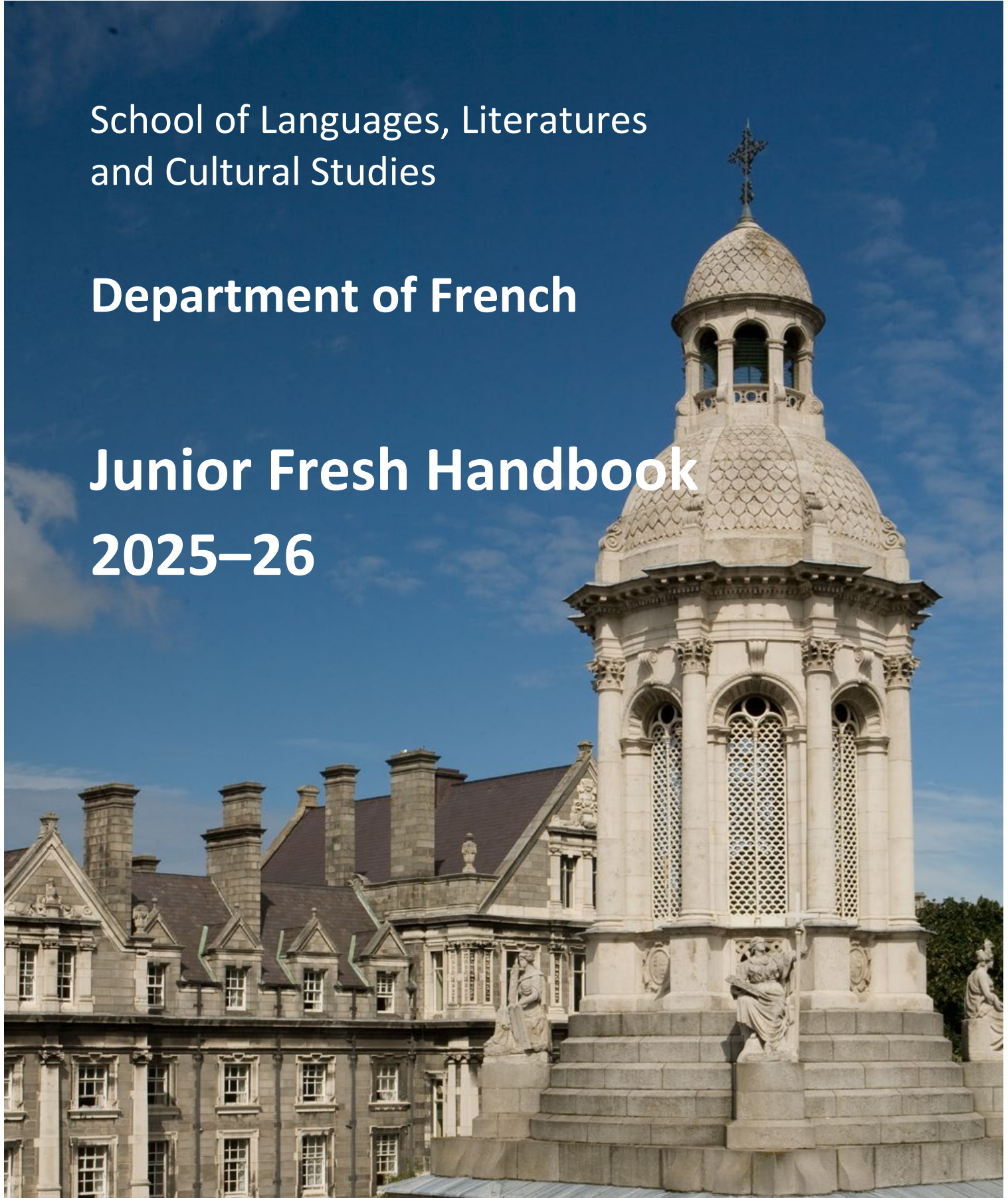**Trinity College Dublin**
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

School of Languages, Literatures and Cultural Studies

Department of French

Junior Fresh Handbook 2025–26

Contents

A note on this Handbook

In the event of any conflict or inconsistency between the General Regulations published in the University Calendar and information contained in programme or departmental handbooks, the provisions of the General Regulations in the Calendar will prevail.

This Handbook should be read in conjunction with the general School of Languages, Literatures and Cultural Studies Handbook.

Alternative formats of the Handbook can be made available on request.

1. General Programme Information

1.1 Introduction

Welcome to Trinity College and to the French Department!

This 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 College e-mail. Regulations which apply to all departments and units within the School can be found in the School Handbook on the School Website.

