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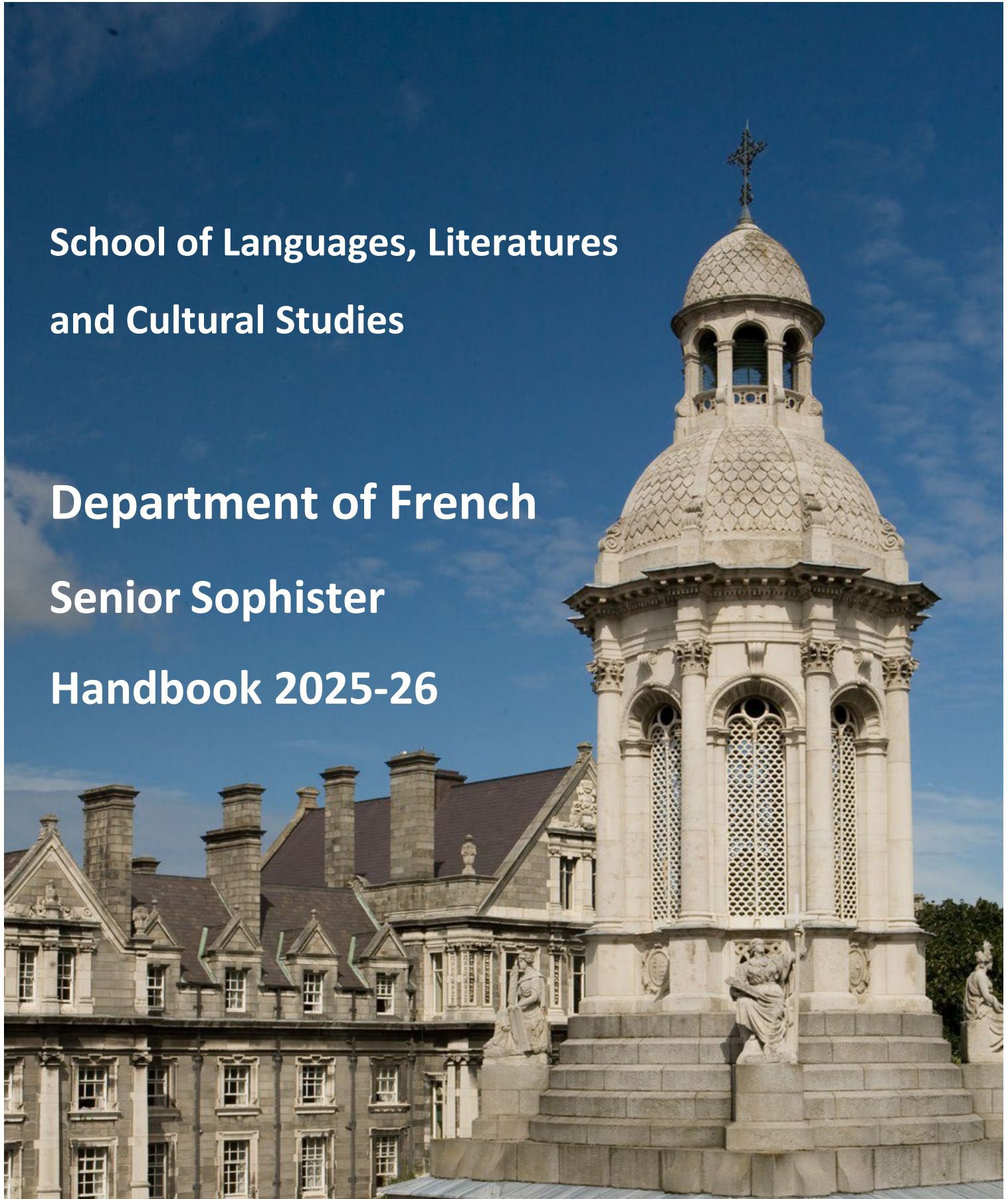## Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

School of Languages, Literatures and Cultural Studies

Department of French

Senior Sophister

Handbook 2025-26

Contents

1. General Programme Information

1.1 Introduction

This Handbook applies to all students taking Senior Sophister 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 Staff Contact Details

