for you to adjust and integrate in your host institution.

4. Staff Contacts

<table>
<thead>
<tr>
<th>Staff contacts</th>
<th>Room (Arts Building, French department)</th>
<th>Email address</th>
<th>Telephone number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Florence Signorini</td>
<td>4103</td>
<td><a href="mailto:fsgnorni@tcd.ie">fsgnorni@tcd.ie</a></td>
<td>01 896 2313</td>
</tr>
<tr>
<td>Paule Salerno-O’Shea</td>
<td>4113</td>
<td><a href="mailto:psalemo@tcd.ie">psalemo@tcd.ie</a></td>
<td>01 896 1472</td>
</tr>
<tr>
<td>Zoé de Vries</td>
<td>4101</td>
<td><a href="mailto:zoe.devries.2106@gmail.com">zoe.devries.2106@gmail.com</a></td>
<td>Note: TAs’ new tcd email addresses will be posted in BB when available</td>
</tr>
<tr>
<td>Cyan Duluc</td>
<td>4101</td>
<td><a href="mailto:cyan.duluc@ens-paris-saclay.fr">cyan.duluc@ens-paris-saclay.fr</a></td>
<td></td>
</tr>
</tbody>
</table>

Lecturers office hours will be posted on the door of the relevant office or you can make a face-to-face or an online appointment via email.
5. General Information

The **BESS/BSF French notice board** is located opposite room 4089 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.

- **Audio Language laboratory**
  For self-access use: Room 4074.

- **Video/satellite TV**
  Self-access use only: Room 4074.

- **Computers/DVD playback**
  Self-access use: Room 4074.
  Self-access and occasional class use: Room 4073.

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 do listening comprehension work.
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

Other students may have the option of spending either one semester or their full third year abroad provided their course has provisions for this.

For BESS, see https://www.tcd.ie/ssp/undergraduate/study-abroad/Contact/

For Soc Soc Pol https://www.tcd.ie/swsp/undergraduate/sociology-socialpolicy/contact/
You should also consult the following website:
http://www.tcd.ie/ssp/undergraduate/study-abroad/

For Global Business, see https://www.tcd.ie/business/undergraduate/study-abroad/outgoing.php

Social Studies students are not permitted to take taught courses abroad. They must undertake this in Trinity in order to be able to register with CORU the registering body for Social Workers in Ireland. They may undertake professional practice placements abroad. Contact your school for more information.

If you are planning to go abroad in 3rd year, you are advised that having to sit supplemental examinations may delay your arrival abroad, which will make it more difficult for you to adjust and integrate in your host institution.
6. Description of Module FRU2251Y

BESS FRENCH LANGUAGE & CIVILISATION 2 (POLITICS AND BUSINESS)

10 ECTS credits (250 student input hours)

This is a year-long module, delivered during both Michaelmas and Hilary terms.
FRU2251Y is open to students who have taken modules FRU11511 & FRU11512 in 2021-22
FRU2251Y is compulsory for BSF students.

Course overview

The course will introduce students to the French political institutions and political life (Michaelmas Term) and to the world of business in France (Hilary Term) so that they are aware of the specificity of France in these areas. The program has also been designed to help students identify and develop the language learning skills they will need to study in France and then be able to use on their own.

Michaelmas Term (first semester)
French political institutions and political life
Please note that some weekly topics may be subject to change.

Week 1: Principles and values of the French Republic
Week 2: Origins of the Fifth Republic
Week 3: The President, the Prime minister and the Government
Week 4: The Parliament
Week 5: The Electoral System
Week 6: A new political landscape 1
Week 7: Study Week (no lectures, no tutorials)
Week 8: A new political landscape 2
Week 9: Trade Unions
Week 10: Current Issues and Debates 1
Week 11: Current Issues and Debates 2
Week 12: Revisions and MCQ test

Please note that weekly topics may be subject to change.

There are 2 lectures per week during MT:
Mondays @ 3 pm & Thursdays @ 11am

Up-dated 12 September 2022
Hilary Term (second semester)
Business in France

The following themes will be studied:

Theme 1: Consumer: definition and protection
Theme 2: Product: Patents and Brands
Theme 3: Competition: Legal framework
Theme 4: Marketing
Theme 5: Employees and employer: contracts and power
Theme 6: Employees: individual protection
Theme 7: Companies: legal status and consequences
Theme 8: Conflicts in the workplace

Please note that some weekly topics may be subject to change.

