BUSINESS STUDIES AND FRENCH

SENIOR SOPH. HANDBOOK
2022-2023

FRU44511 NOTE TAKING, REPORT WRITING & PRESENTATION SKILLS MT 5 ECTS
FRU44501 FRENCH BUSINESS COMMUNICATION (WRITTEN) MT 5 ECTS
FRU44502 FRENCH BUSINESS COMMUNICATION (WRITTEN) HT 5 ECTS
FRU44512 FRENCH BUSINESS COMMUNICATION (ORAL) HT 5 ECTS
FRU44CSY Case Study (BSL) MT and HT 10 ECTS (see case study guidelines on BB)

All modules are compulsory for SS BSF

Coordinator for French SS BSF: Dr Paule Salerno-O’Shea psalerno@tcd.ie

Information correct at the time of writing but subject to change.
<table>
<thead>
<tr>
<th>Teaching week 1</th>
<th>Trans. French Paule</th>
<th>Bus. Env. Paule</th>
<th>Oral skills Florence</th>
<th>Note taking Florence</th>
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<tbody>
<tr>
<td>(= Academic calendar Teaching and learning week 3)</td>
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<tr>
<td>Week Starting 13 Sept 2021</td>
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<tr>
<td>Teaching week 2</td>
<td>Trans. French Paule</td>
<td>Bus. Env. Paule</td>
<td>Oral skills Florence</td>
<td>Case Study Paule</td>
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<td>Friday, 23 September 2022 (teaching week 2) of MT by 13.00 Progress report in the target language to <a href="mailto:psalerno@tcd.ie">psalerno@tcd.ie</a></td>
</tr>
<tr>
<td>Teaching week 3</td>
<td>Trans. French Paule</td>
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<td>Teaching week 4</td>
<td>Trans. French Paule</td>
<td>Bus. Env. Paule</td>
<td>Oral skills Florence</td>
<td>Case Study Paule</td>
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<td>Bus. Env. Paule</td>
<td>Oral skills Florence</td>
<td>Note taking Florence</td>
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<td>Trans. French Paule</td>
<td>Bus. Env. Paule</td>
<td>Oral skills Florence</td>
<td>Note taking Florence</td>
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<tr>
<td>STUDY WEEK</td>
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<tr>
<td>Teaching week 8</td>
<td>Trans. into French Paule</td>
<td>Bus. Env. Paule</td>
<td>Note taking Florence</td>
<td>Case Study Paule</td>
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<tr>
<td>Teaching week 9</td>
<td>Trans. French Paule</td>
<td>Bus. Env. Paule</td>
<td>Note taking Florence</td>
<td>Oral skills Florence</td>
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<td>Teaching week 10</td>
<td>Trans. French Paule</td>
<td>Bus. Env. Paule</td>
<td>Note taking Florence</td>
<td>Oral skills Florence</td>
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<td>PP presentation (Oral Case study component) Details TBC</td>
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<tr>
<td>Teaching week 11</td>
<td>Trans. French Paule</td>
<td>Bus. Env. Paule</td>
<td>Note taking Florence</td>
<td>Case Study Paule</td>
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<td>Business Env. Essay due before 14:00 Friday 25th November 2022</td>
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<tr>
<td>Teaching week 12</td>
<td>Trans. French Paule</td>
<td>Bus. Env. Paule</td>
<td>Note taking Florence</td>
<td>Case Study Paule</td>
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<td></td>
<td>Translation into French Test in class with Paule (2 hours F to Face during class.) Details TBC. Note-taking Test. Details TBC</td>
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<td>Case study Wednesday, 30th November 2022, 13.00 p.m. Submission of a draft</td>
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</table>
Details correct at time of writing. Changes are possible. For Case Study details, see Case Study Guidelines.

