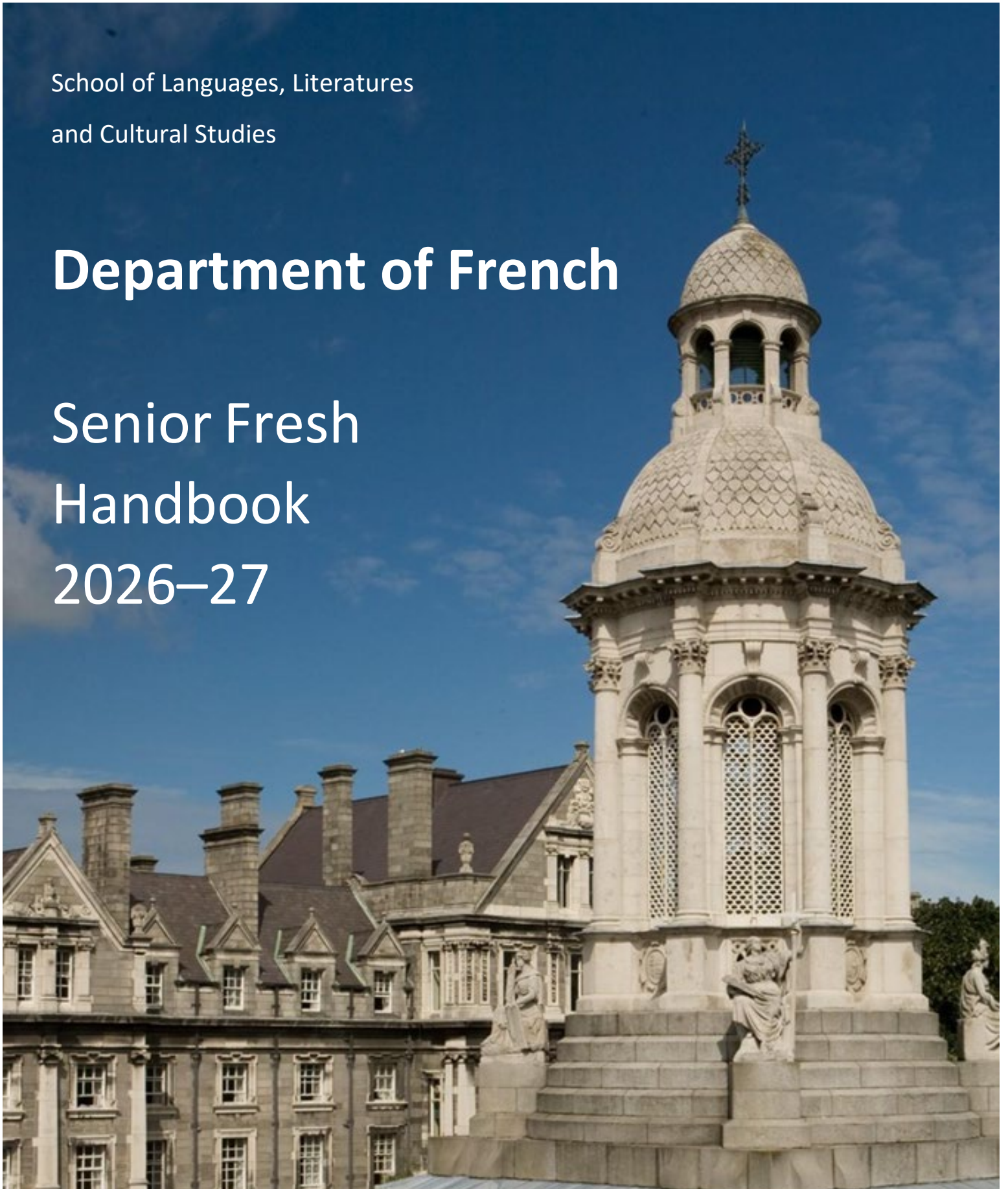
Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

School of Languages, Literatures and Cultural Studies

Department of French

Senior Fresh Handbook 2026–27



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1. General Programme Information

1.1 Introduction

Welcome to Senior Fresh French!

This Handbook applies to all students taking Senior Fresh Trinity Joint Honours French. It 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 (MT)	ejarnold@tcd.ie	4106
Dr Kathy Dillon	ES & MEELC coordinator (HT)	TBD	4089
Dr James Hanrahan, FTCD	JS year coordinator, SF Law & French coordinator	hanrahaj@tcd.ie	4107
Dr Ashley Harris	French for Teachers Upskilling coordinator	harrisa6@tcd.ie	4089
Dr Rachel Hoare	JF year coordinator, CSL coordinator	rmhoare@tcd.ie	4108
Dr Alexandra Lukes	Study Abroad coordinator (outgoing)	lukesa@tcd.ie	4104

Name	Role	Email	Office
Dr Théophile Munyangeyo	International Books orders	munyangt@tcd.ie	4109
Dr Hannes Opelz	SF year coordinator, Schols coordinator (HT)	opelzh@tcd.ie	4111
Teaching Fellows			
Dr Louise Kari-Méreau	Schols coordinator (MT)	karimerl@tcd.ie	4113
Célia Riego-Liron	Language coordinator	criegoli@tcd.ie	4089
Florence Signorini	Study Abroad coordinator (incoming), BESS/BSL (French) coordinator	fsgnorni@tcd.ie	4103
Teaching Assistants			
Alice Cappelle		cappella@tcd.ie	4089
Lectrices			
Camille Gresoviac (Lectrice)		gresovic@tcd.ie	4078
Philomène Piccolo (Lectrice)		piccolop@tcd.ie	4078
Clara Shulte (Lectrice)		cschulte@tcd.ie	4078

Module Coordinators

Module	Coordinator
Oral & Written French (FRU22001/2)	Célia Riego-Liron
Early Modern French Literature (FRU22041)	Professor Sarah Alyn Stacey

Module	Coordinator
Modern Political Thought in France (FRU22021)	Dr Edward Arnold
French in the 21st Century (FRU22081)	Dr Rachel Hoare
Early Modern Political Thought in France (FRU22052)	Dr James Hanrahan
Modern French Literature (FRU22012)	Dr Louise Kari-Méreau
The Diversity of the French-Speaking World (FRU22092)	Dr Rachel Hoare
French Language & Civilisation (FRU2251Y)	Florence Signorini
BSF French Writing Skills (FRU2250Y)	Florence Signorini

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	Room 5080 5th floor, Arts Building	undergraduate.sllcs@tcd.ie
Middle Eastern and European Languages and Cultures	Room 5080 5th floor, Arts Building	undergraduate.sllcs@tcd.ie
Undergraduate timetables	Room 5080	timetables.sllcs@tcd.ie
School Office: School operations, finance and HR	Room 5042	undergraduate.sllcs@tcd.ie

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

Programme	Office location	Email
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

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.

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 for a single semester, in non-language modules) and to fill in a clear and orderly learning agreement in conjunction with the local coordinator. Because assessment practices vary from one institution to another (in-term written assignments, end-of-semester examinations, and so on), students must also inform themselves of assessment requirements and procedures on 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 Examinations and Prizes

2.1 Foundation Scholarship Examinations (SCHOLS)

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.

More specifically, the French examinations require students to demonstrate:

- excellence in their level of mastery of the language (both written and oral) both in terms of fluency and accuracy;
- their exceptional ability to present structured and reasoned argument and analysis through their answers to searching essay questions.
- the depth and breadth of their learning, as well as their ability to integrate knowledge and situate their learning in a broader intellectual context.

Below is a description of the Scholarship examination papers taken in French, with indications of which papers are relevant to which programme of study.

Trinity Joint Honours (TJH): Law and French (L&F)

French Language Competence paper. All TJH and L&F candidates are required to take this paper. The French Language Competence paper is composed of two components: a written paper and a viva voce examination.

The written component is a 1.5-hour language paper which requires students to respond in French, in no fewer than 500 words, to one of a series of questions typically relating to topical issues in French and Francophone culture. This paper requires students to produce a piece of writing which demonstrates their mastery of the structure of French argumentative texts. This piece of writing must also reproduce a near-native standard of expression in French, in terms of both idiomatic expression and the use of advanced and appropriate vocabulary relating to the

chosen topic. The composition must be almost entirely free from grammatical errors. The paper tests the student's ability to think critically, to structure their thoughts in a coherent manner, and to express them with grammatical accuracy while corresponding to the rhetorical norms of the French argumentative style.