Name	Role	Email	Office
Lecturing Staff			
Professor Sarah Alyn Stacey, FTCD	Head of Department	salynsta@tcd.ie	4105
Dr Edward Arnold	ES and MEELC coordinator	ejarnold@tcd.ie	4106
Professor Michael Cronin, FTCD	1776 Chair of French, SS year coordinator	croninm8@tcd.ie	4090
Dr Laurene Glimois		glimoisl@tcd.ie	
Dr James Hanrahan, FTCD	JS year coordinator, SF Law & French coordinator	hanrahaj@tcd.ie	4107
Dr Ashley Harris	SCHOLS coordinator (MT)	harrisa6@tcd.ie	
Dr Rachel Hoare	JF year coordinator, CSL coordinator	rmhoare@tcd.ie	4108

Dr Alexandra Lukes (on leave HT)	Study Abroad/Erasmus coordinator (outgoing students), Acting SF year coordinator (HT)	lukesa@tcd.ie	4104
Dr Hannes Opelz (on leave MT)	SCHOLS Coordinator (HT), SF year coordinator (HT)	opelzh@tcd.ie	4111
Célia Riego-Liron	Language coordinator	criegoli@tcd.ie	4103
Dr Paule Salerno-O'Shea		psalerno@tcd.ie	4113
Florence Signorini	Study Abroad/Erasmus coordinator (incoming students), BSL (French) coordinator	fsgnorni@tcd.ie	4103
Teaching Assistants			
Alice Cappelle		cappella@tcd.ie	
Dr Max McGuinness		mcguinm8@tcd.ie	
Lecteurs/Lectrices			
Juliette Couvreur		couvreuj@tcd.ie	4089
Gabrielle Genin		gening@tcd.ie	4089
Hanaé Algarra		algarrah@tcd.ie	4089

1.3 Module Coordinators

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

Early Modern Political Thought in France (FRU22051)	Dr James Hanrahan
French in the 21st Century (FRU22081)	Dr Rachel Hoare
Modern French Literature (FRU22012)	Professor Michael Cronin
Modern Political Thought in France (FRU22022)	Dr Edward Arnold
The Diversity of the French-Speaking World (FRU22092)	Dr Rachel Hoare

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** **European Studies** **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
Erasmus and Study Abroad	Room 5080	erasmus.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		tjh.erasmus-studyabroad@tcd.ie
SLLCS Erasmus and Study Abroad Co-ordinator	Room 5080, Arts Building	erasmus.sllcs@tcd.ie
Business Studies and a Language (BSL)	Trinity Business School	business@tcd.ie
Trinity Columbia Dual B.A.	Room 3135, Arts Building	ColumbiaDualBA@tcd.ie
Dual B.A. Columbia University Officer		gsinternational@columbia.edu
Law and a Language	School of Law, House 39, New Square	law.school@tcd.ie
Computer Science, Linguistics and a Language (CSLL)	Room 4091, Arts Building	clcsinfo@tcd.ie

1.5 Key Dates

The College's Academic Year Structure is available online. Key dates for assignments will be released on Blackboard.

1.6 Timetable

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

1.6 Study Abroad Requirement

Students taking one or two modern languages other than English must spend not less than two months in the country of each language in order to fulfil the requirements of their course. The residence required for each language must be completed before the moderatorship examination in that language. This requirement can be waived only in exceptional circumstances and with the prior approval of the schools or departments concerned.

- [College Calendar: Trinity Joint Honours, Special Requirement in Modern Languages](#)

1.6.1 Departmental Study Abroad Coordinators

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.

School Contacts

In the first instance, students should contact the Study Abroad Coordinator for French.

For all queries and supports, students are welcome to contact the School's Erasmus and Study Abroad Coordinator ([erasmus.sllcs@tcd.ie](#)) or by calling in to the Undergraduate Office during office hours.

SH and TJH pathways

Contact the TJH Erasmus and Study Abroad Coordinator by email ([tjh.erasmus-studyabroad@tcd.ie](#)), or by calling into the TJH [Programme Office during office hours](#).

