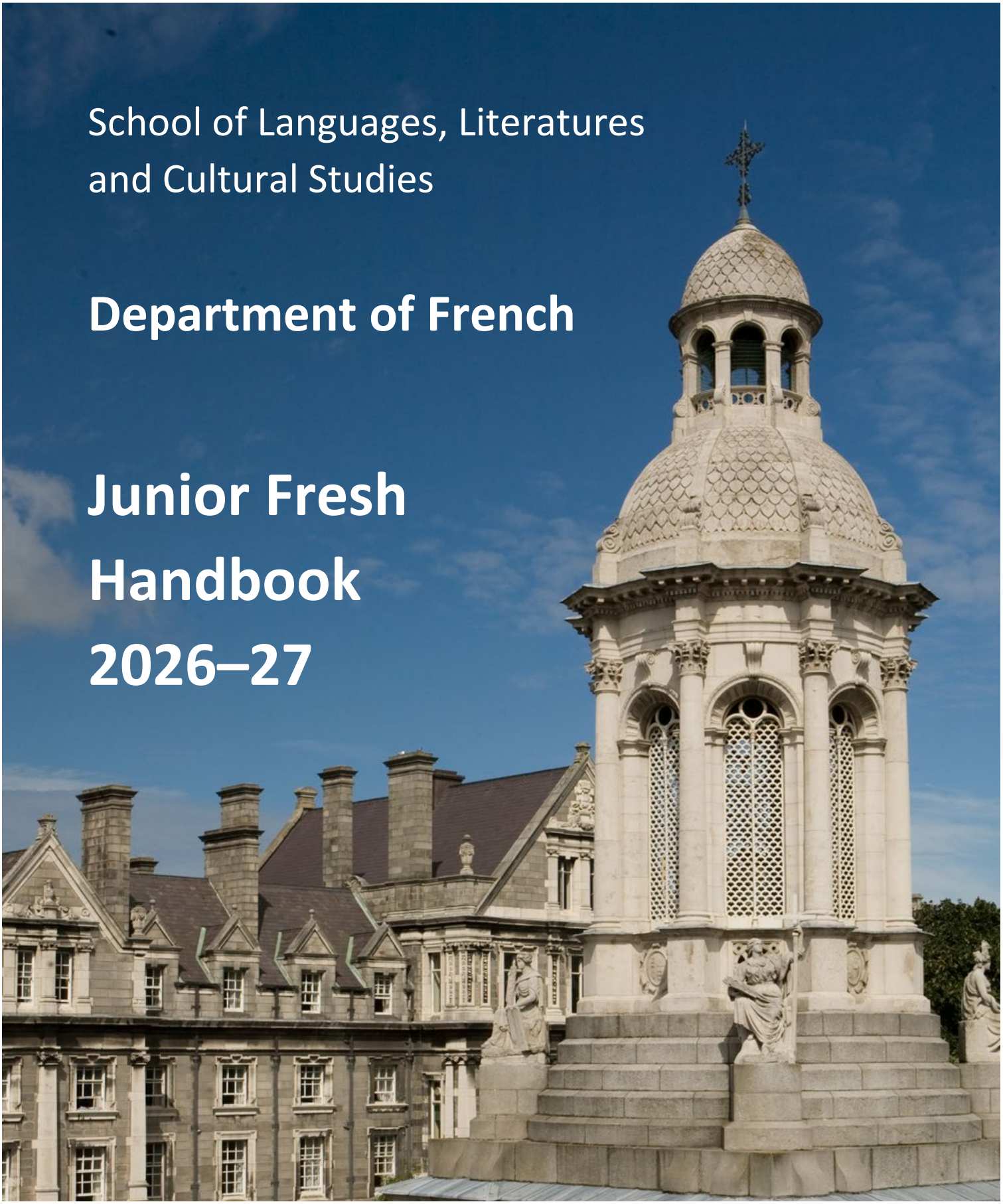
Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