### HT 2022-2023 See your timetable for details

<table>
<thead>
<tr>
<th>Teaching week 1</th>
<th>Négo. Paule</th>
<th>Trans. into English Lecturer TBC</th>
<th>Bus. Env. Paule</th>
<th>Case Study Paule</th>
<th>Tests / assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching week 3</td>
<td>Négo. Paule</td>
<td>Trans. English</td>
<td>Bus. Env. Paule</td>
<td>Case Study Paule</td>
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#### STUDY WEEK

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<td></td>
<td>teaching week before 14:00. 13th April 2023</td>
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Details correct at time of writing. Changes are possible.
For Case Study details, see Case Study Guidelines.
A NOTE ON THIS HANDBOOK

These modules are 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/or 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.

INTRODUCTION

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

We hope that you enjoy these modules. They are designed to build on knowledge acquired in the first part of the B.S.L. French Programme and the year abroad, in terms of language skills and understanding of the social, political, cultural and business context in France. They will also foster an awareness of the problems of intercultural communication, in particular as they relate to negotiation.

This programme will keep you very busy, so you need to be well organised and to get going right from the beginning.

If you have any questions, don’t hesitate to contact me.

Wishing you all the best for your SS year.

Paule.

STAFF CONTACTS

At the time of writing, contacting staff by mail is probably the best option.

Paule Salerno, psalerno@tcd.ie, tel. 01 896 1472, room 4113, French Department, Arts Building
Office hours: by appointment. Please send an e-mail marked “Demande de Rendez-Vous.”

Florence Signorini, fsgnorni@tcd.ie, French Department, Arts Building, Office hours TBC.

Théophile Munyangéyo, munyangt@tcd.ie, French Department, Arts Building, Office hours TBC.

GENERAL INFORMATION

**Course materials** will generally be made available through My.Module/BlackBoard. They may occasionally be sent to the TCD e-mail account of all students registered for the course. If you do not receive the course materials by e-mail, please contact the relevant course coordinator immediately.

**Teaching term dates and timetable**

Lectures and tutorials. See your timetable.

Please remember to check your individual time-table online (My.tcd.ie) as this is where possible changes will be notified.

In addition, check your tcd email regularly.

**Module Descriptors**
Module co-ordinator (Academic responsible for the module): Florence Signorini
ECTS weighting: 5ECTS
Contact Hours: 1 hour per week
Module Personnel: Florence Signorini

Learning Outcomes: On successful completion of this module, students will be able to take notes from an oral/video stimulus and write reports and compte-rendus in accurate and appropriate French.

Module Content:
Using video-based documents, students will be trained to take notes and write minutes and compte-rendus in French.

Recommended reading list:
Key texts:
- Monolingual French Dictionary (Le Petit Robert)
- A French/English one-volume dictionary such as Harraps, Oxford or Collins

Assessment Details:
Note-taking and report writing test (3 hours) 100%. Normally in class.
FRU44501 FRENCH BUSINESS COMMUNICATION (WRITTEN) MT 5ECTS

Module co-ordinator (Academic responsible for the module): Dr Paule Salerno-O’Shea
ECTS weighting: 5ECTS
Contact Hours: Business Environment: 1 hour per week; Translation into French: 1 hour per week
Module Personnel: Dr Paule Salerno-O’Shea

Learning outcomes:

- On successful completion of this module, students will be able to write extended essays and reports in French on topics relating to the French economic and business environment in accurate French, using the appropriate register and lexis;
- recall, select, evaluate and organise information relating to aspects of the French economic and business environment in order to write essays as described above.
- translate journalistic texts from English into French;
- read, understand and evaluate academic and business sources;
- edit, evaluate and review their writing critically and effectively, using appropriate resources.

Module Learning aims

The aim of this module is for students to develop their essay writing skills in French and their translating skills (into French). Students are expected to become familiar with some selected themes linked to the French Business environment.

Module Content:

Business Environment: one or two selected themes according to current Business developments. Example: Business and social reforms in France.
Translation: wide variety of texts from past papers and particular emphasis on texts related to a specific theme (example: Brexit). Example of past papers themes/titles: “Renault investigated by French judges over diesel emissions.” “Cretins’ will not derail France’s reform drive”; “Ireland’s bailout may be over but its housing crisis is far from finished; “Irishman to run fast-growing UK wine business” “Liberty Insurance to cut 285 jobs”; “Emmanuel Macron accuses Brexeters of bluffing over no-deal divorce.