1.2 Staff Contact Details

Name	Role	Email	Office
Professor Sarah Alyn Stacey, FTCD	Head of Department	salynsta@tcd.ie	4105
Dr Edward Arnold	ES and MEELC Coordinator	ejarnold@tcd.ie	4106
Professor Michael Cronin, FTCD	1776 Chair of French	croninm8@tcd.ie	4090
Dr James Hanrahan, FTCD	Junior Sophister Coordinator	hanrahaj@tcd.ie	4107
Dr Rachel Hoare	**Junior Fresh Year Coordinator; CSL Coordinator**	**rmhoare@tcd.ie**	**4108**
Dr Alexandra Lukes (On leave HT)	Senior Fresh Coordinator (MT)	lukesa@tcd.ie	4104
Dr Hannes Opelz (On leave MT)	Senior Fresh Coordinator (HT)	opelzh@tcd.ie	4111

Dr Paule Salerno-O'Shea	On Leave 2025-2026	psalerno@tcd.ie	4113
Ms Florence Signorini	Incoming Erasmus coordinator	fsgnorni@tcd.ie	4103
Dr Ashley Harris		harrisa6@tcd.ie	
Célia Riego-Liron	Language coordinator (all years)	criegoli@tcd.ie	4103
Language Assistants			
Juliette Couvreur		couvreuj@tcd.ie	4089
Gabrielle Genin		gening@tcd.ie	4089
Hanaé Algarra		algarrah@tcd.ie	4089

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

1.3 JF Module Coordinators

Module	Coordinator
Written Language (FRU11001/2)	Célia Riego-Liron
Texts (FRU11011/2)	Dr Ashley Harris
French and Francophone Cultures (FRU11021/2)	Dr Edward Arnold

1.4 Key Dates

Students can access the College's Academic Year Structure online. Formal exams will take place in the MT and HT assessment weeks. Submission dates for non-exam assessments in French will be provided by lecturers and posted on Blackboard. Oral exams will take place in the HT Revision Week and Trinity Week. **You must be available to sit your oral exam in person during these weeks which directly follow the last week of class in HT.** The exact

dates will be communicated to you in early HT.

1.5 Key Locations

School of Languages, Literatures and Cultural Studies (SLLCS)

Undergraduate Office

The Undergraduate Office is located in Room 5080 on the 5th floor of the Arts Building and students are welcome to call in during office hours.

Office hours

Monday to Friday: 9.30am to 12.30pm, 2.30pm to 4.30pm.

Who to contact when you have questions:

Nature of query	Office location	Email
General undergraduate queries and transcript requests	Room 5080 5th floor, Arts Building	undergraduate.sllcs@tcd.ie
European Studies course queries		
Middle Eastern and European Languages and Cultures course queries		
Undergraduate timetable queries	Room 5080	timetables.sllcs@tcd.ie
Erasmus and Study Abroad queries	Room 5080	erasmus.sllcs@tcd.ie
School operations, finance and HR queries	Room 5042	

Undergraduate Degree Programme Offices

If you have queries about your degree programme, pathways and progression, you should contact the relevant programme office. It is advised that students make an appointment in advance, where possible. In the email subject line include your student number and course of study.

Programme	Office location	Email
Trinity Joint Honours	Room 3135, Arts Building (office hours)	joint.honours@tcd.ie
TJH Open Modules		open.modules@tcd.ie
TJH Erasmus and Study Abroad Coordinator		tjh.erasmus-studyabroad@tcd.ie
SLLCS Erasmus and Study Abroad Co-ordinator	Room 5080, Arts Building	erasmus.sllcs@tcd.ie
Business Studies and a Language (BSL)	Trinity Business School	business@tcd.ie
Trinity Columbia Dual B.A.	Room 3135, Arts Building	ColumbiaDualBA@tcd.ie
Dual B.A. Columbia University Officer		gsinternational@columbia.edu
Law and a Language	School of Law, House 39, New Square	law.school@tcd.ie
Computer Science, Linguistics and a Language (CSLL)		Tim.Fernando@tcd.ie (Course Director)

1.6 Timetable

Student Timetables are available on **MyTCD** before lectures begin and the **Trinity Live App**. Any clashes in the first few weeks should be addressed to timetables.sllcs@tcd.ie.

1.7 Erasmus/Study Abroad Requirement

Students taking one or more modern languages other than English must spend a minimum of two months in the country of each language in order to fulfil the requirements of their programme. The residence required for each language must be completed before the moderatorship examination in that language.

The School's Study Abroad webpage outlines comprehensive information relating to Erasmus/Study Abroad programmes, including the list of current Erasmus destinations for

students, how to plan for your year abroad, the procedures for different pathways, and supports for students with disabilities.

Contacts

In the first instance, students should [contact their Study Abroad Coordinator for French](#).

Students are welcome to contact the School's Erasmus and Study Abroad Coordinator (erasmus.sllcs@tcd.ie).