There is one lecture a week during HT (Mondays @ 3 pm).
In addition, there will be 1 to 3 sessions in one of the Computer lab (Check your time-table on Blackboard), in the second half of the semester, after study week) under the theme ‘looking for a summer job/work placement’. Some letter-writing will also be included during these sessions. This may be subject to change, please check your timetable in HT.

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

- relate events and facts from French current affairs to the wider French political and business framework;
- understand lectures in French on these topics and take notes;
- read, identify and understand the structure and main points of French articles from specialised online newspapers on the above topics;
- read the same materials to locate and retrieve specific information;
- understand a French native speaker presenting and discussing information on these topics;
- discuss these topics with a French native speaker;
• make short and structured oral presentations on aspects of French political life and institutions and business life in France;
• use authentic sources and course materials to develop their vocabulary and other language competence;
• describe, compare and contrast the situation in France and Ireland in the context of a discussion with French native speakers;
• Write texts in French such as business letters and short essays, in the appropriate register and in grammatically correct French.

Teaching Information:

The module is delivered through a number of structured components. You are advised to follow the study plan outlined below, as each component builds on the skills, knowledge and vocabulary learnt in the previous component.

Every week you are expected to do the following:

1. **Attend the Monday lecture.**
   Your first lecture of the week takes place at 3 pm on Mondays; lecture notes will be posted in the folder titled “Notes de cours”, unless specified otherwise in an announcement. The lectures are delivered in French and will include some grammar and vocabulary components as well as presentations on essay writing skills in the French style. (Lecture: 1 hour/week in MT; reviewing and updating notes: 1 hour/week)

2. **Complete a web-based listening comprehension** activity. Worksheets will be available on MyModule/Blackboard. Please ensure you bring your completed worksheet to your tutorial every week so you can check your answers and ask questions to your tutor. (1 hour/week)

3. **Attend the second lecture/session on Thursday**
   MT teaching weeks 1 to 12
   HT teaching weeks 9 to 12: a Computer-lab based session (TBC)
   (Attendance: 1 hour/week; reviewing and updating notes: 1 hour/week)

4. **A reading comprehension or writing task ‘Travail personnel’** to be completed before your tutorial, available from MyModule/BlackBoard. If
you can, print the document, do the various tasks and have your completed worksheet at hand when you attend your tutorial class every week, so you can ask your tutor for clarification. (1 hour/week)

5. Attend your weekly tutorial, starting in week 4 (Teaching week 2) of Michaelmas term and Teaching week 1 of Hilary term. The relevant hand-outs will be distributed during the tutorials. The tutorials aim to give you the opportunity to apply and practise what you have learnt during the week with your fellow students, under the guidance of a French native speaker. Tutorials are conducted in French to maximise your exposure to the language. You will only progress if you actively use the language. (1 hour/week)

**Tutorial attendance** is compulsory and will represent 5% of the end-of-year mark for FRU2251Y.

6. Personal work: review your notes, organise and learn new vocabulary, learn the grammar/language points, check the answers for the listening, reading and writing activities, do some additional reading, listening and writing, practice French conversation with a friend. Additional resources may be made available. (1 hour and a half per week, at least).

**Total: 8 and a half hours per week.**

If this sounds a lot, remember that a 10 ECTS credit course is defined as requiring between 220 and 250 hours/year, including attendance, personal study and reading, assessments and exams, etc. You are studying for 60 credits this year; this is a total number of between 1320 and 1500 student-input hours. Assuming you study for 30 weeks (22 weeks of lectures, 2 reading weeks, 5 weeks of exams and revisions and 1 week over the Christmas period), and that the exams themselves will represent approximately 18 hours of student input, you should be studying (in the broad sense) for 39 to 50 hours per week in total (so between 6.5 and 8.5 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!

**Module timetable**
See your online timetable at my.tcd.ie and keep an eye on the BESS/BSF French notice board near room 4089 on level 4 of the Arts Building. Check your email and announcements on Blackboard.

**Teaching methods**
The course combines lectures, listening and reading comprehension activities, writing tasks, guided private study, tutorials and personal work. All lectures and tutorials are conducted in French. Each week’s teaching is centred on a specific topic.