Recommended reading list:

Reading material will be provided by the lecturer. Students are also encouraged to read quality newspapers in French and English.

Key texts: Monolingual French Dictionary (Le Petit Robert); A French/English one-volume dictionary such as Harraps, Oxford or Collin; Towell, R. and Hawkins, R, French Grammar and Usage, Arnold.

Assessment Details:

MT translation into French test, 2 hours 40% (last week of teaching term). In class-test F to F. If we have to go online for the test, you will have more time.
FRU44502 FRENCH BUSINESS COMMUNICATION (WRITTEN) HT 5ECTS

Module co-ordinator (Academic responsible for the module): Dr Paule Salerno-O'Shea
ECTS weighting: 5ECTS

Contact Hours: Bus. Environment: 1 hour/week; Trans. into English: 1 hour/week.

Module Personnel: Dr Paule Salerno-O'Shea (Business Env.); Dr Théophile Munyangeyo, munyangt@tcd. (Translation into English)

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

- write extended essays and reports in French on topics relating to the French economic and business environment in accurate French, using the appropriate register and lexis;
- recall, select, evaluate and organise information relating to aspects of the French economic and business environment in order to write essays as described above.
- translate journalistic texts from French into English;
- read, understand and evaluate academic and business sources;

edit, evaluate and review their own writing critically and effectively, using appropriate resources.

Module Learning aims: The aim of this module is for students to develop their essay writing skills in French and their translating skills (into English). Students are expected to become familiar with some selected themes linked to the French Business environment.

Module Content:

Business Environment: one or two selected themes according to current Business developments. Example of past themes: “L’attractivité de la France”, « Les réformes », « La confiance ». Translation: Students will be introduced to the key concepts in translation into English and translate a range of authentic business-related texts from the French financial and general press. The texts will introduce students to the key vocabulary in a range of areas, such as economics, geopolitics and strategy, mergers and acquisitions, and taxation.

Recommended reading list: Reading material will be provided by the lecturer. Students are also encouraged to read quality newspapers in French and English. Key texts: Monolingual French Dictionary (Le Petit Robert); A French/English one-volume dictionary such as Harraps, Oxford or Collin; Towell, R. and Hawkins, R, French Grammar and Usage, Arnold.

Assessment Details:

HT Translation into English test, 2 hours 40%  (Details TBC)
HT Final Essay (in French on Bus. Env.) to be done at home 60%.
<table>
<thead>
<tr>
<th><strong>Module</strong></th>
<th><strong>Description</strong></th>
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<tbody>
<tr>
<td><strong>FRU44512 FRENCH BUSINESS COMMUNICATION (ORAL) HT 5ECTS</strong></td>
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<td><strong>Module co-ordinator</strong> (Academic responsible for the module): Dr Paule Salerno-O’Shea</td>
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<td><strong>ECTS weighting:</strong> 5ECTS</td>
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<td><strong>Contact Hours:</strong> 1 hour/week.</td>
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<td><strong>Module Personnel:</strong> Dr Paule Salerno-O’Shea</td>
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<tr>
<td><strong>Learning outcomes:</strong> On successful completion of this module, students will be able to</td>
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<tr>
<td>demonstrate the necessary linguistic and cultural and intercultural skills to perform a range</td>
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<td>of tasks in spoken French;</td>
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<td>make formal oral presentations of business/negotiation situations;</td>
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<td>discuss those situations with native French speakers;</td>
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<td>analyse business situations so as to solve business/negotiation problems and present their</td>
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<td>findings;</td>
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<td>take part in simulations of business situations requiring an understanding of the negotiation</td>
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<tr>
<td>process.</td>
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<tr>
<td><strong>Module Learning aims</strong> The aim of this module is for students to develop their</td>
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<tr>
<td>understanding and analysis of negotiation situations in French, take part in group</td>
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<td>negotiations and analyse and present critically real negotiations, past or present.</td>
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<tr>
<td><strong>Module Content:</strong> Introduction to negotiation; cultural awareness; short review of theory;</td>
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<tr>
<td>guided practice: answering calls for tender (website framework proposal for a company).</td>
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<tr>
<td>Analysing real negotiations.</td>
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<tr>
<td><strong>Recommended reading list:</strong> Reading material will be provided by the lecturer. <strong>Key</strong></td>
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<tr>
<td><strong>texts:</strong> Monolingual French Dictionary (Le Petit Robert); A French/English one-volume</td>
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<td>dictionary such as Harraps, Oxford or Collin; Towell, R. and Hawkins, R, <em>French Grammar</em></td>
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<tr>
<td>and <em>Usage</em>, Arnold.</td>
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<tr>
<td><strong>Assessment Details:</strong></td>
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<tr>
<td>HT Group oral <em>négociation/pitch</em> (group oral, but individual mark) 50% (Zoom recorded)</td>
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<tr>
<td>HT Individual oral during term time: analysis of real negotiation (past or present) (Zoom</td>
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<td>recorded for external examiner) 50%</td>
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</table>
FRU44CSY Case Study (BSL) MT and HT 10 ECTS