As for the oral component, this examination is a 15-minute test of students' ability to communicate to a near-native standard in French, which begins with a five-minute presentation based on a pre-prepared topic, chosen from a list of general questions communicated one week in advance of the examination. These general questions may be related to French Studies but are not on the set curriculum. In their presentations, students must demonstrate the depth and breadth of their learning and their ability to integrate knowledge and situate their learning in a broader intellectual context. The presentation is followed by questions from two examiners relating to the presentation itself and the chosen topic, and, possibly, more general questions unrelated to the topic. This part of the examination requires students first to demonstrate their ability to prepare a well-structured and convincing oral presentation on a general question, showing strength in argumentation and expression in French. Students must then defend their argument using error-free and idiomatic French, which requires both an advanced level of linguistic ability and critical thought.

Weighting: 100% (50% for the written component and 50% for the oral component)

French Course Work 1 paper. Candidates whose pathways require them to take two papers in French take this paper, in addition to the French Language Competence paper.

The French Course Work 1 paper is a 2-hour written paper which requires students to answer two questions in English:

1. One from the first section (Section A) relating to the Junior Fresh Texts modules
2. One from a second section (Section B) composed of general questions relating to literary and/or other topics in aesthetics, which may be related to French Studies but are not on the set curriculum.

In the first section, students must demonstrate exceptional skill in textual analysis and the ability to synthesize secondary material relating to the set texts in order to produce coherent and cogently argued answers to searching questions based on the texts studied.

In the second section, students must demonstrate the depth and breadth of their learning and their ability to integrate knowledge and situate their learning in a broader intellectual context.

Weighting: 100% (50% for answer 1 and 50% for answer 2)

French Course Work 2 paper. Candidates whose pathways require them to take three papers in French take this paper, in addition to the French Language Competence paper and the French Course Work 1 paper.

The French Course Work 2 paper is a 2-hour written paper which requires students to answer two questions drawn from four different sections (bearing in mind that the questions chosen must not come from the same section).

Each section features a range of questions relating to:

1. Topics drawn from the JF French & Francophone Culture modules (Section A);
2. Texts studied in Michaelmas Term in the SF Early Modern French Literature module, FRU22041 (Section B);
3. Texts studied in Michaelmas Term in the SF Modern Political Thought in France module, FRU22021 (Section C);
4. Material covered in Michaelmas Term in the SF French in the 21st Century module, FRU22081 (Section D).

In their answers, students must demonstrate their knowledge of the texts and topics they chose to discuss, showing excellent knowledge of a broad range of text/topics in French and Francophone culture, literature, politics, and/or linguistics, as well as the ability to synthesize secondary material relating to these texts/topics in order to produce coherent and cogently argued answers to searching questions.

Weighting: 100% (50% for answer 1 and 50% for answer 2)

European Studies (ES) & Computer Science & Language (CSL)

ES and CSL candidates only take the abovementioned **French Language Competence** paper (both the written and oral components).

Middle Eastern and European Languages and Cultures (MEELC)

MEELC candidates take the abovementioned **French Language Competence** paper (both the written and oral components) and the abovementioned **French Course Work 2** paper.

Business Studies & French (BSF)

BSF candidates sit papers set by their programme. For more information on their requirements, they should contact their programme office.

Information Meeting

An information meeting on the French component of the Scholarship examinations will take place in October (an email with more details about the meeting will be circulated in due course). If you are considering taking these examinations, please attend this meeting.

2.2 Other Prizes

Composition Prizes

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

The Department may award up to four Senior Fresh Composition Prizes in any given year, where sufficient merit is shown. At Senior Fresh, they are awarded to the students with the best result in French language — specifically, the best result in FRU22002 — across all programmes (TJH, ES, CSL, MEELC, and Law & French). Where results are identical, the prize is shared.

Dompierre-Chaufepié Prize

This prize was founded in 1912 by a gift from Gerard Alston Exham, Fellow 1895-1920, in memory of Eugénie de Dompierre de Chaufepié, of The Hague. It is awarded annually on the results of the Senior Fresh annual examination, to the best overall result in French modules (TJH programme only). A candidate must have attended three terms of honour lectures in French previous to the examination and must be approved by the Professor. Value: €90.

Ireland Fund of France Awards

Two awards of €800 will be made annually on the basis of academic merit and financial need to students who have shown a commitment to French studies to assist them in making a study visit to France.

3. Academic Writing

3.1 The Use and Referencing of 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.

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.

- Calendar Part II, B: General Regulations & Information, 'Academic Integrity'
- Academic Integrity Policy
- Library Guides - Academic Integrity
- Coversheet Declaration

4. Teaching, Learning and Assessment

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 Programme Structure

Welcome to Senior Fresh French! Depending on your pathway, which you chose over the summer, students take either **20 credits** in French (Joint Honours French or French as a Minor) or **40 credits** in French (Single Honours French or French as a Major).

All students take **two** compulsory term-long language modules (2 x 5 ECTS), one per term, and then choose either **one** or **three** term-long option modules per term, depending on their credit requirements. In order to reach the required total of **20 ECTS credits**, students take the following:

1. Language MT (5 ECTS)
2. Option 1 MT (5 ECTS)
3. Language HT (5 ECTS)
4. Option 2 HT (5 ECTS)

In order to reach the required total of **40 ECTS credits**, students take the following:

1. Language MT (5 ECTS)
2. Option 1 MT (5 ECTS)
3. Option 2 MT (5 ECTS)
4. Option 3 MT (5 ECTS)
5. Language HT (5 ECTS)

6. Option 4 HT (5 ECTS)
7. Option 5 HT (5 ECTS)
8. Option 6 HT (5 ECTS)

Correct number of credits

Students are reminded that it is their responsibility to check they have the correct number of credits for the pathways they have selected. Any queries about credits should be addressed promptly to the Undergraduate Office of the School of Languages, Literatures and Cultural Studies (SLLCS).

Please note that failure to have the correct number of credits may result in you having to retake the year. Students can contact the Trinity Undergraduate Common Architecture Office (UCAO).

4.3 Module Descriptors

The descriptors below set out, for each Senior Fresh module in French, the module code and weighting, the coordinator, the aims and learning outcomes, the prescribed texts, the lecture programme and the assessment requirements.

Students can find more up-to-date information and further documentation under the relevant module on Blackboard.

4.3.1 Language (10 ECTS)

To complete the Language course, all students (TJH, ES, CSL, MEELC, L&F, SH) take the following term-long French grammar modules:

Oral & Written French

FRU22001 (Michaelmas Term) / FRU22002 (Hilary Term) · 10 ECTS · Full Year

Module Description

Following on from the French language course of the Junior Fresh year, this module aims to further consolidate and develop competence and fluency in French, based on the four basic linguistic skills of listening, speaking, reading and writing.

In each term of Oral & Written French, there are **three compulsory contact hours per week**. These are supplemented by independent learning to practise grammar, translation and writing skills. In each term, students prepare and complete a number of translation and composition homework assignments, which are given an indicative mark but graded on a pass/fail basis for continuous assessment. For full details on assessment, students should consult the Written Language Dossiers for each module, available on Blackboard.

Module Learning Outcomes

On successful completion of these two modules, students will be able to:

- Communicate clearly and effectively, both orally and in writing, in English and French in academic, professional and social settings.
- Organise and present ideas in English and French, in writing and orally, within the framework of a structured and reasoned critical argument.
- Translate a range of journalistic texts into English, with accuracy, consistency and appropriateness of register and expression.
- Demonstrate a high level of proficiency in the French language in both written and spoken contexts.
- Analyse critically and independently, in English and French, a variety of texts written in French in a variety of registers.

Prescribed Textbook

Margaret Jubb and Annie Rouxeville, *French Grammar in Context*, 4th edn (Routledge, 2014). Later editions exist, but the fourth edition is prescribed because it is the edition available as an e-book free of charge from the TCD Library website.