European Studies and MEELC students intending to go on Erasmus

Students are required to do at least 45 ECTS of non-language modules out of a possible 60 ECTS for the year, or 24 ECTS out of 30 for a semester. For the ECTS to count, students must be successful in their assessments. Any mark under 10/20 is a non-compensatory fail for which no credits are awarded.

The courses selected by students should be courses intended for and available to full-time students in the host university, and not special courses designed for Erasmus students, except by special, specific and prior arrangement. These courses must also be delivered and assessed in French. Students will not be given permission to take modules delivered in English and cannot receive credit for them. The remaining 15 ECTS (or 6 in the case of one semester exchanges) can be in French language or courses in the student's minor language, but cannot count towards their total number of ECTS. Students are encouraged to study their minor language during their year on Erasmus.

It is the responsibility of the student to ensure that they bring back enough ECTS (at least 45 or 24 non-language ECTS) and fill in a clear and well-organised learning agreement in conjunction with the local coordinator. As assessments vary (in-term written assignment, end-of- semester exams, etc.), and to inform themselves of assessment requirements and procedures upon arrival at their host university.

After enrolment, students should send details of the courses they have chosen to [the ES/MEELC Coordinator,](#) on a learning agreement form provided by the host institution.

These course details must include:

1. the official course code used by the institution.

2. the total number of ECTS.

3. the total number of contact hours.

4. the correct title **in French**.

Failure to provide precise information will lead to delays in the student's course of study being accepted and will make any changes we require difficult.

2. Foundation Scholarship and Other Prizes

2.1 Foundation Scholarship Examinations

The Foundation Scholarship Exams (SCHOLS) take place in January of your Senior Fresh year, and awarded to a very select number of students. The Foundation Scholarship examinations cover all of the language and content modules taught in the Junior Fresh year and in the Michaelmas Term of the Senior Fresh year.

In addition, students will also be required to answer one or more "general" questions, i.e. questions that may be related to French Studies but are not on the set curriculum. The [Academic Registry](#) provides information on the exam application and process for those who are interested in completing the exams.

2.2 Other Prizes

A Composition Prize is awarded to the student who achieves the highest mark in the aggregate of the written language examinations. Prizes are awarded in each of JH, ES and CSL.

Six Composition Prizes are awarded each year to Junior and Senior Fresh students for high academic merit. Value: €40

3. Academic Writing

3.1 The Use and Referencing of Generative AI (Artificial Intelligence)

The School's guidelines on the use of Generative AI (GenAI) are [available on the School website](#).

Acknowledging and referencing AI

The Library has developed [guidelines on acknowledging and referencing GenAI](#). GenAI is evolving rapidly and there is not yet general consensus on how to acknowledge and reference it. This guidance will therefore continue to be reviewed and updated.

Resources

- The Library [guidelines on acknowledging and referencing GenAI](#).
- [Trinity's Generative Artificial Intelligence (GenAI) Hub](#).
- [College Statement on Artificial Intelligence and Generative AI in Teaching, Learning, Assessment & Research](#).

3.2 Academic Integrity and Referencing Guide

It is clearly understood that all members of the academic community use and build on the work and ideas of others. However, it is essential that we do so with integrity, in an open and explicit manner, and with due acknowledgement. Any action or attempted action that undermines academic integrity and may result in an unfair academic advantage or disadvantage for any member of the academic community or wider society may be considered as academic misconduct.

For more information students can access [the Library Guide on Academic Integrity](#) and the related [College Statement](#).

- [Calendar Part II, B: General Regulations & Information, 'Academic Integrity'](#)
- [Academic Integrity Policy](#)
- [Coversheet Declaration](#)

4. Teaching and Learning

4.1 Programme Architecture

Students can access their Module Descriptors on the mytcd.ie student portal by clicking on:

Courses & Modules -> View Course and Module Descriptive information

4.2 Coursework Requirements

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

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

Bonne rentrée et bon courage!

4.3 Course Structure

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

Please note the teaching schedule for JF students:

Teaching Week 2

- JF Lectures (Language/Texts/French and Francophone) will start.

Teaching Week 3

- JF 'Tutorials' (seminars) for Texts and French and Francophone Cultures will start.
- JF Language Teaching (Including orals) will start.

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

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

Texts: One weekly lecture and a weekly tutorial.

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

4.4 Required textbooks

Book purchase is the personal responsibility of students. The following books are required:

Inspire 3. **Méthode de français. (2023).** Marie-José Lopes, Delphine Twardowski-Vieites. Hachette FLE.
This book is available for students to purchase from Amazon, Hachette FLE, and International Books, 18 South Frederick St. Students are free to purchase the printed or electronic version of the book, provided that it includes access to the *Parcours Digital* companion website where homework will be completed.