See case study guidelines on BB

Useful for French


- Many online articles/books are now available.

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 or www.amazon.fr as they tend to sell it for around €55 as opposed to €75 or more on UK or Irish web-sites/bookshops.

- A French/English one-volume dictionary such as Harraps, Oxford-Hachette or Collins-Robert. On-line versions are available through the TCD Library website. Pocket dictionaries are not sufficient.
General information on grading
The examinations/tests will be graded using the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Proficiency</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>1 First</td>
<td>Excellent</td>
<td>70-100%</td>
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<tr>
<td>2.1 Upper Second</td>
<td>Good</td>
<td>60-69%</td>
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<tr>
<td>2.2 Lower Second</td>
<td>Quite good</td>
<td>50-59%</td>
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<tr>
<td>3 Third</td>
<td>Adequate</td>
<td>40-49%</td>
</tr>
<tr>
<td>F1 Fail 1</td>
<td>Weak</td>
<td>30-39%</td>
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<tr>
<td>F2 Fail 2</td>
<td>Extremely weak</td>
<td>0-29%</td>
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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 Sophister year.
- Allowance is made for essays/translations that are written under examination conditions, i.e. where time is limited and there is no access to bilingual dictionaries or other resources.

<table>
<thead>
<tr>
<th>Essays written in French</th>
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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 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

Translation from French into English

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

• Original text rendered with very high level of accuracy both in content and style; only minor, if any, problems of comprehension of the passage;
• Stylistically appropriate, fluent and accurate English, which deals successfully with nuances of style, register, metaphor and cultural reference;
• Natural and idiomatic expression throughout;
• Student correctly identifies all points of difficulty in the translation and deals with them at a high level of competency;

• Imaginative, apt translation solutions

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

• Original text rendered with high level of accuracy both in content and style; very good comprehension of the original

• For the most part stylistically appropriate, fluent and accurate English, which deals successfully with nuances of style, register, metaphor and cultural reference;

• Largely natural and idiomatic expression

• Some mistakes in rendering the grammar, syntax and vocabulary of the original, but few serious errors

• Competent handling of most points of difficulty in the translation

II.2 50-59 This grade indicates work of acceptable competence. The translation will demonstrate some, though not necessarily all, of the following:

• Original text rendered with a satisfactory to good level of accuracy both in content and style; some errors in comprehension and failure to reflect the original consistently

• Does not always deal successfully with nuances of style, metaphor and cultural reference;

• Some awkwardness in expression, which, in parts, gives impression of being translated

• Some evidence of use of unsuitable register

• Not always competent handling of points of difficulty in the translation

Some inaccuracy regarding fluency and accuracy in English

III 40-49 Work in this grade will demonstrate some limited translation ability, but contain major weaknesses.