Reference Grammar

Roger Hawkins and Richard Towell, *French Grammar and Usage*, 4th edn (Routledge, 2015). This grammar is available as an e-book free of charge from the TCD Library website, or for purchase at International Books on South Frederick Street.

Assessment

FRU22001 — Oral and Written French (Michaelmas Term)

Your mark will be calculated on the basis of two compulsory components:

- Continuous assessment: four homework translation assignments (10%)
- Translation examination (90%) [Michaelmas Assessment Week]

Students who complete and achieve a passing mark in **four out of five** translation assignments will receive full marks for this component. Assignments that receive a failing grade may be resubmitted within one week; SLLCS rules on late submission of exercises still apply. **Students who submit fewer than four translation assignments will automatically receive zero marks** for this component.

If students fail FRU22001 overall, and have not met the requirements to pass by compensation, they will be required to re-sit the translation examination in the Reassessment Session. Continuous assessment is not reassessed. The reassessment for FRU22001 is:

- Translation examination (100%) [Reassessment Week]

FRU22002 — Oral and Written French (Hilary Term)

Your mark will be calculated on the basis of three compulsory components:

- Continuous assessment: four homework composition assignments (10%)
- Oral examination (30%)
- Composition examination (60%) [Hilary Assessment Week]

Students who complete and achieve a passing mark in **four out of five** composition assignments will receive full marks for this component. Assignments that receive a failing grade may be resubmitted within one week; SLLCS rules on late submission of exercises still apply. **Students**

who submit fewer than four composition assignments will automatically receive zero marks for this component.

If students fail FRU22002 overall, and have not met the requirements to pass by compensation, they will be required to re-sit all failed examination components in the Reassessment Session. Continuous assessment is not reassessed. The reassessment components for FRU22002 are:

- Oral examination (35%)
- Composition examination (65%) [Reassessment Week]

Please note: students who do not attempt an examination component (the oral or the written examinations) will have to re-sit it in the Reassessment Session, even if they have passed the module overall on the strength of their marks in the other components.

Computer Science & Language Students

In addition to FRU22001/FRU22002, CSL students take FRU22092 (The Diversity of the French-Speaking World) in Hilary Term. Further details on FRU22092 are given below.

4.3.2 Optional Modules (10 or 30 ECTS)

Students choose from the following term-long Option modules:

Term	Module	Code
Michaelmas Term	Early Modern French Literature	FRU22041
Michaelmas Term	Modern Political Thought in France	FRU22021
Michaelmas Term	French in the 21st Century	FRU22081
Hilary Term	Modern French Literature	FRU22012
Hilary Term	Early Modern Political Thought in France	FRU22052
Hilary Term	The Diversity of the French-Speaking World	FRU22092

Each Option module (worth 5 ECTS) is made up of one weekly lecture and one weekly seminar. **Each module has its own assessment requirements** and deadlines, described in further detail below.

General Requirements for All Options

- All Option modules are assessed by a two-hour written examination, taken in the **Assessment Week of the term in which the module runs**. FRU22012 (Modern French Literature) additionally carries one in-term written commentary; full details are given in that module's descriptor below. All written work for Option modules, examinations and coursework alike, may be composed either in English or in French, according to preference.

- Passages for commentary will be provided by the relevant lecturer in due course. Where no titles or extracts are circulated in advance, the lecturer(s) will provide assessment details in class.

- Any written assignments should be submitted **electronically on Blackboard**, in Word format (not PDF), and **by the deadline**. Extensions will be permitted only in exceptional circumstances, and permission must be sought *before the deadline* — from the year coordinator where the extension is sought on medical grounds, or from the Head of Department on any other grounds. As a general rule, documentary evidence (e.g. a medical certificate) is required for an extension to be approved. Where no valid reason for lateness has been given, **late submission penalties** will be applied in accordance with the School's Late Submission of Coursework Policy (see "Marking Procedures & Late Submission Policy" below).

- Students must **respect the word count for written assignments**. Unless specified otherwise, students should include an electronic word count and may go above or below the stated word count **by no more than 10%**.

- Written work may be composed either in English or in French, according to preference, in both Michaelmas and Hilary Term, and regardless of the TJH pathway or programme the student is on.
- In marking assignments and examinations composed in French, 70% of the mark is given to content and 30% to grammar. (See the "Marking Procedures & Late Submission Policy" below for further detail.)
- ES students take Political Thought in France in either Michaelmas Term (FRU22021, Modern Political Thought in France) or Hilary Term (FRU22052, Early Modern Political Thought in France). Students are assigned by the ES Office to either the MT or the HT group depending on their other subjects. For enquiries regarding their French requirements, ES students should contact the departmental ES coordinator.

4.3.3 Michaelmas Options

Early Modern French Literature

FRU22041 · 5 ECTS · Michaelmas Term

Module Coordinator: Professor Sarah Alyn Stacey

Module Description

The module considers some of the major works of French literature from the medieval period through to the seventeenth century, with a particular focus on how we read and understand these texts. The following key question guides our analysis: how specifically does a text function to generate meaning through, for example, allusion, alliteration, metaphor, simile, rhyme scheme, an actor's physical embodiment of a character, mise-en-scène, techniques specific to a genre (poetry, theatre) or a medium (cinema)?

The module begins with a consideration of Robert Bresson's film *Lancelot du Lac* (1974), a rewriting of a seminal Arthurian legend of the medieval period. We consider how Bresson rewrites the legend specifically for cinema and how he engages with such key themes of the Middle Ages as chivalry, honour and courtly ideals.

We then consider the French Renaissance through a close reading of the sonnets of *Les Antiquitez de Rome* (1558), a major work by Joachim Du Bellay (1522–1560), a member of the Pléiade, the group of poets and playwrights working under Pierre de Ronsard (1524–1585) to revitalise French literature. We examine Du Bellay's innovative use of the sonnet form to articulate, in highly visual language, abstract metaphysical, existential and transhistorical themes about the human condition and our place in the universe. This is a seminal work which met with European recognition — it was translated by Edmund Spenser.

We then examine drama, focusing on the Golden Age of French theatre, the seventeenth century. Through an analysis of Molière's social satire *Le Misanthrope* (1667), we consider themes such as non-conformity, friendship, hypocrisy, happiness and virtue; how and why the central protagonist, Alceste, has divided critics; and how the performance of the text can direct us towards different interpretations of the play.

The module concludes with a close reading of Pierre Corneille's *Le Cid* (1648), a tragi-comedy/tragedy which gave rise to considerable controversy over its central dramatic action, the problematic relationship between the young knight Rodrigue and his beloved Chimène, whose father Rodrigue kills. We consider the representation of the central dramatic dilemma and the construction of the play around the eternally significant themes of honour, duty, heroism, sacrifice and authority. The play returns us to the concepts of chivalry with which the module begins.

This module comprises one weekly lecture (see the lecture programme below) and one weekly seminar. Students are expected to prepare classes in advance and to give short presentations; they may be asked to hand in work. All lectures are given by Professor Alyn Stacey.

Module Learning Outcomes

On successful completion of the module (through full attendance and application), students should have developed:

- an understanding of some of the major texts of early modern French literature;

- the ability to read closely and interpret objectively early modern literary texts across a range of genres, namely film, poetry and theatre;
- their use of a critical language to analyse objectively, in English and in French, the texts on the course;
- an ability to organise and present ideas, in written and oral form, in English and in French, within the framework of a structured and reasoned critical argument;
- an understanding of the appropriate methodologies and relevant resources for the presentation of their work.

Course Texts

Robert Bresson, *Lancelot du Lac* (Gaumont, 1974). Copy in the Ussher Library: LEN MUL A684. A screening of the film will be arranged.

Joachim Du Bellay, *Les Regrets, précédé de Les Antiquitez de Rome*, ed. Françoise Joukovsky (Paris: Flammarion, 1971).

Molière, *Le Misanthrope*, ed. Loïc Marcou (Paris: Flammarion, 1998).

Corneille, *Le Cid* (Paris: Petits Classiques Larousse, 1998).

The above texts are all available for purchase at International Books. Any good scholarly modern edition may be used if the recommended editions are not available.