Recommended books:

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

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

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

Oxford-Hachette French Dictionary

Morton, Jacqueline, *English Grammar for Students of French* (seventh edition) (London: Arnold, 2017)

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

JF Written Language Dossier

JF French and Francophone Cultures Dossier

Critical Texts Anthology

Poetry Anthology

Guidelines to essay and commentary-writing

4.5 Module Descriptors

4.5.1. French Written Language

FRU11001: French Written Language MT (5 ECTS)

FRU11002: French Written Language HT (5 ECTS)

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

Students attend **three hours of language teaching weekly**, one lecture and two classes. All three hours form an integrated course, and all students are required to attend weekly language classes and submit two written assignments during the course of the semester. Students should note that **Lectures begin in Teaching Week 2 for JF Students (Week 5 on**

Academic Year Structure) and Tutorials begin in Teaching Week 3 (Week 6 on Academic Year).

Learning outcomes

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

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

Lecture: Lecturing staff

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

One weekly oral class: Native Language Assistant

FRU 11001: French Written Language MT

☐

Week 1	Articles
Week 2	Possessives
Week 3	Adjectives

Week 4	The present tense
Week 5	The perfect tense
Week 6	The imperfect tense
Week 7	The pluperfect tense
Week 8	The conditional
Week 9	Interrogative

FRU 11002: French Written Language HT

Week 1	**Negation**
Week 2	Demonstratives
Week 3	Personal pronouns
Week 4	The imperative
Week 5	The future tense
Week 6	Relative pronouns
Week 7	The subjunctive
Week 8	Conjunctions
Week 9	The passive
Week 10	Prepositions / (In-class composition)

Module assessment

FRU11001: French Written Language MT

The module is assessed through two examination papers (i) **composition**, and (ii) **grammar test.** Those examinations will take place during Assessment week.

Students are required to pass both papers.

1. Paper 1 – a two-hour composition worth 50% of the final mark for this module
2. Paper 2 – a one-hour grammar test worth 50% of the final mark

FRU11002: French Written Language HT

The module is assessed through two examination papers during Assessment Week in Hilary Term:

1. **Composition paper**

2. **Grammar test**

3. **An oral examination during Revision Week in Hilary Term.**

- **Written Examination (75%)**
  - **Paper I (45%):** a two-hour written composition examination
  - **Paper II (30%):** a one-hour grammar test
- **Annual Oral Examination (25%)**: a 15-minute oral examination during Revision Week in Hilary Term (i.e. the week following the last teaching week). The oral examination includes a 5-minute *exposé* on a topic arising from the course and proceeds to a more general conversation. A list of Oral topics (of which students choose one) will be emailed to students one week prior to the examination.

  - **Reassessment in August:**
If a student fails one or more components, they will be required to **sit those at the Supplemental session** as follows:

FRU11001 (reassessment)
- 2 hour composition examination (50%)
- 1 hour grammar examination (50%)

FRU11002 (reassessment)
- 2 hour composition examination (45%)
- 1 hour grammar examination (30%)
- Oral examination (25%)

4.5.2. Texts

FRU11011: Texts MT (5 ECTS)

FRU11012: Texts HT (5 ECTS)

Module coordinator

FRU11011/2   Dr Ashley Harris

Module description

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

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

Please note: in Michaelmas Term your weekly lectures will begin in [Teaching Week and your tutorials will begin in Teaching Week 2](#) In any case, always consult your timetable online for the most up-to-date/accurate information.

Learning outcomes

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

- Read and understand extensive passages of written French.
- Demonstrate sound knowledge of selected works of literary prose, poetry, drama, and cinema.
- Write essays and commentaries, in both English and French, demonstrating their understanding of individual selected works and their ability to analyse, evaluate and critically compare those works in an organized manner.
- Show a critical awareness of problems involved in the task of literary/filmic analysis.

- Clearly communicate their knowledge and understanding of French & Francophone literature and film to both specialist and non-specialist audiences.
- Show they have developed those learning skills which are necessary for them to proceed further with their undergraduate studies.

Texts:

Books required: Poetry and Critical Texts Anthologies will be posted on Blackboard under module FRU11011

Michaelmas Term (FRU11011)

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

Baudelaire, Charles, selection of poems reproduced in the Poetry Anthology

Rimbaud, Arthur, selection of poems reproduced in the Poetry Anthology]

Apollinaire, Guillaume, selection of poems reproduced in the Poetry Anthology]

Césaire, Aimé, selection of poems reproduced in the Poetry Anthology (]

Critical Texts Anthology MT, a selection of critical writings]

Hilary Term (FRU11012)

Beckett, Samuel, *En attendant Godot* (Minuit, 1952).