**Key texts**
A one-volume, bilingual dictionary, such as Robert-Collins or Oxford-Hachette or online equivalent (for example, [http://www.larousse.fr/dictionnaires/francais-anglais](http://www.larousse.fr/dictionnaires/francais-anglais) or [https://premium.oxforddictionaries.com/french/](https://premium.oxforddictionaries.com/french/) (available via the TCD Library website). Pocket dictionaries are not sufficient.

Lecture notes and other course materials (listening comprehension and travail personnel) will be posted in MyModule/Blackboard. Materials for the tutorials are handed in during the tutorial class or posted in Blackboard at the time of your tutorial.

**Assessment methods**

**Continuous assessment (for the annual exam session only):**

There are 3 Continuous Assessment components for this module:
- 2 MCQ tests
- MT Essay (Politics)
- Attendance mark

**MCQ continuous assessment tests** (10% of overall FRU2251Y mark each) will take place
- online in Blackboard during Teaching week 12 of MT
- in class at the time of the lecture in week 11 of 12 of HT.

Failure to take an MCQ will result in a mark of 0/100 unless a medical certificate is presented to the French Department Office (French@tcd.ie)

Students are expected to be available during term time.

The MCQs comprise vocabulary and grammar questions.
Sample MCQ questions (MT):

1. En France, pour les élections municipales, on utilise le scrutin ..............
   A - plurinominal  B – majoritaire  C – uninominal  D - proportionnel

2. Le conseil municipal siège au niveau ..............
   A - du canton  B - du département  C - de la commune  D - de la région

3. Le chômage a baissé ................. l’action du gouvernement.
   A - à cause de  B - avec  C - donc  D - grâce à

4. Le Président a décidé de soutenir les PME ...... les aider à faire face à la crise.
   A - pour  B - parce que  C - afin que  D - en raison de

Essay

You are required to submit one essay (15% of overall FRU2251Y mark) to be handed in to the course coordinator’s office (room 4103) by 12.30 on the Monday of week 22 (teaching week 1 of HT), time to be confirmed during MT. You must also upload the essay through Turnitin in Blackboard.

Essay Extensions and late submission penalties:

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 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. Cases submitted after two weeks will not be marked unless an extension, supported by medical and/or other evidence, has been granted.
Attendance at tutorials is compulsory Attendance Marks are allocated on a sliding scale, thus:
- Attendance at 19 tutorials or more out of 22: 5 points
- Attendance at 17 or 18 tutorials: 4 points
- Attendance at 15 or 16 tutorials: 3 points
- Attendance at 13 or 14 tutorials: 2 points
- Attendance at 12 or less tutorials: 0 point (5% of overall FRU2251Y mark).

An absence can only be excused if a medical certificate is presented to the BESS French Office in room 4089.

You are strongly advised to attend in order to keep up to date with the course. This also gives you an opportunity to ask your tutor to explain/clarify some points and to check your comprehension.

The MCQ and essay and attendance marks are included in the calculation of the overall mark for the summer examination.

Examinations

Annual examinations:
- 3-hour written paper (reading comprehension & writing skills), 25% of final mark. See https://www.tcd.ie/academicregistry/exams/past-papers/annual/ for past papers. A sample paper will be posted on Blackboard.
- An oral examination during HT Revision Week/Trinity Week 25% of final mark.
- One aural test (MCQ) at the end of Hilary term, during teaching week 11/12, depending on room availability and bank holidays, 10% of final mark.

Overview of the Summer/Annual Examination breakdown of marks

<table>
<thead>
<tr>
<th>Examination Item</th>
<th>Duration</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written exam paper</td>
<td>3 h</td>
<td>25 %</td>
</tr>
<tr>
<td>Oral examination (Revision Week)</td>
<td>10 min + 10 min</td>
<td>25 %</td>
</tr>
<tr>
<td>Listening Comprehension MCQ</td>
<td>50 min</td>
<td>10 %</td>
</tr>
<tr>
<td>Tutorial attendance</td>
<td></td>
<td>5%</td>
</tr>
<tr>
<td>MCQ MT</td>
<td></td>
<td>10 %</td>
</tr>
<tr>
<td>MCQ HT</td>
<td></td>
<td>10%</td>
</tr>
<tr>
<td>Essay MT</td>
<td></td>
<td>15%</td>
</tr>
</tbody>
</table>
Students must satisfy the examiners with respect to both the oral assessment and written examinations.