Select Bibliography

What follows is preliminary. More detailed bibliographies, together with handouts, will be distributed in class. Two key texts on rhetoric should be consulted for constant reference throughout the module: J. D. Biard, *Lexique pour l'explication de texte* (Exeter: University of Exeter Press, 1980), and G. Forestier, *Introduction à l'analyse des textes classiques* (Paris: Nathan, 1993).

Bresson

J. T. Grimbert, '*Lancelot du Lac*: Robert Bresson's Arthurian Realism', in *The Holy Grail on Film: Essays on the Cinematic Quest* (Jefferson, NC, 2015), pp. 37–49.

B. Levy and L. Coote, 'The Subversion of Medievalism in *Lancelot du Lac* and *Monty Python and the Holy Grail*', in Richard Utz and Jesse G. Swan (eds), *Postmodern Medievalisms* (Woodbridge, 2005), pp. 99–126.

G. Morgan, 'The Worthiness of Chaucer's Worthy Knight', *The Chaucer Review*, 44:2 (2009), pp. 115–158.

K. Murphy, '*Lancelot du Lac*', *Film Comment*, 35:4 (1999), pp. 46–48. JSTOR: http://www.jstor.org/stable/43455417

T. Pipolo, Robert Bresson: A Passion for Film (Oxford, 2010).

P. B. Sturtevant, *The Middle Ages in Popular Imagination: Memory, Film and Medievalism* (London, 2018). Available as an e-book in the Berkeley Library.

Du Bellay

Y. Bellenger and J. Balsamo, Du Bellay et ses sonnets romains: études sur 'Les Regrets' et 'Les Antiquitez de Rome' (Paris, 1994).

H. Chamard, Joachim du Bellay (1522–1560) (Lille, 1900).

G. Gadoffre, *Du Bellay et le sacré* (Paris, 1978).

V. Saulnier, Du Bellay: l'homme et l'œuvre (Paris, 1951).

H. Tucker, The Poet's Odyssey: Joachim du Bellay and the 'Antiquitez de Rome' (Oxford, 1990).

H. Weber, La Création poétique en France au XVIe siècle (Paris, 1956), ch. 6.

Molière

A. Calder, 'On Humour and Wit in Molière's *Le Misanthrope* and Congreve's *The Way of the World*', in Sarah Alyn Stacey with Véronique Desnain (eds), *Culture and Conflict in Seventeenth-Century France and Ireland* (Dublin, 2004), pp. 151–162.

W. D. Howarth, Molière: A Playwright and his Audience (Cambridge, 1982).

J. Lough, Seventeenth-Century French Drama (Oxford, 1979).

W. G. Moore, *Molière: A New Criticism* (Oxford, 1949).

J. Morgan, '*Le Misanthrope* and Classical Conceptions of Character Portrayal', *The Modern Language Review*, 79:2 (1984), pp. 290–300. DOI: https://doi.org/10.2307/3730013

M. Turnell, *The Classical Moment* (New Haven, CT, 1971).

Corneille

H. T. Barnwell, The Tragic Drama of Corneille and Racine (Oxford, 1982).

M. Perkins, 'A Message from the Margins: The Function of the Infante in Corneille's *Le Cid*', *French Studies*, 74:4 (2020), pp. 519–535. DOI: https://doi.org/10.1093/fs/knaa166

Lecture Programme

Michaelmas Term, Mondays.

Week	**Topic**	**Lecturer**
1 (3)	Introduction to Early Modern French Literature	Alyn Stacey
2 (4)	Robert Bresson: *Lancelot du Lac* — The Medieval World on Screen	Alyn Stacey
3 (5)	The Sonnet and the City: Du Bellay's *Antiquitez de Rome* (1558)	Alyn Stacey
4 (6)	The Stylistics of Expression: Reconstructing Du Bellay's Rome (I)	Alyn Stacey
5 (7)	The Stylistics of Expression: Reconstructing Du Bellay's Rome (II)	Alyn Stacey
6 (8)	Satire and Society: Molière's *Le Misanthrope* (I)	Alyn Stacey
7 (9)	Study Week	—
8 (10)	Satire and Society: Molière's *Le Misanthrope* (II)	Alyn Stacey
9 (11)	Satire and Society: Molière's *Le Misanthrope* (III)	Alyn Stacey

Week	Topic	Lecturer
10 (12)	Court and Conflict: Corneille's *Le Cid* (I)	Alyn Stacey
11 (13)	Court and Conflict: Corneille's *Le Cid* (II)	Alyn Stacey
12 (14)	Court and Conflict: Corneille's *Le Cid* (III)	Alyn Stacey

Assessment

1 × two-hour written examination, taken in the **Assessment Week of Michaelmas Term**, requiring students to answer two questions on authors studied on the module, in English or French according to preference (100%).

Modern Political Thought in France

FRU22021 · 5 ECTS · Michaelmas Term

Module Coordinator: Dr Edward Arnold

Module Description

This module introduces students to the political and ideological traditions of modern France, from the French Revolution to the Fifth Republic, exploring key texts and other materials related to the period in question.

This module is made up of one weekly lecture (see the lecture programme below) and one weekly seminar.

Module Learning Outcomes

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

- Analyse critically and independently, in English and French, extracts from major historical, political and cultural texts and documents ranging from the French Revolution to the Fifth Republic.
- Demonstrate a broad knowledge of the historical, cultural and political development of France from the French Revolution to the Fifth Republic, as reflected in the texts and documents used in the module.

- Organise and present ideas in English and French, in writing and orally, within the framework of a structured and reasoned critical argument.
- Demonstrate an awareness of the relevant philosophical, political and historical approaches to ideas and to the social and political development of France from the French Revolution to the Fifth Republic.
- Use the appropriate methodologies and relevant resources for the presentation of their work.
- Produce written work demonstrating the ability to organise, analyse and evaluate relevant material.

Course Texts

All texts required for this module will be made available in the form of an anthology on Blackboard.

Select Bibliography

On the French Revolution

Alfred Cobban, *Aspects of the French Revolution* (London: Paladin, 1973).

François Furet, *Penser la Révolution française* (Paris: Gallimard, 1978).

Paul R. Hanson, *Contesting the French Revolution* (Wiley-Blackwell, 2009).

Roger Magraw, *France 1815–1914: The Bourgeois Century* (London: Fontana, 1983).

Roger Price, A Social History of Nineteenth-Century France (London: Hutchinson, 1987).

D. M. G. Sutherland, *France 1789–1815: Revolution and Counterrevolution* (London: Fontana/Collins, 1985).

On Napoleon III and the Second Empire

Maurice Agulhon, 1848 ou l'apprentissage de la république, 1848–1852 (Paris: Seuil, 1973).

François Caron, *La France des Patriotes, de 1851 à 1918* (Paris: Fayard, 1985).

Alain Plessis, De la fête impériale au mur des fédérés, 1852–1871 (Paris: Seuil, 1979).

On the Third Republic

Robert D. Anderson, *France 1870–1914: Politics and Society* (London: Routledge & Kegan Paul, 1977).

On Anti-Semitism and the Dreyfus Affair

Pascal Ory and Jean-François Sirinelli, *Les Intellectuels en France, de l'Affaire Dreyfus à nos jours* (Paris: Armand Colin, 1986).

Michel Winock (ed.), *L'Affaire Dreyfus* (Paris: Seuil, 1998).

On Fascism, Nationalism and the Extreme Right in France

Edward J. Arnold (ed.), The Development of the Radical Right in France: From Boulanger to Le Pen (London: Macmillan, 1999).

Ariane Chebel d'Appollonia, *L'Extrême-droite en France: de Maurras à Le Pen* (Brussels: Éditions Complexe, 1996; new edn, coll. « Questions au XXe siècle »).

Michel Winock, *Nationalisme, antisémitisme et fascisme en France* (Paris: Seuil, coll. « Points-Histoire » H131, 1990).

Michel Winock, *La Fièvre hexagonale: les grandes crises politiques, 1871–1968* (Paris: Seuil, coll. « Points-Histoire » 97, 1990).

On Vichy, Collaboration and the Resistance

Marc-Olivier Baruch, *Le Régime de Vichy* (Paris: La Découverte, 1996).