Vian, Boris, *Les Bâtisseurs d'Empire, ou le Schmürz* (L'Arche, 1959).

Resnais, Alain, *Hiroshima mon amour* (Argos Films/Pathé, 1959). Copies available for loan in the TCD library and the film can be streamed from various online platforms.

Pontecorvo, Gillo, *La Bataille d'Alger* (Igor Film/Casbah Films/Studio Canal, 1966). Copies available for loan in the TCD library and the film can be streamed from various online platforms.

A screening of both films will also be scheduled just before or after Study/Reading Week.

Critical Texts Anthology HT, selection of critical writings (to be downloaded from Blackboard under FRU11012: mymodule.tcd.ie).

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

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

Module assessment

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

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

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

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

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

Essay titles and passages for commentary are listed in the Appendix at the end of this handbook. **Deadlines for submission are on Blackboard.**

Please note that essay titles and passages for commentary are to be used for both in-term essay/commentary plans and end-of-term essays/commentaries.

Programme

Week	Date	Lecture Topic	Lecturer
Week 1 (4)	15 Sept	JF Orientation – no classes	
Week 2 (5)	22 Sept	What is literary analysis?	Harris
Week 3 (6)	29 Sept	Writing the Self. **Pre-Reading from Critical Anthology:** 1. Philippe Lejeune, *Le pacte autobiographique* 2. Annie Ernaux, "Écrire, écrire, pourquoi écrire?"	Harris
Week 4 (7)	6 Oct	Ernaux: *La Place*	Hanrahan
Week 5 (8)	13 Oct	Ernaux: *La Place*	Hanrahan
Week 6 (9)	20 Oct	Comparing forms: Prose and Poetry **Pre-Reading from Critical Anthology:** 3. Poetry Glossary	Harris
Study Week	27 Oct	Study week – no classes	
Week 8 (11)	3 Nov	Poetry: the self, the poet, and modernity **Pre-Reading from Critical Anthology:** 4. Baudelaire, "IV: La Modernité", *Le peintre de la vie moderne.*	Cronin
Week 9 (12)	10 Nov	Baudelaire	Cronin
Week 10 (13)	17 Nov	Baudelaire	Cronin

Week	Date	Lecture Topic	Lecturer
Week 11 (14)	24 Nov	Apollinaire **Pre-Reading from Critical Anthology:** 5. Apollinaire, *L'esprit nouveau et les poètes.*	Lukes
Week 12 (15)	1 Dec	Apollinaire	Lukes
Exam period			

Week	**Date**	**Lecture Topic**	**Lecturer**

Week 1 (22)	19 Jan	Commitment and conflict
		
		Pre-Reading from Critical Anthology:
		
		    1. Sartre: "Qu'est-ce que la littérature" extracts
		
		    2. Bruneau, "La littérature engagée"
			Harris

Week 2 (23)	26 Jan	Ionesco *Rhinocéros* **Pre-Reading from Critical Anthology:** 3. Ionesco	Cronin
Week 3 (24)	2 Feb	Ionesco *Rhinocéros*	Opelz
Week 4 (25)	9 Feb	Vian *Les Bâtisseurs d'empire ou le Schmürz*	Harris
Week 5 (26)	16 Feb	Vian *Les Bâtisseurs d'empire ou le Schmürz*	Harris
Week 6 (27)	23 Feb	From Stage to Screen: Tools for analysis **Pre-Reading from Critical Anthology:**	Harris

		4. Tools for Analysing Cinema	
Study Week (28)	2 March	Study week – no classes	
Week 8 (29)	9 March	Introduction to Cinema **Pre-Reading from Critical Anthology:** 5. Moments in French Cinematic History	Alyn Stacey
Week 9 (30)	16 March	Rohmer, *Conte d'été*	Alyn Stacey
Week 10 (31)	23 March	Rohmer, *Conte d'été*	Alyn Stacey
Week 11 (32)	30 March	Denis, *Chocolat*	Opelz
Week 12 (33)	6 April	Denis, *Chocolat*	Harris

4.5.3. French and Francophone Cultures

FRU11021: French and Francophone Cultures MT (5 ECTS)

FRU11022: French and Francophone Cultures HT (5 ECTS)

Module coordinator:

Dr Edward Arnold

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

Learning outcomes

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

- Become knowledgeable in key aspects of French and Francophone cultures.

- Recall key aspects of France, its recent history, its institutions, its political life, its cultures, and its lifestyles.

- Understand French through reading, lectures and discussions.

- Engage in reading comprehension activities across a variety of texts in French.