2. Academic Prizes

The following prizes are awarded to Senior Sophister students studying French or a Modern Language:

French Government Bronze Medal

These medals are awarded to the best candidates in French in each of the degree courses at the final year examinations in the Department of French.

Barbara Wright Prize

This prize was founded in 2006 by a gift from Barbara Wright, her colleagues and friends, to mark her retirement after forty years of service. It is awarded annually to the Senior Sophister who obtains the highest result, and not less than a first class, in French literature, in part II of the moderatorship examination in French. Should there be no suitably qualified candidate, the prize, in the year in question, will accrue to the capital endowment of the award. Value, €175

Dr Henry Hutchinson Steward Literary Scholarships

These scholarships were founded in 1884 by a bequest from Henry Hutchinson Stewart. Two scholarships, value €500 and €400, are awarded annually in the Senior Sophister year to those students following the major with minor pathway who have obtained the highest aggregate of marks in the Trinity joint honours examinations and whose major subject was a modern language (English, French, German, Irish, Italian, Russian, Spanish). At least one scholarship is reserved for a student whose minor subject was also a modern language.

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.

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.

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

4. Teaching and Learning

4.1 Programme Pathways

Trinity Joint Honours:

Senior Sophister Pathways in French: An Overview

JF Entry	SF Pathways	JS Pathways	SS Exit
Joint Honours	> SF Single Honours French	> Single Honours French (full-year Erasmus in JS)	> Single Honours French Degree
Joint Honours	> SF French as a Major	> Single Honours French (full year at Trinity or one-term Erasmus) > French as a Major Option A > French as a Major Option B > Joint Honours French	> Single Honours French Degree > Major with Minor Degree A > Major with Minor Degree B > Joint Honours Degree
Joint Honours	> SF Joint Honours French	> French as a Major Option A > French as a Major Option B > Joint Honours French	> Major with Minor Degree A > Major with Minor Degree B > Joint Honours Degree > Major with Minor Degree A

		> French as a Minor Option A	> Major with Minor (no French in SS)
		> French as a Minor Option B	
Joint Honours	> SF French as a Minor	> French as a Minor Option A	> Major with Minor Degree A
		> French as a Minor Option B	> Major with Minor (no French in SS)
		> Joint Honours French	> Joint Honours Degree

4.2 Module Descriptors

Trinity Joint Honours: Senior Sophister Pathways

Please note that SS Options are subject to change in order to facilitate research leave for academic staff.

4.2.1. Single Honours French

Students choosing to study French in their final year of the TJH programme take 60 ECTS in French, 20 ECTS of modules in each semester, plus a full-year Capstone module.

Senior Sophister (SH French)			
Module Code	**Mandatory Module**	**ECTS**	**Semester**
FRU44CPY	Capstone	20	1 & 2
FRU44101	Oral and Written Language (Advanced Writing Skills A) MT	5	1
FRU44301	Written Language B (Translation) MT	5	1

	SS Option 1*	5	1
	SS Option 2*	5	1
FRU44102	Oral and Written Language A (Résumé) HT	5	2
FRU44302	Written Language B (Advanced Writing Skills) HT	5	2
	SS Option 3*	5	2
	SS Option 4*	5	2
FRU44232	Résumé for French/Francophone Students on Erasmus/Visiting	5	2

4.2.2. Major French with Minor (Option A)

Students who took a French Major with Minor Option A for Junior Sophister will take 40 ECTS in French in SS (20 ECTS French Capstone/20 ECTS in French) and take 20 ECTS in their Minor subject

Senior Sophister (French Major with Minor Option A)			
Module Code	**Mandatory Module**	**ECTS**	**Semester**
FRU44CPY	Capstone	20	1 & 2
FRU44101	Oral and Written Language MT (Advanced Writing Skills A)	5	1
	SS Option 1*	5	1
FRU44102	Oral and Written Language HT (Prose & Résumé)	5	2
	SS Option 2*	5	2

4.2.3. Major French with Minor (Option B)

Students who took a French Major with Minor Option B for Junior Sophister will take 60 ECTS in French in SS (20 ECTS French Capstone/40 ECTS in French) and will drop their Minor subject. In SS, students taking Major French with Minor Option B

take the same modules as Single Honours French students.