Philippe Burrin, Living with Defeat: France under the German Occupation, 1940–1944 (London: Arnold, 1996).

Robert Paxton, *Vichy France: Old Guard and New Order, 1940–1944* (New York: Columbia University Press, 1982).

On Post-War Literature and Politics

Philip Dine, Images of the Algerian War: French Fiction and Film, 1954–1992 (Oxford: Clarendon Press, 1994).

Frantz Fanon, *Les Damnés de la terre* (Paris: François Maspero, 1961), preface by J.-P. Sartre.

Robert Gildea, *France since 1945* (Oxford: Oxford University Press, 2002).

Tony Judt, *Past Imperfect: French Intellectuals, 1944–1956* (Oxford: Oxford University Press, 1992).

Michael Kelly, The Cultural and Intellectual Rebuilding of France after the Second World War (London: Palgrave Macmillan, 2004).

On the Algerian War

Gabriel Bomin, *La Déchirure — La Guerre d'Algérie: 1954–1962* (Studio France Télévisions, 2012).

Pierre Montagnon, La Guerre d'Algérie: genèse et engrenage d'une tragédie (Paris: Pygmalion, 2004).

Gillo Pontecorvo, *La Bataille d'Alger* [*La Battaglia di Algeri*] (StudioCanal, 1966).

Benjamin Stora, *La Guerre d'Algérie expliquée à tous* (Paris: Le Seuil, 2012).

On May 1968

Pierre Bouvier, *Mai 68, traces et griffages* (Paris: Galilée, 2018).

Jean-François Hamel, *Nous sommes tous la pègre* (Paris: Minuit, 2018).

Jean-Pierre Le Goff, *Mai 68, l'héritage impossible* (Paris: La Découverte, 2002).

Edgar Morin, Claude Lefort and Cornélius Castoriadis, *Mai 68: la brèche*, suivi de *Vingt ans après* (Paris: Fayard, 2008).

Lecture Programme

Michaelmas Term, Tuesdays.

Week	**Topic**	**Lecturer**
1 (3)	The French Revolution(s) (1789–1799)	Arnold
2 (4)	Napoleon and the First Empire (1799–1815)	Arnold
3 (5)	From Restoration to Republic (1815–1848)	Arnold
4 (6)	Revolution, Republic and Counter-Revolution (1848–1852)	Arnold

Week	Topic	Lecturer
5 (7)	Napoleon III and the Second Empire (1852–1870)	Arnold
6 (8)	The Third Republic and the 'guerres franco-françaises' (1870–1914)	Arnold
7 (9)	Study Week	—
8 (10)	'Neither Right nor Left': Politics in the Interwar Years (1918–1944)	Arnold
9 (11)	Resistance (1940–1944)	Arnold
10 (12)	Collaboration (1940–1944)	Arnold
11 (13)	Intellectuals and Decolonisation	Opelz
12 (14)	May 1968	Opelz

Assessment

1 × two-hour written examination, taken in the **Assessment Week of Michaelmas Term**, answered in English or French according to preference (100%).

French in the 21st Century

FRU22081 · 5 ECTS · Michaelmas Term

Module Coordinator: Dr Rachel Hoare

Module Description

The main objective of this module is to give a deeper understanding of the French language as it exists today, and to show that French is a many-faceted social instrument which may be delicately modified to suit the multitude of situations in which it is used on a daily basis. The French language, like any other language in current use, is constantly evolving, thereby responding to the needs and demands of its users.

In addition to looking at the factors which have produced the mainstream variety of French — official standard French — the module examines and evaluates attempts to control the

language by the State. The concept of variation in language is considered, and the various factors which determine the way written and spoken language are produced in a particular set of circumstances are identified. The influence of geographical origin (with particular reference to the languages of France and to regional and dialectal French), age, sex, socioeconomic status and register is examined in detail.

The module also explores spontaneous innovation in the French language (focusing on youth language, immigrant language and different forms of slang) and official innovation, such as neologisms, spelling reform and combating sexism in language. It looks at anglicisms and the influence of other languages on twenty-first-century French. Finally, it addresses first and second language acquisition with specific reference to French.

This module is made up of one weekly lecture and one weekly seminar.

Module Learning Outcomes

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

- Identify a wide range of sociolinguistic issues relating to languages, dialects and patois in France.
- Critique the historical role of the State in protecting the standard language.
- Identify key aspects of linguistic policy in France.
- Discuss the sociolinguistic aspects of regional, situational and social variation in relation to different language varieties in France.
- Explain the different ways in which the French language is currently defended and preserved.

Course Texts

There is no single course book. The works cited in the Select Bibliography all have useful sections on the issues to be considered, and students will be provided with up-to-date journal articles via Blackboard.

Select Bibliography

D. Ager, *Sociolinguistics and Contemporary French* (Cambridge: Cambridge University Press, 1990).

R. Ball, *The French-Speaking World* (London: Routledge, 1997).

A. Battye, M.-A. Hintze and P. Rowlett, *The French Language Today: A Linguistic Introduction* (London: Routledge, 2000).

R. A. Lodge, *French: From Dialect to Standard* (London: Routledge, 1993).

R. A. Lodge, *A Sociolinguistic History of Parisian French* (Cambridge: Cambridge University Press, 2009).

R. A. Lodge, N. Armstrong, Y. Ellis and J. Shelton, *Exploring the French Language* (London: Arnold, 1997).

M. Offord, *Varieties of Contemporary French* (London: Macmillan, 1990).

C. Sanders (ed.), *French Today: Language in its Social Context* (Cambridge: Cambridge University Press, 1995).

Assessment

1 × two-hour written examination, taken in the **Assessment Week of Michaelmas Term**, answered in English or French according to preference (100%).

4.3.4 Hilary Options

Modern French Literature

FRU22012 · 5 ECTS · Hilary Term

Module Coordinator: Dr Louise Kari-Méreau

Module Description

This module introduces students to three short works of twentieth-century French prose, each of which dismantles some part of the machinery the novel had inherited from the nineteenth

century: plot, character, psychological interiority, the stable narrating self. The central question of the module is what each text puts in the place of what it removes.

Nathalie Sarraute's *Tropismes* (1939; revised 1957) consists of twenty-four brief texts in which nothing that would ordinarily count as an event takes place. What Sarraute isolates instead are the minute, barely conscious movements — the 'tropisms' of her title — that pass beneath speech and beneath the commonplaces people exchange. Her figures have no names, and often no more than a pronoun.

Georges Perec's *Les Choses: une histoire des années soixante* (1965) describes a young couple, Jérôme and Sylvie, almost entirely through the objects they own, covet and fail to acquire. Perec offers an inventory in place of a psychology, and in doing so writes both a novel of the consumer boom and a critique of the realist novel as a form.

Sarah Kofman's *Rue Ordener, rue Labat* (1994) is the only autobiographical text by a philosopher otherwise known for her work on Nietzsche and Freud. It recounts a Jewish childhood in occupied Paris: the arrest and deportation of her father, and the years spent hidden with a Christian woman on the rue Labat who saved her life and displaced her mother. Kofman writes in short, unemphatic fragments, and the reticence of the book is itself an object of study.

Alongside close reading, the module situates each text in the moment to which it responds: the emergence of the Nouveau Roman, the consumer expansion of the Trente Glorieuses, and the long return of the Occupation to French writing at the end of the century.

This module is made up of one weekly lecture (see the lecture programme below) and one weekly seminar.

Module Learning Outcomes

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

- Analyse critically and independently, in French, three major works of twentieth-century French prose across distinct genres: the prose fragment, the novel and the autobiographical récit.

- Situate these texts in relation to the movements and historical conditions that shaped them, including Surrealism, the Nouveau Roman, the literature of the Trente Glorieuses and post-war writing on the Occupation.
- Produce a sustained *commentaire composé* on a short passage, in English or French, demonstrating close attention to syntax, register, image and narrative voice.
- Deploy an appropriate critical vocabulary, in French, for discussing narrative technique, focalisation and the representation of consciousness.
- Organise and present ideas in French, in writing and orally, within the framework of a structured and reasoned critical argument.
- Use the appropriate methodologies and relevant resources for the presentation of their work.