• Original text rendered with poor level of accuracy both in content and style; many errors in comprehension and failure to reflect the original consistently

• Does not deal successfully with nuances of style, metaphor and cultural reference;

• Translation shows awkwardness in expression and tendency to literal translation

• Evidence of use of unsuitable register
• Evidence of inability to handle points of difficulty in the translation
May contain nonsensical English

**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.

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

**F2 0-29** Translations in the F2 range will reveal some or all of the weaknesses noted under F1, but to a greater, perhaps extreme, extent.

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

**Translation from English into French**

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

• Original text rendered with very high level of accuracy both in content and style;
• Stylistically appropriate, fluent and accurate French which deals successfully with nuances of style, register, metaphor and cultural reference;
• Natural and idiomatic expression throughout;
• Student correctly identifies all points of difficulty in the translation and deals with them at a high level of competency;
• Imaginative, apt translation solutions
II.1 60-69 This grade indicates a very competent standard of work. A translation in this range will demonstrate some, though not necessarily all, of the following:

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

II.2 50-59 This grade indicates work of acceptable competence. The translation will demonstrate some, though not necessarily all, of the following:

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

III 40-49 Work in this grade will demonstrate some limited translation ability, but contain major weaknesses.

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

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

F2 0-29 Translations in the F2 range will reveal some or all of the weaknesses noted under F1, but to a greater, perhaps extreme, extent.

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

• Allowance is made for essays/translations that are written under examination conditions, i.e. where time is limited and there is no access to bilingual dictionaries or other resources.

Oral Examinations

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

Performance of the task, pronunciation/intonation, fluency, accuracy, communication skills.

• 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 Senior Sophister year of the degree programme.

1 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
Aural and written comprehension

Note-taking and report writing is assessed on the basis of both content and productive language competence. Candidates are given credit for grammatical and factual accuracy and for correct idiomatic usage in their own words.

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;
- 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;
- 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;
- 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;
- 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 (0 - 29)

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.
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**. 1 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 and assessments.

**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.
General Programme Regulations

For information on the Regulations for your course, please consult the relevant course handbook.

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

Examination papers

50 The annual examination papers set in each calendar year, with certain exceptions such as some multiple choice question examination papers, are available from the beginning of the following Hilary term on the College website at https://www.tcd.ie/academicregistry/exams/past-papers/annual.

51 Access to scripts and discussion of performance

(i) All students have a right to discuss their examination and assessment performance with the appropriate members of staff as arranged for by the director of teaching and learning (undergraduate) or the head of department as appropriate. This right is basic to the educational process.

(ii) Students are entitled to view their scripts when discussing their examinations and assessment performance.

(iii) Students’ examination performance cannot be discussed with them until after the publication of the examination results.

(iv) To obtain access to the breakdown of results, a student or his/her tutor should make a request to the director of teaching and learning (undergraduate), course co-ordinator or appropriate member of staff.

(v) Examination scripts are retained by schools and departments for thirteen months from the date of the meeting of the court of examiners which moderates the marks in question and may not be available for consultation after this time period.

52 Re-check/re-mark of examination scripts

(i) Having received information about their results and having discussed these and their performance with the director of teaching and learning (undergraduate) or the head of department and/or the appropriate staff, students may ask that their results be reconsidered if they have reason to believe:

(a) that the grade is incorrect because of an error in calculation of results;

(b) that the examination paper specific to the student’s course contained questions on subjects which were not part of the course prescribed for the examination; or
(c) that bias was shown by an examiner in marking the script.

(ii) In the case of (a) above, the request should be made through the student’s tutor to the director of teaching and learning (undergraduate) or course co-ordinator as appropriate.

(iii) In the case of (b) and/or (c) above, the request should be made through the student’s tutor to the Senior Lecturer. In submitting such a case for reconsideration of results, students should state under which of (b) and/or (c) the request is being made.4

(iv) Once an examination result has been published it cannot be amended without the permission of the Senior Lecturer.