You will be permitted to take the Supplemental examinations in late August/early September 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 and contact your College Tutor if you have any queries.

Supplemental examinations:

- 3-hour written paper (reading comprehension) 50 % of final mark.
- An oral examination, 50% of final mark.

The results of the supplemental examinations are based only on the components above. Neither the MCQ nor the essay or attendance marks are included.

Students must satisfy the examiners with respect to both the oral and aural assessments and written examinations. Students must be available during the whole supplemental examination period.

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 U</td>
<td>Upper Second</td>
<td>60-69%</td>
</tr>
<tr>
<td>2.2 L</td>
<td>Lower Second</td>
<td>50-59%</td>
</tr>
<tr>
<td>3 Third</td>
<td>Adequate</td>
<td>40-49%</td>
</tr>
<tr>
<td>F1 F</td>
<td>Fail 1</td>
<td>30-39%</td>
</tr>
<tr>
<td>F2 F</td>
<td>Fail 2</td>
<td>0-29%</td>
</tr>
</tbody>
</table>

7. 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 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.
Written and aural comprehension papers

In FRU2251Y, whereas in written comprehension papers both content and productive language competence are assessed, aural comprehension is judged predominantly on content, according to the requirements of the different questions:

- For multiple choice questions, gap filling and re-ordering exercises, content only tested;
- For summary of points of content in English, correctness and completeness as well as cohesion are assessed.

The ‘language’ specifications which follow apply only to questions where French productive competence is required. Where answers in English are required, clear, correct English and coherent structure are prerequisites for a II.2 mark or higher.

I (70+)

Language –

- Near-native competence in conveying communicative intention fully;
- Very high degree of fluency in appropriate style and register;
- (Near-)perfect grammatical precision.
- Within scope of exercise, ability to employ complex language and varied structures and a wide range of appropriate lexis and idiom;
- Highly successful balance between independent formulation and accurate content.

Content

- Precise understanding and well-focused answer to question;
- Consistently renders factual content with almost flawless accuracy.
- Shows high degree of awareness of sophisticated rhetorical strategies.
- Thorough and subtle comprehension of implied points with a high degree of accuracy.

II.1

Language –

- High degree of fluency in appropriate style and register;
- High degree of grammatical accuracy, ability to convey communicative intention clearly, with minor errors only;
• Within scope of exercise, ability to command and vary language structures, appropriate lexis and idiom, with minor errors only.
• Some attempt at balance between independent formulation and accurate content.

Content
• Good understanding and clear answer to question;
• Consistently renders factual content with high degree of accuracy, avoiding major misunderstanding of the original;
• Shows some awareness of sophisticated rhetorical strategies.
• Accurate comprehension of implied points.

II.2
Language –
• Fluent, at an acceptable level of complexity in appropriate style and register;
• Satisfactory communicative ability, but with a number of major grammatical and lexical errors, which do not impair communication significantly;
• Within scope of exercise, largely successful attempt to employ appropriate language structures, with predictable range of lexis and idiom;
• Some attempt at own formulation, but over-reliance on text of the original.

Content
• Adequate understanding and solid answer to question;
• Renders factual content accurately with a fair degree of consistency, but with some major lapses of understanding;
• Shows some basic awareness of rhetorical strategies or implied points.

III
Language –
• Intelligible, though not always accurate or at an appropriate level of complexity in style and register;
• Basic communicative ability, but with many major grammatical and lexical errors, which impair communication in places;
• Within scope of exercise, unsuccessful or no attempt to employ appropriate language structures, with very basic range of lexis and idiom;
• No attempt at reformulation, imbalance between own simple phrasing and almost verbatim quotation from the original.
Content
- Basic, sometimes inadequate understanding and unfocused answer to question;
- Factual accuracy either defective or only in the simplest form, significant confusion and problems of understanding;
- Shows no awareness of rhetorical strategies or implied points.

F1
Language –
- Predominantly inaccurate usage, at an inappropriate level of style and register;
- Lacks basic communicative ability, high incidence of basic grammatical and lexical errors, which frequently impair communication;
- Within scope of exercise, inability to employ appropriate language structures; serious errors even within very limited range of lexis and idiom;
- No attempt at reformulation of quotation from the original; inaccurate quotation.