Course Texts

Nathalie Sarraute, *Tropismes* (Paris: Minuit, coll. « Double », 2012). ISBN 978-2-7073-2146-6. This is the 1957 Minuit text, in which Sarraute removed one chapter of the 1939 Denoël original and added six new ones.

Georges Perec, *Les Choses: une histoire des années soixante* (Paris: Pocket, coll. « Roman contemporain », 2026). ISBN 978-2-266-35559-9. This is the Pocket edition, the 10/18 edition is out of print.

Sarah Kofman, *Rue Ordener, rue Labat*, suivi de *Autobiogravures*, ed. Isabelle Ullern (Lagrasse: Verdier, 2024). ISBN 978-2-37856-222-9. This annotated edition, which includes previously unpublished material, is preferred; the original Galilée edition of 1994 remains acceptable.

All three texts are short — roughly 100 to 160 pages each — and are to be read in French. They are available for purchase at International Books. Copies will also be available in the TCD library.

Select Bibliography

Sarraute

N. Sarraute, *L'Ère du soupçon*, Paris, 1956.

A. Jefferson, The 'Nouveau Roman' and the Poetics of Fiction, Cambridge, 1980.

V. Minogue, Nathalie Sarraute and the War of the Words: A Study of Five Novels, Edinburgh, 1981.

J. Ricardou, *Le Nouveau Roman*, Paris, 1973.

Perec

Georges Perec, 'Pour une littérature réaliste' (1962), in *L.G.: une aventure des années soixante* (Paris: Seuil, 1992), pp. 47–66. Perec's programmatic statement of the project *Les Choses* carries out.

David Bellos, *Georges Perec: A Life in Words* (London: Harvill, 1993); French translation, *Georges Perec: une vie dans les mots* (Paris: Seuil, 1994).

Claude Burgelin, '*Les Choses*, un devenir-roman des *Mythologies*?', *Recherches & Travaux*, 77 (2010), pp. 57–66. On Perec's debt to Barthes.

Michael Sheringham, 'Georges Perec: Uncovering the Infra-Ordinary', in *Everyday Life: Theories and Practices from Surrealism to the Present* (Oxford: Oxford University Press, 2006), 248–291.

Kofman

Penelope Deutscher and Kelly Oliver (eds), *Enigmas: Essays on Sarah Kofman* (Ithaca, NY: Cornell University Press, 1999). With a foreword by Jean-Luc Nancy.

Tina Chanter and Pleshette DeArmitt (eds), *Sarah Kofman's Corpus* (Albany, NY: SUNY Press, 2008).

Verena Andermatt Conley, 'For Sarah Kofman, on *Rue Ordener, rue Labat*', *SubStance*, 25:3 (1996), pp. 153–159.

Caroline Sheaffer-Jones, 'Sarah Kofman's *Rue Ordener, rue Labat* and Autobiography', *Australian Journal of French Studies*, 37:1 (2000), pp. 91–104.

Lecture Programme

Hilary Term, Fridays.

Week	Topic	Lecturer
1 (21)	Surrealism and the Avant-gardes	Lukes
2 (22)	Sarraute: *Tropismes* (I)	Lukes
3 (23)	Sarraute: *Tropismes* (II)	Lukes
4 (24)	Sarraute: *Tropismes* (III)	Lukes
5 (25)	Perec: *Les Choses* (I)	Kari-Méreau
6 (26)	Perec: *Les Choses* (II)	Kari-Méreau
7 (27)	Study Week	—
8 (28)	Perec: *Les Choses* (III)	Kari-Méreau
9 (29)	Kofman: Rue Ordener, rue Labat (I)	Opelz
10 (30)	Bank Holiday	—
11 (31)	Kofman: Rue Ordener, rue Labat (II)	Opelz
12 (32)	Kofman: Rue Ordener, rue Labat (III)	Opelz

Assessment

Students complete two assessments for this module:

- 1 × *commentaire composé* (750 words), in English or French according to preference, on a passage from either Sarraute or Perec, to be submitted by **Monday 1 March 2027**, 12 noon (30%). Passages for commentary will be provided by the relevant lecturer in due course.
- 1 × two-hour written examination, taken in the **Assessment Week of Hilary Term**, answered in English or French according to preference (70%).

Early Modern Political Thought in France

FRU22052 · 5 ECTS · Hilary Term

Module Coordinator: Dr James Hanrahan

Module Description

This module aims to acquaint students with the political and ideological traditions of modern France, from the Renaissance to the eighteenth century, exploring in particular the work of Montaigne, Pascal and Voltaire.

This module is made up of one weekly lecture (see the lecture programme below) and one weekly seminar.

Module Learning Outcomes

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

- Analyse critically and independently, in English and French, extracts from major historical, political and cultural texts ranging from the sixteenth to the eighteenth century.
- Demonstrate a broad knowledge of the historical, cultural and political development of France from the sixteenth to the eighteenth century, as reflected in the texts used in the module.
- Organise and present ideas in English and French, in writing and orally, within the framework of a structured and reasoned critical argument.
- Demonstrate an awareness of the relevant philosophical, political and historical approaches to ideas and to the social and political development of France from the sixteenth to the eighteenth century.
- Use the appropriate methodologies and relevant resources for the presentation of their work.
- Produce work demonstrating the ability to organise, analyse and evaluate relevant material.

Course Texts

Michel de Montaigne, 'De la coustume et de ne changer aisément une loy receüe' and 'Des Cannibales', in *Essais*, vol. I (Paris: Gallimard, coll. Folio, 1973).

Blaise Pascal, *Pensées*, ed. Dominique Descotes (Paris: Flammarion, 1976).

Voltaire, *Lettres philosophiques*, ed. René Pomeau (Paris: Flammarion, 1999).

The Department will provide students with copies of the two essays by Montaigne. The other texts are available for purchase at International Books.

Select Bibliography

Montaigne, Essais

J. Garrison, A History of Sixteenth-Century France, 1483–1598 (London: Macmillan, 1995).

R. J. Knecht, The Rise and Fall of Renaissance France, 1483–1610 (London: Fontana, 1996).

Pascal, Pensées

J. Cruickshank, *Pascal: Pensées* (London: Grant and Cutler, 1988).

L. M. Heller and I. M. Richmond (eds), *Pascal: Thématique des Pensées* (Paris: Vrin, 1988).

E. J. Kearns, *Ideas in Seventeenth-Century France* (Manchester: Manchester University Press, 1979).

J. Morgan, 'Pascal's "Three Orders"', *Modern Language Review*, 73 (1978), pp. 755–766.

M. Moriarty, *Taste and Ideology in Seventeenth-Century France* (Cambridge: Cambridge University Press, 1988).

Voltaire, Lettres philosophiques

Th. Besterman, *Voltaire* (Oxford: Blackwell, 1976).

N. Cronk, *The Cambridge Companion to Voltaire* (Cambridge: Cambridge University Press, 2009).

D. Outram, *The Enlightenment* (Cambridge: Cambridge University Press, 1995).

I. O. Wade, *The Intellectual Origins of the French Enlightenment* (Princeton, NJ: Princeton University Press, 1971).

Lecture Programme

Hilary Term, Tuesdays.

Week	Topic	Lecturer
1 (21)	Montaigne: *Les Essais* (I)	Alyn Stacey

Week	Topic	Lecturer
2 (22)	Montaigne: *Les Essais* (II)	Alyn Stacey
3 (23)	Montaigne: *Les Essais* (III)	Alyn Stacey
4 (24)	Montaigne: *Les Essais* (IV)	Alyn Stacey
5 (25)	Pascal: *Pensées* (I)	Alyn Stacey
6 (26)	Pascal: *Pensées* (II)	Alyn Stacey
7 (27)	Study Week	—
8 (28)	Pascal: *Pensées* (III)	Alyn Stacey
9 (29)	Pascal: *Pensées* (IV)	Alyn Stacey
10 (30)	Voltaire: Lettres philosophiques (I)	Hanrahan
11 (31)	Voltaire: Lettres philosophiques (II)	Hanrahan
12 (32)	Voltaire: Lettres philosophiques (III)	Hanrahan

Assessment

1 × two-hour written examination, taken in the **Assessment Week of Hilary Term**, answered in English or French according to preference (100%).