Lecture: Lecturing staff

One weekly class: Lecturing staff / Graduate teaching assistant

Lecture Programme (MT)

FRU11021	French and Francophone Cultures (MT)
Week 1	Les symboles français (Dr Edward Arnold)
Week 2	France métropolitaine et France régionale
Week 3	La France d'outre-mer
Week 4	La Commune de Paris
Week 5	Le mythe de la France
Week 6	**Study Week**
Week 7	Divisions politiques et religieuses
Week 8	Le féminisme français
Week 9	Colonisation et immigration
Week 10	Le paysage politique français contemporain
Week 11	Préparation à l'examen d'expression écrite
Week 12	Test de compréhension écrite

Lecture Programme (HT)

FRU11022	French and Francophone Culture (HT) Prof Michael Cronin
Week 1	La culture littéraire

Week 2	La culture intellectuelle
Week 3	La culture artistique (la mode)
Week 4	La culture gastronomique
Week 5	La culture musicale
Week 6	Online quiz
Week 7	**Semaine Blanche / Study Week**
	Les langues françaises (Dr Rachel Hoare)
Week 8	L'Académie française
Week 9	La Francophonie
Week 10	Le parler jeune
Week 11	La langue française et les autres
Week 12	Test de compréhension écrite

Module Assessments

Both modules will be assessed through a **300 word written piece in French**, under exam conditions, on one of the topics presented during the module. Students will be provided with a choice of five topics and the assessment will take place during the lecture slot of week 12 of the semester.

4.6 Marking Criteria

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

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

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

4.6.1 Essays and Commentaries

First (70-100)

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

Language

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

Content

- Excellent knowledge and understanding of the subject matter;
- Independent thought of high quality reflected in an original and imaginative handling of the subject matter;
- Comprehensive treatment of the question;
- Clear evidence of additional research which goes beyond the content of lectures and set reading;
- Incisive critical and analytic ability;
- Excellent structure and organisation with a very high degree of coherence and cohesion throughout;

- Rigorous, entirely relevant and conclusive argument supported by evidence from (where appropriate) primary and secondary sources;
- Guided writing (if applicable): very skilful handling of the stimulus material.

Upper Second (60-69)

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

Language

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

Content

- Very good knowledge and understanding of the subject matter;
- Convincing attempt at independent thought reflected in an intelligent approach to the handling of the subject matter;
- Deals with all points raised by the question;
- Evidence of some additional research which goes beyond the content of lectures and set reading;
- Evidence of independent critical response and analysis of the literature;
- Generally well organised and structured but lacking coherence and cohesion in places;
- Generally rigorous, relevant and conclusive argument;
- Guided writing (if applicable): Skilful use of stimulus material.

Lower Second (50-59)

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

Language

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

Content

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

- Guided writing (if applicable): satisfactory use of stimulus material.

Third (40-49)

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

Language

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

Content

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

Fail 1 (30-39)

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

Language

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

Content

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

Fail 2 (0-29)

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

Language

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

Content

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

4.6.2 Translation from French into English

First (70-100)

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

- Original text rendered with very high level of accuracy both in content and style;
- Only minor, if any, problems of comprehension of the passage;
- Stylistically appropriate, fluent and accurate English, which deals successfully with nuances of style, register, metaphor and cultural reference;
- Natural and idiomatic expression throughout;

- Student correctly identifies all points of difficulty in the translation and deals with them at a high level of competency;
- Imaginative, apt translation solutions.

Upper Second (60-69)

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

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

Lower Second (50-59)

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

- Original text rendered with a satisfactory to good level of accuracy both in content and style;
- Some errors in comprehension and failure to reflect the original consistently;
- Does not always deal successfully with nuances of style, metaphor and cultural reference;
- Some awkwardness in expression, which, in parts, gives impression of being translated;

- Some evidence of use of unsuitable register;

- Not always competent handling of points of difficulty in the translation;

- Some inaccuracy regarding fluency and accuracy in English.

Third (40-49)

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

- Original text rendered with poor level of accuracy both in content and style;

- Many errors in comprehension and failure to reflect the original consistently;

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

- Translation shows awkwardness in expression and tendency to literal translation;

- Evidence of use of unsuitable register;

- Evidence of inability to handle points of difficulty in the translation;

- May contain nonsensical English.

Fail 1 (30-39)

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

- Original text rendered with very high level of inaccuracy both in content and style;

- Translation fails to produce a coherent passage of English based on the original text;

- Widespread errors in comprehension, translation fails in large measure to reflect the original;

- Fails to deal with nuances of style, metaphor and cultural reference;

- Unsuitable register throughout;

- Awkward expression throughout, reflecting strong reliance on literal translation;

- Inability to handle points of difficulty in the translation;

- Likely to feature nonsensical English.