Content
- Inadequate understanding and failure to answer question;
- Completely inaccurate or confused reproduction of facts, little grasp of content;
- Poor grasp of lexis and structures leads to major failure in comprehension;
- Shows no awareness of rhetorical strategies or implied points.

F2
Work in the F2 range will reveal some or all of the weaknesses noted under F1, but to a greater, perhaps extreme, extent. Almost complete failure to comprehend original; grammatical and lexical deficiencies entirely impede intelligibility.

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

Oral Examinations

The following elements are taken into account when assessing a student’s performance:

Task performance (30%), pronunciation/intonation (10%), fluency (10%), accuracy (10%), risk-taking (20%), overall impression (20%).
• 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:

- 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

8. 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 2017-18 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>Level 1</th>
<th>Range of Penalties</th>
<th>Characteristics of Offence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>You receive an informal verbal warning from the Director of Undergraduate Teaching and Learning/Postgraduate Teaching and Learning.</td>
<td>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. |
| 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. |
### Level 2

You receive a formal written warning from the Head of School.

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.

Level 2 Plagiarism is considered as academic misconduct.

Your work* demonstrates one or more of the following:

- Failure to utilise referencing conventions, including the use of direct quotations;
- Failure to acknowledge public and private domain sources;
- Paraphrasing without appropriate recognition;
- Sections copied from other sources and presented as your own;
- Borrowing the language of another author for stylistic purposes, knowing that it is incorrect to do so.

### Level 3

You receive a formal written warning from the Head of School.

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.

Level 3 Plagiarism is considered as academic misconduct.

Your work* demonstrates one or more of the following:

- It contains elements of another student’s work, even if they gave you permission to use their work;
- 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;
- Substantial sections copied from other sources and presented as your own;
- It borrows, substantially, material and/or language from a source without correct acknowledgement;
- 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;
- It contains fabricated referencing, is without referencing or citation, or lacks, to a large degree, appropriate citation and/or referencing.
### Level 4

Case referred to the Junior Dean for disciplinary procedures.

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;

(e) 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 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 essays and other written assignments which are part of the coursework will be submitted through Turnitin.
9. 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.
10. General Programme Regulations

For information on the Regulations (including examination conventions) for your course, please consult the relevant handbook, available as follows:

BESS: https://www.tcd.ie/ssp/undergraduate/bess/current/handbook/index.php
BSF: https://www.tcd.ie/business/local/index.php
SOCIAL STUDIES: http://www.tcd.ie/swsp/undergraduate/social-studies/structure-content.php
GLOBAL BUSINESS: https://www.tcd.ie/business/undergraduate/global-business/structure.php
LAW AND BUSINESS: https://www.tcd.ie/law/programmes/undergraduate/law-business

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

Courts of First Appeal and 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.
11. Useful Guidelines

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

1 Source: 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/)

**Listening Comprehension Guidelines**

**Objectives**

To develop your understanding of spoken French, in particular when dealing with themes relating to issues and themes in contemporary French society or the French economy.

To allow you to listen to different voices, in different situations, using different media.

To familiarise you with the rhythm, intonation and pronunciation of spoken French.

**Organisation**

The weekly Listening Comprehension task is compulsory and starts in the first teaching week of Michaelmas term. You are required to work on your own, using the facilities described on page 5.

The worksheets contain all the information and instructions you require to complete the tasks.

Please remember to bring your completed listening comprehension worksheet to your tutorial, as some of the tasks will be corrected in class during the tutorial or/and some of the tutorial activities may be based on your listening comprehension work.

If you found the listening comprehension tasks difficult, or if you got things wrong, we suggest that you have another go, using the correct answers to guide you.

The tasks and activities are designed to help you to understand the documents and to improve your listening comprehension. They are not tests (but you will be tested at the end of the year).
Listening comprehension can only improve with regular practice.

**Evaluation**

The end of year evaluation of your listening comprehension will be done through 1 test counting for 20% of the overall mark for the module. This test is a note-taking test based on a short lecture. Obviously, your ability to understand will also be tested during your oral examination.