The Diversity of the French-Speaking World

FRU22092 · 5 ECTS · Hilary Term

Module Coordinator: Dr Rachel Hoare

Module Description

This module aims to provide students with an understanding of sociolinguistic issues relating to the French language and its role in the French-speaking world. It combines a review of current sociolinguistic themes and relevant reading with more practical and applied tasks which explore specific language varieties.

Module Learning Outcomes

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

- Evaluate the position of French in the world and its status as a world language.
- Identify and describe the major stages in the development of the Francophone movement.
- Analyse the ideology of the Francophone movement.
- Describe the linguistic characteristics of countries in Europe and America where French is spoken as a first language.
- Explain the sociolinguistic concepts associated with these environments.
- Analyse quantitative and qualitative linguistic data.
- Ask questions concerning module content with confidence, and seek information from appropriate sources.
- Work cooperatively in a small-group environment.

Course Texts

D. Ager, Francophonie in the 1990s: Problems and Opportunities (Clevedon: Multilingual Matters, 1990).

R. Ball, The French-Speaking World: A Practical Introduction (London: Routledge, 2016).

J. M. G. Le Clézio, *Francophonie: pour l'amour d'une langue* (coll. L'Âme des peuples, 2020).

Students will also be provided with relevant articles on a weekly basis.

Assessment

1 × two-hour written examination, taken in the **Assessment Week of Hilary Term**, answered in English or French according to preference (100%).

4.4 Marking Procedures & Late Submission Policy

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 compositions/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 in a language module (e.g. FRU22001/2), the weighting of the mark is as follows: 70% for grammar and 30% for content.

For work submitted in French in a 'content' (option) module (e.g. FRU22012), the weighting of the mark is as follows: 70% for content and 30% for grammar.

All assignments **must be submitted by the deadline**. Extensions to the deadline will only be permitted in exceptional circumstances and permission must be sought ***before the deadline with the module coordinator***. As a general rule, for extensions to be approved, students are required to submit documentary evidence (e.g. a medical certificate). When no valid reason for lateness has been given, **late submission penalties** will be applied as per the College's Late Submission of Coursework Policy.

The French Department interprets the above late submission policy as follows:

- 2% of the final mark will be deducted for each day an assignment is late
- After 14 days (7 days for reassessment), the assignment will not be accepted for marking and a mark of zero will be awarded

Where stated, students must respect the word count for written assignments. Unless specified otherwise, students should include an electronic word count and are allowed to go above or below the stated word count **by no more than 10%.**

4.5 Assessment Results & Re-sits

Students are reminded that it is their responsibility to check their assessment results and to note any failed elements which may require a re-sit/resubmission at reassessment. This should be done promptly and within the week the results are published.

Any queries about re-sits (incl. oral timetables) should be addressed promptly to the School's Undergraduate Office with the relevant year coordinator copied in for information. Please note that failure to take re-sits can result in you having to retake the year.

4.6 Marking Criteria

Essays, Commentaries & Written Exams

First (70-100)

This grade indicates work of excellent to exceptional quality. Work in this range 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/understanding of the subject matter or extract;
- Independent thought of high quality reflected in an original and imaginative handling of the subject matter or extract;
- Comprehensive treatment of the question/extract;
- 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.

Upper Second (60-69)

This grade indicates a very good standard of work. Work 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/understanding of the subject matter or extract;
- Convincing attempt at independent thought reflected in an intelligent approach to the handling of the subject matter or extract;
- Deals with all the key points raised by the question/extract;
- 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.

Lower Second (50-59)

This grade indicates a satisfactory to good standard of work. Work in this range 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/understanding of the subject matter or extract, but may be narrow, or somewhat superficial in frame of reference;
- Candidate discusses some, but not all of the key points raised by the question/extract;
- Generally capable, but unimaginative approach to the question/extract;
- 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.

Third (40-49)

This grade indicates some limited though acceptable understanding/knowledge of the subject matter or extract, but will be too simplistic or brief, and/or contain other major weaknesses. Work in this range will demonstrate some, though not necessarily all, of the following:

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 understanding/knowledge of the subject matter or extract, but generally narrow, or superficial in frame of reference;
- Fails to discuss a number of the key points raised by the question/extract;
- 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.

Fail 1 (30-39)

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

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 understanding/knowledge of the subject matter/extract with little reference beyond it;
- Content largely irrelevant and disorganised;
- Misses important implications of the question/extract;
- 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.

Fail 2 (0-29)

This grade indicates some or all of the weaknesses noted under the Fail 1 grade range, but to a greater, perhaps extreme, extent. Work in this range will demonstrate some, though not necessarily all, of the following:

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 understanding/knowledge of the subject matter/extract;
- Fails to understand and to address the question/extract;
- 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

First (70-100)

This grade indicates work of excellent to exceptional quality. A translation in this range 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 good 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 a satisfactory to good standard of work. A translation in this range 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)

This grade demonstrates some limited though acceptable translation ability, containing major weaknesses. A translation in this range will demonstrate some, though not necessarily all, of the following:

- 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. A translation in this range will demonstrate some, though not necessarily all, of the following:

- 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 indicates some or all of the weaknesses noted under the Fail 1 grade range, but to a greater, perhaps extreme, extent. A translation in this range will demonstrate some, though not necessarily all, of the following:

- 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.

Class Presentations

First (70-100)

This grade indicates work of excellent to exceptional quality. A presentation in this range 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, delivery and style wholly suited to oral presentation of ideas;

- 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;
- Excellent verbal and non-verbal communication skills;
- 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;
- Clear 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.

Upper Second (60-69)

This grade indicates a very good standard of work. A presentation 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;
- Very good verbal and non-verbal communication skills;
- 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.

Lower Second (50-59)

This grade indicates a satisfactory to good standard of work. A presentation in this range 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;
- Good verbal and non-verbal communication skills;
- 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 contradictions or inadequately explained points;
- Tendency to be narrative or descriptive, rather than analytical.

Third (40-49)

This grade demonstrates some limited though acceptable knowledge of the subject, but will be too simplistic or brief, or contain other major weaknesses. A presentation in this range will demonstrate some, though not necessarily all, of the following:

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 tend to impede comprehension and communication;
- Limited ability to manipulate language resulting in simple 'translated' language which contains numerous anglicisms.

Content

- Demonstrates some knowledge of the subject matter, but generally narrow, or superficial in frame of reference;
- Adequate verbal and non-verbal communication skills;
- Fails to discuss many of the points raised by the question;

- Some relevant points made, but not always supported by relevant evidence; tendency to making unsupported assertions;
- Reliance on uncritical reproduction of lecture notes; very little evidence of additional reading;
- Limited ability to organise material;
- Structure lacks coherence and cohesion;
- Argument lacks rigour and clarity and is on the whole inconclusive;
- Descriptive with limited ability to develop ideas.

Fail 1 (30-39)

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

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;
- Poor verbal and non-verbal communication skills;
- 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.

Fail 2 (0-29)

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. A presentation in this range will demonstrate some, though not necessarily all, of the following:

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 practically impossible;
- No command of the structures of the language.

Content

- Virtually no knowledge of the subject matter;
- Very poor verbal and non-verbal communication skills;
- 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.

Oral Exams

The oral examination consists of a prepared presentation on a topic chosen or assigned in advance, followed by a question-and-answer with the examiners. The Q&A is conducted as a conversation on themes arising from the presentation; it may extend or move beyond the topic, and its purpose is to observe how the student understands and responds to unprepared

questions rather than to probe the argument in detail. Students may consult a prompt card with bullet points during the presentation, but reading from a written-out script is not permitted. Performance is assessed across four categories: grammatical accuracy; pronunciation; fluency and communication; and content, cohesion, and argumentation.

First (70–100)

This grade indicates oral performance of excellent to exceptional quality. Performance in this range will demonstrate some, though not necessarily all, of the following:

Grammatical accuracy

- Virtually free from grammatical error, with only minor slips under pressure;
- Wide range of tenses, moods, and constructions used accurately;
- Precise use of prepositions and idiomatic verb constructions;
- Register consistently suited to the task;
- Effective self-correction where slips occur.