Fail 2 (0-29)

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

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

4.6.3 Commentary/Essay Plan

First (70-100)

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

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

Upper Second (60-69)

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

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

Lower Second (50-59)

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

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

Third (40-49)

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

- Poorly structured plan, partially articulating some of the key sections of the plan (introduction, main section, conclusion);

- Fails to present many of the key points raised by the extract and frequently lacks focus;

- Identifies only a limited number of the extract's main themes/issues and formal/rhetorical devices;

- Occasionally relates form and content but seldomly in a pertinent, cohesive, or discerning manner;

- Proposed points of argument are infrequently supported by evidence drawn from primary and (where appropriate) secondary sources;

- Demonstrates a superficial understanding of the extract and its broader implications.

Fail 1 (30-39)

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

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

Fail 2 (0-29)

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

- Fails to produce a structured, coherent plan;

- Fails to present the key points raised by the extract;

- Fails to identity the extract's main themes/issues and formal/rhetorical devices;

- Fails to relate form and content;

- Proposed points of argument largely irrelevant, little to no evidence to support them;

- Generally fails to understand the extract.

4.7 Examination Procedures

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

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

2. Sophister language papers and all Moderatorship part II papers will be double-marked.

3. For each year or course, a Chief examiner will be appointed to co-ordinate the running of the examinations and return marks and provide relevant information to candidates. The chief examiner shall, in agreement with the Head of Department, convene an examiners' meeting to review and finalise marks, in the presence of extern examiners where a Moderatorship examination is concerned. In the case of interdisciplinary courses (ES, CSLL) the only function of the French Department meeting is to return a mark to the relevant course coordinating committee.

4. The criteria according to which papers will be assessed will be included in the Department's Handbooks and circulated to students.

5. In the first instance, calculations of results will be mathematical based on the university's general scheme (or reductions or multiples thereof):

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

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

6. In particular, language examinations are subject to the rule set forth in the University Calendar pJ3, n°14, as interpreted in the Department's Handbooks. Where a student fails to demonstrate proficiency in the language, the mark returned shall be either the actual mark obtained by the student in the relevant language components of the examination, or 38, whichever is the lower, this mark being scaled up where the conventions for return of marks require.

7. When the Department examiners' meeting has had an opportunity to take cognizance of the mathematically derived marks, it may consider the spread of

marks, the balance between marks of different classes (see 5 above) and take into account the possible implications of a given return. It may moderate either individual marks or the overall return. It will pay particular attention to marks close to a class border (i.e. marks where a slightly higher mark would result in the student being returned in another class). It shall pay special attention to ensuring that the moderation of an individual mark or overall return does not create inequalities or anomalies by promoting a student with a lower mathematically derived mark above a student who had achieved a higher mathematically derived mark, except where the spread of marks provides a justification for so doing.

8. In conformity to general university practice, the Department shall appoint one or several extern examiners. The extern examiner may see or review any marking within the Department which may form part of a Moderatorship assessment. In practice, this means examination papers, dissertations and assessment essays counting towards overall assessment. In all normal circumstances, the recommendations of the extern examiner will be acted upon. In practice, extern examiners regularly have sight of the final year dissertations, and chief examiners or the Head of Department may refer any paper or piece of work for an opinion, especially where a class difference may potentially be involved. Students have the right to consult the Head of Department on any matter of concern to them. Where the concerns expressed relate to assessment marking, the Head of Department will normally inform the person whose marks are being referred for further examination, while safeguarding the confidentiality of students.

9. The external examiner will endeavour to ensure that standards are broadly comparable with those applied elsewhere in these islands and that the Department's own procedures are applied equitably to all students.

10. Students will, on their request or that of their tutor, be informed by the Chief Examiner for the year or the Head of Department, of individual marks. The commitment to the provision of full information to students does not mean that this information will always be available outside the times prescribed by the Department.

11. The Department will not normally take into account medical evidence, except insofar as granting an extension to submission deadlines is concerned. Medical cases should be channeled through tutors to form the substance of an appeal.

12. Extensions to the deadline will only be permitted in exceptional circumstances and **permission must be sought before the deadline**. Where there is medical documentation, you must have the consent of the Year Coordinator for an extension. Where there are other extenuating circumstances, documented by the student's college tutor, consent of the Head of Department for an extension must be obtained. When no valid reason for lateness has been given, **late submission penalties** will be applied as follows.

13. Where a student is absent from a part of the examination only, or fails to submit required written work for assessment, and nevertheless achieves an overall pass mark, the Department will return a pass mark. Where a student is absent from a part of the examination only, and fails to achieve an overall pass mark, the Department will make a return indicating partial absence.

14. Where a student fails to complete the number of questions stipulated by the rubric in an examination, and nevertheless, some indication of an attempted answer, draft or plan is available, credit for the assessable work will be given. In the absence of any such assessable material, a mark of 0 will be returned.