**Advice**

1. Don’t try to understand every single word of a document, unless the tasks require you to do so. More often than not, it’s not what the task requires you to do and it is not necessary. Just do the tasks as required.

2. Some activities require you to understand the document as a whole. Others will focus on specific points or extracts, yet others on vocabulary, grammar, etc. Remember to adjust your listening strategy to the task in hand.

3. Very often, the task will start with warm-up activities, prior to the actual listening. Don’t skip them: they are important as they help you by focusing your mind on the topic before you start listening. Research shows that it helps to mobilise the part of your brain where you store your lexical knowledge.

4. Don’t expect to be able to do the task after listening just once. Listen again and again: 2, 3, 4 or even 5 times! Practice and repetition are crucial in language learning. By listening several times to the same extract, you will notice things that you did not the first time round.

5. Remember to reuse what you’ve learned during the listening comprehension tasks: reuse the words and expressions you have encountered in different contexts: during tutorials, when doing reading comprehension tasks, etc.

6. If you have any difficulties, talk to your French tutor: don’t hesitate, other students are very likely having the same difficulties.

7. If you have some spare time, try to watch French TV or DVDs (self-access TVs in CLCS, on-line videos, etc). You can also borrow DVDs to watch in College from room 4091. Just ask!

Web sites of the main French TV channels:
http://videos.tf1.fr/
https://www.france.tv/france-2/
https://www.france.tv/france-3/
https://www.france.tv/france-5/
http://www.francetvinfo.fr

YouTube (https://www.youtube.com) and Dailymotion France (http://www.dailymotion.com/fr) are also useful sources of French-language videos.

**BON COURAGE ET BONNE ÉCOUTE !**

**Lecture guidelines**

The lectures are delivered in French. You may find this daunting but you will be helped and guided along the way.

By the time you attend the lecture, you will have learnt some specialised vocabulary linked to the theme for the week, you will have listened to authentic documents on a related topic and you may also have done some reading comprehension activities, so you will have some familiarity with the content.

The lecture is the opportunity to learn about a specific aspect of contemporary France, to improve your listening comprehension and to develop note-taking skills.

You are not required to write down everything the lecturer says! Jot down new ideas and important points if they are not included in the slide.

We are expecting you to gain a good understanding of the situation in contemporary France and of the main trends and evolutions. You are not required to remember detailed statistics or facts. They are given to you as examples and illustrations.

The written exam for FR1040 will test your ability to understand texts on topics covered during the course. To make sense of these texts (and of the Listening Comprehension materials), you need to master the main points of the lectures, the trends and evolutions.

The oral exam will require you to discuss topics linked to the lecture content.

Remember that if you do not attend the lectures, you can only catch up on the content covered in the notes sent by e-mail by the lecturers (lecturers always say more than is written down on a PowerPoint presentation!) and that you will miss the exposure to native speakers delivering lectures in French. You might regret it when it comes to the listening comprehension tests, the oral exam or when you sit in a lecture theatre in France during your Socrates exchange.
Tutorial guidelines

The tutorials aim to give you the opportunity to apply and use what you have learnt during the week, and practice it with your fellow students under the guidance of a French native speaker.

The tutorials are conducted in French and you will be asked to participate in a range of activities, such as pair or group work or presentations. We are trying to maximise the opportunity to speak for each student.

It is important to 'play the game', to participate and to avoid using English. It does not matter if you make mistakes. Everybody in the class is here to learn. The best way to learn a language is to use it, to try things out. So, keep talking to each other in French and don't worry if you think you sound silly!
12. 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 tutor.

- Don’t forget your College Tutor. Check your record on my.tcd.ie for name and contact details. [https://www.tcd.ie/seniortutor/](https://www.tcd.ie/seniortutor/)

- If you need advice on Study Skills, why not check what’s on offer at [http://www.tcd.ie/Student_Counselling/student-learning/](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/](http://www.tcd.ie/Student_Counselling/)

- Disability Service [http://www.tcd.ie/disability/](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/](http://www.tcd.ie/College_Health/)

- Careers Advisory Service (They can also help with summer work experience!) [http://www.tcd.ie/Careers/students/](http://www.tcd.ie/Careers/students/)

- Chaplains [http://www.tcd.ie/Chaplaincy/](http://www.tcd.ie/Chaplaincy/) No waiting list and free lunch on Tuesdays!