Pronunciation

- Accurate throughout, including nasal vowels, rounded front vowels, and other sounds French keeps distinct;
- Silent letters correctly handled; liaison and enchaînement used naturally;
- Recognisably French rhythm, cadence, and intonation;
- Effortlessly followed by a French-speaking listener.

Fluency and communication

- Speaks freely from prompt-card points, with no reliance on a written text;
- Understands unprepared questions immediately and responds with ease;
- Sustains a real conversation with the examiners, including where the discussion moves beyond the prepared topic;
- Composed and communicatively effective under exam conditions.

Content, cohesion, and argumentation

- Presents a genuinely argued position, with a clear thesis and a structure discernible to a listener in real time;
- Rich engagement with the topic, including complexity, ambiguity, or counter-argument;
- Definitions and examples are precise and well chosen;
- Time managed effectively, with the closing given its proper weight.

Upper Second (60–69)

This grade indicates a very good standard of oral performance. Performance in this range will demonstrate some, though not necessarily all, of the following:

Grammatical accuracy

- Generally accurate, with recurring but minor errors;
- Good range of tenses and constructions, with occasional slips in agreement, preposition, or mood;
- Register mostly consistent with the task;
- Effective self-correction of most slips.

Pronunciation

- Clear and generally accurate throughout;
- Occasional vowel, consonant, or silent-letter slip, but overall easy to follow;
- Rhythm and intonation broadly French.

Fluency and communication

- Mostly fluent delivery, with only occasional hesitation;
- Speaks from prompt-card points without reading a script;
- Unprepared questions understood and answered without difficulty; engages readily in the conversation.

Content, cohesion, and argumentation

- Well-organised and clearly signposted;
- A discernible line of argument or position;

- Good grasp of the topic; examples and definitions appropriate;
- Time managed with only minor unevenness.

Lower Second (50–59)

This grade indicates a satisfactory to good standard of oral performance. Performance in this range will demonstrate some, though not necessarily all, of the following:

Grammatical accuracy

- Frequent errors that do not obstruct meaning;
- Uneven control of tenses, prepositions, and agreement;
- Some anglicisms in structure or lexis;
- Some self-correction, though inconsistent;
- Register not always suited to the task.

Pronunciation

- Pronunciation requires some effort from the listener;
- Several vowel or silent-letter issues, but speech remains comprehensible overall;
- Rhythm and intonation not consistently French.

Fluency and communication

- Halting delivery, or over-reliant on the prompt card at times;
- Noticeable hesitation, but delivery continues;
- Unprepared questions partly understood; responses adequate but limited; conversation sustained with difficulty.

Content, cohesion, and argumentation

- Material presented rather than genuinely argued;
- Structure present but loose; signposting inconsistent;
- Time management uneven; closing may be compressed.

Third (40–49)

This grade indicates oral performance of limited though acceptable competence. Performance in this range will demonstrate some, though not necessarily all, of the following:

Grammatical accuracy

- Errors begin to affect clarity;
- Limited range of tenses; systematic gaps evident;
- Anglicisms recurrent; prepositions frequently wrong;
- Register frequently not suited to the task;
- Limited ability to manipulate the language spontaneously.

Pronunciation

- Sustained comprehension difficulty for the listener;
- Distortion of key sounds; delivery at times hard to follow;
- Rhythm and intonation not French.

Fluency and communication

- Reads from the prompt card, or delivers a largely memorised text;
- Unprepared questions misunderstood; little real conversation with the examiners;
- Minimal development of answers.

Content, cohesion, and argumentation

- Limited or disorganised material;
- No clear thesis or position;
- Time poorly managed.

Fail 1 (30–39)

This grade indicates oral performance of insufficient competence. Performance in this range will demonstrate some, though not necessarily all, of the following:

Grammatical accuracy

- Pervasive error, frequently compromising meaning;
- Very limited grammatical resources;

- Little consistent control of tense, agreement, or preposition;
- Very little command of the structures of the language.

Pronunciation

- Frequently hard for the listener to understand;
- Distortions collapse distinctions French keeps apart;
- Largely unintelligible stretches.

Fluency and communication

- Presentation essentially read out or recited;
- Unprepared questions not understood, even when reformulated;
- No sustained conversation with the examiners.

Content, cohesion, and argumentation

- Very poor structure and argument;
- Content difficult to assess owing to intelligibility problems.

Fail 2 (0–29)

This grade indicates oral performance that contains some or all of the weaknesses noted under the Fail 1 grade range, but to a greater extent. Performance in this range will demonstrate some, though not necessarily all, of the following:

Grammatical accuracy

- Almost no command of French grammar;
- Errors so frequent and severe that communication is barely possible;
- Virtually no command of the structures of the language.

Pronunciation

- Comprehension barely possible for a French-speaking listener;
- Speech unintelligible for the greater part of the exam.

Fluency and communication

- No sustained oral communication;
- Presentation not delivered, or entirely read out;
- No response given to questions.

Content, cohesion, and argumentation

- Virtually no assessable content;
- No structure, no argument.

4.7 Guidelines for Class Presentations

When giving a class presentation, you should take into consideration the following factors:

- Content
- Structure
- Presentation Software
- Delivery and Audience Awareness
- Submission
- Further tips

Content

In preparing your presentation:

1. Define your objectives, i.e. the key points which you wish to examine (two to three maximum).
2. Calculate how much coverage you can give to each point in the time available.

Structure

Your presentation should comprise the following components:

1. **Introduction**: State your objectives and the stages which will be involved in your exploration of them.
2. **Clear Sequencing**: Indicate the transitions between each of your points ('signposting').
3. **Conclusion**: Recapitulate on your arguments, to show that they have led you to an overall concluding idea.

Presentation software

Use adequate presentation software (PowerPoint or Prezi) and ensure you know how the software works before recording your presentation.

Always practice your presentation several times before recording it. If using PowerPoint, the following link will help you add audio narration to your slides:

- Microsoft Narration Guidelines

Delivery and Audience Awareness

Think about the manner in which you deliver your presentation. For example:

1. **Voice**: Are you audible? Are you speaking too quickly? Are you speaking on a monotone?
2. **Eye-Contact (if using video)**: Are you engaging with the audience through sufficient eye-contact? Or are you avoiding eye-contact and reading to your notes?
3. **Body-language (if using video)**: Do you have any distracting physical mannerisms? For example, what are you doing with your hands?
4. **Language**: Are you using the correct register for the subject?
5. **Notes**: Are you just reading from your notes? This will disengage you from your audience. Practise using prompting words and improvising.

Submission

Always ensure you are aware of the deadline for submitting your presentation and submit your work on time (the same penalties for late submissions will apply as those applicable to written assignments). Presentations should normally be uploaded to Blackboard under the relevant module, but your module/class leader will confirm how presentations should be submitted.

Further tips

College has dedicated webpages to provide students with tips on presentations.

4.8 Attendance

Students are reminded that attendance is compulsory. Poor attendance may result in the refusal of permission to sit annual examinations. According to the regulations as set out in the College Calendar a student's performance may be deemed non-satisfactory (NS) where they fail to attend one third of their course or fail to submit one third of their coursework.

In SF French, this regulation is interpreted as follows: a student's performance is deemed non-satisfactory where s/he misses three or more classes in a given module.

- Calendar part II, B: General Regulations and Information, 'Attendance'

Students who may be prevented from sitting an examination or examinations (or any part thereof) due to illness should seek, through their tutor, permission from the Senior Lecturer in advance of the assessment session to defer the examination(s) to the reassessment session.

Students who have commenced the assessment session and are prevented from completing the session due to illness should seek, through their tutor, permission to defer the outstanding examination(s)/assessment(s) to the reassessment session.

In cases where the assessment session has commenced, requests to defer the outstanding examination(s) on medical grounds, should be submitted by the tutor to the relevant school/departmental/course office. If non-medical grounds are stated, such deferral requests

should be made to the Senior Lecturer, as normal.

- Calendar Part II, B: General Regulations and Information, 'Absence'
- Academic Policies

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**.