15. The Department reserves the right to give reduced credit to students who have failed to comply with the examination rubric.

16. Where a student at a Junior or Senior Sophister examination receives a mark of 70 or more (or its equivalent scaled up or down), in the Oral examination, (s)he will be recommended for a distinction in the use of spoken French.

Reassessment

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

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

4.8 Texts Assessment Details

FRU11011 Assessment

4.8.1 Texts MT Submission procedures:

- All assignments for this module must be word-processed, must use font Calibri in size 12, and lines must be double-spaced.

- You may write your commentary plan and commentary on any of the prose extracts or poems below (your commentary plan and your commentary can be on the same prose extract or poem if you wish).

- Length of commentary plan: 500 words. (Students should always include an electronic word count and are allowed to go above or below the stated word count by no more than 10%.)

- Length of commentary: 1,500 words. (Students should always include an electronic word count and are allowed to go above or below the stated word count by no more than 10%.)

- Your two pieces of assessment for FRU11011 may be written in English or French (quotations of text in French should **not** be translated into English).

- You must submit your assignments as an electronic copy (in **Word** format, not in PDF) on Blackboard through Turn-it-in by clicking on the designated submission folder under FRU11011.

- Before completing your essay plan and essay, please ensure you have consulted the Commentary Plan Guidelines, the Commentary Guidelines, the Commentary Plan Samples and the Commentary Samples, all available on Blackboard under FRU11011.

- Extensions to the deadline will only be permitted in exceptional circumstances and permission must be sought before the deadline from the module coordinator. When no valid reason for lateness has been given (e.g. medical certificate), late submission penalties will be applied as per the School's late submission policy.

Submission deadlines

- Submission dates will be available on Blackboard
- One commentary plan to be submitted online on Blackboard (under FRU11011)
- One commentary to be submitted online on Blackboard (under FRU11011)

4.8.2 Texts HT Assessment

FRU11012 Assessment

Essay Plans and Essays Submission deadlines

- Submission dates will be available on Blackboard

- One essay plan to be submitted online on Blackboard (under FRU11012)

- One essay to be submitted online on Blackboard (under FRU11012)

Submission procedures

- All assignments for this module must be word-processed, must use font CALIBRI in size 12, and must be double-spaced.

- You may write your essay plan and essay on any of the questions below (your essay plan and your essay can be on the same question if you wish).

- Length of essay plan: 500 words. (Students should always include an electronic word count and are allowed to go above or below the stated word count by no more than 10%.)

- Length of essay: 1,500 words. (Students should always include an electronic word count and are allowed to go above or below the stated word count by no more than 10%.)

- Your two pieces of assessment for this module **must be written in French** (with the exception of English-language quotations).

- You must submit your assignments as an electronic copy (in WORD format, not in PDF) on Blackboard through Turn-it-in by clicking on the designated submission folder under FRU11012.

- Before completing your essay plan and essay, please ensure you have consulted the Essay Plan Guidelines, the Essay Guidelines, the Essay Plan Samples and the Essay Samples, all available on Blackboard under FRU11012.

- Extensions to the deadline will only be permitted in exceptional circumstances and permission must be sought before the deadline from the module coordinator. When no valid reason for lateness has been given (e.g. medical certificate), late submission penalties will be applied as per the School's late submission policy:

- 2% of the final mark will be deducted for each day an assignment is late;

- After 14 days the assignment will not be accepted for marking and a mark of zero will be awarded.

4.8.3 FRU11012 Texts Assessment (HT)

Questions for Essay Plans and Essays

Students are to compare 2-3 of the works studied in FRU11012 in response to ONE of the below questions:

1. Analyse the representation of **various forms of violence** in two or three of the works studied in this module. Pay attention to both content and form (e.g. literary devices, dramatic/cinematic techniques) in your response.

2. Discuss the depiction of **memory and forgetting** in two or three of the works studied in this module. Pay attention to both content and form (e.g. literary devices, dramatic/cinematic techniques) in your response.

3. Analyse the representation of **multiple perspectives** in two or three of the works studied in this module. Pay attention to both content and form (e.g. literary devices, dramatic/cinematic techniques) in your response.

4.9 Transcript Requests

If you wish to request a copy of your academic transcript, contact the School's Undergraduate Office (undergraduate.sllcs@tcd.ie).

Include the following information in your email:

- Full name (as it appeared during your time as a student)
- Student number
- Programme of study
- Years of attendance at Trinity College Dublin

For older transcripts, the following details may not be available:

- Module or course descriptions for each academic year
- Module names corresponding to results listed on transcripts
- Descriptions of module content or learning outcomes
- ECTS credits, contact hours, or workload per module

Transcript processing requires a **minimum of 10 to 14 working days**.