School of Languages, Literatures and Cultural Studies

Department of French

Junior Fresh Handbook 2026–27



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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 Academic Staff Contact Details

Name	Role	Email	Office
Professor Sarah Alyn Stacey, FTCD	Head of Department SS Year Coordinator	salynsta@tcd.ie	4105
Dr Edward Arnold (On Leave HT)	ES & MEELC Coordinator (all years) MT	ejarnold@tcd.ie	4106
Dr James Hanrahan, FTCD	JS Year Coordinator Law and French Coordinator (all years)	hanrahaj@tcd.ie	4107
Dr Rachel Hoare	Junior Fresh Year Coordinator; CSL Coordinator (all years)	rmhoare@tcd.ie	4108
Dr Alexandra Lukes	Study abroad coordinator (outgoing students)	lukesa@tcd.ie	4104
Dr Hannes Opelz	SF Year Coordinator; SCHOLS Coordinator (HT)	opelzh@tcd.ie	4111
Ms Florence Signorini	BESS/BSF Coordinator	fsgnorni@tcd.ie	4103

	(all years); Study Abroad (inbound students) coordinator, September - June		
Dr Ashley Harris	Programme Coordinator, PG Diploma in French for Teachers	harrisa6@tcd.ie	
Ms Célia Riego-Liron	Language coordinator (all years); Study Abroad (Inbound) Coordinator	CRIEGOLI@tcd.ie	
Dr Kathy Dillon	ES & MEELC Coordinator (all years) HT Study abroad (outgoing) coordinator	dillonkathylisa@gmail.com	
Dr Louise Kari-Méreau	Schol Coordinator (MT); Study Abroad (Outbound) coordinator	KARIMERL@tcd.ie	
Teaching assistants			
Alice Cappelle		cappella@tcd.ie	
Megane Mazé	BESS/BSF	Mazm@tcd.ie	
Lectrices			
Paris III: Clara Shulte		clara.schulte@sorbonne-nouvelle.fr	
Lille III: Camille Gresoviac		camille.gresoviac.etu@univ-lille.fr	
ENS, Rue d'Ulm: Philomène Piccolo		philomene.piccolo@ens.psl.eu	
Étudiant(e)s Étranger(e)s			
Audrey Stagnol-Gestin (Paris IV)		audrey.stagnol@gmail.com	
Lou Jacquemin		lou.jacquemin@hotmail.com	
Mahé Sagnier		mahe.sagnier@ens-lyon.fr	
Hannah Magri		hannah.magri@ens	

		-paris-saclay.fr	

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

JF Module Coordinators

Module	Coordinator
Written Language (FRU11001/2)	Ms Célia Riego-Liron
Texts (FRU1101/2)	Dr Alexandra Lukes
French and Francophone Cultures (FRU22021)	Dr Edward Arnold (MT) and Dr Kathy Dillon (HT)

1.3 Key Dates

Students can access the College's Academic Year Structure online. Key dates for assessment will be posted on Blackboard.

1.4 Key Locations

School of Languages, Literatures and Cultural Studies (SLLCS)

Office hours

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

Undergraduate Office

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

Nature of query	Office location	Email
Undergraduate Office: **general undergraduate queries and transcript requests**	Room 5080 5th floor, Arts Building	undergraduate.sllcs@tcd.ie
European Studies		
Middle Eastern and European Languages and Cultures		
Undergraduate timetables	Room 5080	timetables.sllcs@tcd.ie
School Office: School operations, finance and HR	Room 5042	

Undergraduate Degree Programme Offices

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
Business, Economic and Social Studies (BESS)	Room 3023, Arts Building	bess@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)	Room 4091, Arts Building	clcsinfo@tcd.ie

1.5 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.

1.6 Study Abroad Requirement

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.

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 orderly 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 few number of students. The Foundation Scholarship examinations cover all 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 Course 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:

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 one 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 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.

4.5.1 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.

4.5.2 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.

4.5.3 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.