(v) Requests for re-check or re-mark should be made as soon as possible after discussion of results and performance and no later than twelve months from the date of the meeting of the court of examiners which moderated the marks in question.

(vi) Any student who makes a request for re-check or re-mark that could have implications for their degree result is advised not to proceed with degree conferral until the outcome of the request has been confirmed.

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

Courts of First Appeal

53 A student may appeal a decision of the court of examiners relating to academic progress to a Court of First Appeal1. Appeals should be made in writing by a student’s tutor or, if the tutor is unwilling or unable to act, by the Senior Tutor or his/her nominee who shall be another tutor. Students may request a representative of the Students’ Union to represent them as an alternative to their tutor or the Senior Tutor. Tutors or Students’ Union representatives who are filing an appeal must use the procedural form, must indicate the precise grounds upon which the appeal is being made (see Academic Appeals Committee §54 below for applicable grounds) and what the appeal is attempting to achieve on the student’s behalf, e.g. permission to repeat the year, special examination etc. The attention of those bringing an appeal is directed to the assistance offered by the school or course administrators and staff in the Academic Registry in helping them to complete their records, provide copies of medical certificates and other appropriate documents. The Court of First Appeal shall not hear requests for re-checking/re-marking of examinations and assessments which should be processed according to the regulations as set out in §52 above. The recommendations of the Court of First Appeal are forwarded to the Senior Lecturer who may approve or reject or vary any such recommendations. As a consequence recommendations of a Court of First Appeal are not binding and shall not have a

1 Details of procedures relating to Courts of First Appeal are available on the College website at https://www.tcd.ie/undergraduate-studies/academic-progress/appeals.php and from relevant course offices
formal effect unless and until they have been considered and approved by the Senior Lecturer. In particular, pursuant to §37, the Senior Lecturer will approve a recommendation that a student be permitted to sit a special examination, outside of the annual and supplemental sessions, as set out in the Calendar PART I - ALMANACK, only in exceptional circumstances. (This power is exercised by the Senior Lecturer by delegation from the University Council, and the principles of delegation set out in Part 3 of the Introduction Chapter of the 2010 Statutes shall apply.) A student may appeal such decisions of the Senior Lecturer, whether approved or rejected or varied, to the Academic Appeals Committee. 5 Appeals should be made in writing by a student’s tutor or, if the tutor is unwilling or unable to act, by the Senior Tutor or his/her nominee who shall be another tutor. Students may request a representative of the


Academic Appeals Committee

54 The Academic Appeals Committee meets to consider appeals arising out of examinations or other academic circumstances where a student case (i) is not adequately covered by the ordinary regulations of the College, or (ii) is based on a claim that the regulations of the College were not properly applied in the applicant’s case, or (iii) represents an ad misericordiam appeal. An appeal other than an ad misericordiam appeal, cannot be made against the normal application of College academic regulations approved by the University Council. Decisions of the Academic Appeals Committee are forwarded to the University Council. Pursuant to §37, the Academic Appeals Committee will decide that a student be permitted to sit a special examination outside of the University annual and supplemental examination sessions, as set out in the Calendar PART I - ALMANACK, only in exceptional circumstances. (This power is exercised by the Academic Appeals Committee by delegation from the University Council, and the principles of delegation set out in Part 3 of the Introduction Chapter of the 2010 Statutes shall apply.) The Academic Appeals Committee will consider appeals concerning events occurring more than eighteen months previously only in the most exceptional circumstances. Appellants must have exhausted the appropriate appeals mechanism in the first instance through the relevant Court of First Appeal prior to coming before the Academic Appeals Committee. Appeals should be made in writing by a student’s tutor or, if the tutor is unwilling or unable to act, by the Senior Tutor or his/her nominee who shall be another tutor. Students may request a representative of the Students’ Union to represent them as an alternative to their tutor or the Senior Tutor. Tutors or Students’ Union representatives who are filing an appeal must use the procedural form, must indicate the precise grounds upon which the appeal is being made and what the appeal is attempting to achieve on the student’s behalf, e.g. permission to repeat the year, special examination etc. They should also ensure that appropriate and full information and evidence are included. This information must include all results achieved by the student to-date in mark format, and must indicate if course work has been completed. If possible, an attendance record should be provided. The attention of those bringing an appeal is directed to the assistance offered by the school or course administrators and staff in the Academic Registry in helping them to complete their records, provide copies of medical certificates and other appropriate
documents. Appeal forms not completed properly will not be considered by the committee.

The Senior Tutor acts as secretary to the Academic Appeals Committee and attends the committee as a non-voting member. The Senior Lecturer attends for the presentation of the case and may provide comment if required. In cases concerning clinical placements (and in particular where the student is considered to be an employee of the institution providing the placement) the committee will be joined by an appropriate professional, nominated by the chair of the Academic Appeals Committee, who shall be drawn from the discipline of the student.

Any student who has an appeal underway that could have implications for their degree result is advised not to proceed with degree conferral until the outcome of the appeal has been confirmed.
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 2015-16 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

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.

NOTE: Students are advised that essays and other written assignments which are part of the coursework will be submitted through Turnitin.

For details of the levels of plagiarism and their consequences, please see http://tcd-ie.libguides.com/plagiarism/levels-and-consequences#s-lg-box-wrapper-9089155

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.
**Please read the matrix in full before any determination is made as to the level of plagiarism which applies.**

<table>
<thead>
<tr>
<th>Range of Penalties</th>
<th>Characteristics of Offence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</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>

You receive an informal verbal warning from the Director of Undergraduate Teaching and Learning/Postgraduate Teaching and Learning.

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;
| Level 1 | Lack of recognition of the boundary between material in the public domain which does not require acknowledgement and that which does; |
| Level 2 | 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 Plagiarism occurs when you should have been aware of what constitutes plagiarism.

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;

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.

You receive a formal written warning from the Head of School.
<table>
<thead>
<tr>
<th>Level 2 Plagiarism</th>
<th>Level 2 Plagiarism is considered as academic misconduct.</th>
</tr>
</thead>
<tbody>
<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>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 3 Plagiarism</th>
<th>Level 3 Plagiarism occurs when you should have been aware of what constitutes plagiarism.</th>
</tr>
</thead>
<tbody>
<tr>
<td>You receive a formal written warning from the Head of School.</td>
<td>Your work* demonstrates one or more of the following:</td>
</tr>
<tr>
<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>
<td>• It contains elements of another student’s work, even if they gave you permission to use their work;</td>
</tr>
<tr>
<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>
<td></td>
</tr>
<tr>
<td>Substantial sections copied from other sources and</td>
<td></td>
</tr>
</tbody>
</table>

*Your work refers to the work you have submitted for assessment.
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<thead>
<tr>
<th>Level 3 Plagiarism is considered as academic misconduct.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 4</strong></td>
</tr>
<tr>
<td>Case referred to the Junior Dean for disciplinary procedures.</td>
</tr>
<tr>
<td>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:</td>
</tr>
<tr>
<td>• You have previously committed plagiarism and this is a repeat offence;</td>
</tr>
<tr>
<td>You have sought, bought or commissioned work with the intention of representing it as your own work;</td>
</tr>
<tr>
<td>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;</td>
</tr>
<tr>
<td>Your submitted assignment is identical to another student’s work, even if they gave you permission to use their work.</td>
</tr>
</tbody>
</table>

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

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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2 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.

**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 lecturers.
- Don’t forget your College Tutor.
- If you need advice on Study Skills, why not check what’s on offer at [http://www.tcd.ie/Student_Counselling/student-learning/index.php](http://www.tcd.ie/Student_Counselling/student-learning/index.php)?

Other services include

- Student Counselling Service (there is plenty of help available on-line too!) [http://www.tcd.ie/Student_Counselling/](http://www.tcd.ie/Student_Counselling/)
- 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/)

Changes are possible. General College and Calendar regulations apply. Updated 07092022.