Senior Sophister (French Major Option B)			
Module Code	**Mandatory Module**	**ECTS**	**Semester**
FRU44CPY	Capstone	20	1 & 2
FRU44101	Oral and Written Language A (Advanced Writing Skills) MT	5	1
FRU44301	Written Language B (Translation) MT	5	1
	SS Option 1*	5	1
	SS Option 2*	5	1
FRU44102	Oral and Written Language (Résumé) HT	5	2
FRU44302	Written Language B (Advanced Writing Skills) HT	5	2
	SS Option 3*	5	2
	SS Option 4*	5	2

4.2.4. Joint Honours

Students following the Joint Honours pathway will take 20 ECTS of French modules in SS, 20 ECTS in Subject 2 and complete a 20 ECTS Capstone in either French or their other subject.

Senior Sophister (Joint Honours)				
Module Code	**Module**	**ECTS**	**Semester**	**Mandatory/Optional**
FRU44101	Oral and Written Language A (Advanced Writing Skills) MT	5	1	Mandatory
	SS Option 1*	5	1	Mandatory

FRU44102	Oral and Written Language (Résumé) HT	5	2	Mandatory
	SS Option 2*	5	2	Mandatory
FRU44CPY	Capstone in French (if French Capstone is chosen)	20	1 & 2	Optional

4.2.5. Minor French

Students who took a Major with French Minor **Option A** for Junior Sophister will take 20 ECTS in French in SS. Their other credits and Capstone will be taken in their Major subject. Students who took a Major with French Minor **Option B** for Junior Sophister will not take any French modules in SS.

Senior Sophister (Minor French – Option A)				
Module Code	Module	ECTS	Semester	Mandatory/Optional
FRU44101	Oral and Written Language (Advanced Writing Skills) MT	5	1	Mandatory
	SS Option 1*	5	1	Mandatory
FRU44102	Oral and Written Language HT (Résumé)	5	2	Mandatory
	SS Option 2*	5	2	Mandatory

4.3 Coursework Requirements

The requirements for Senior Sophister students in JH French in 2025-2026 are as follows:

1. Language: All students are required to attend language classes, and submit

regular written work.

2. SS option modules: Students select four SS option modules from the range offered.

    a. All choices are subject to availability, to timetable constraints and to the approval of the [Head of Department](#).

Assessment

The assessment for Trinity Joint Honours for 2025-26 is set out below. The value of each of the six components in respect of calculating the overall mark for the SS year is proportionate to its ECTS weighting (i.e. each block of 10 ECTS provides one sixth of the marks making up the overall mark for the SS year).

Books

Book purchase is the personal responsibility of students. The Department will place orders for set texts with International Books, South Frederick St, Dublin 2. For students using *Cosmopolite 5* it will be possible go to International Books where in exchange for payment an electronic code will be given to access an online version of *Cosmopolite 5*, or order on an online platform.

Students are expected to acquire and familiarize themselves with a good monolingual dictionary. *Le Petit Robert* is recommended; if that is ruled out, on grounds of expense, *Le Micro Robert* is an acceptable substitute for most purposes. It is important to consider the illustrative examples in a dictionary, which is why shorter dictionaries are unsuitable for translation work.

Michaelmas Term

FRU44301 SS Written language MT (5 ECTS) (1 hour per week)

Translation into English and French

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

1. Translate a French text into correct English retaining a high level of equivalence with the original text.

2. Translate an English text into correct French retaining a high level of equivalence with the original text.

Assessment: 2 hour in-person exam during assessment week at end of MT (exam). Students will have a choice of translation a 400 word text from French into English or a 250 word text from English into French.

FRU44101 SS Oral and Essay Writing Skills MT (5 ECTS) (2 hours per week)

Writing skills:

Students will work on Dossiers 9-12 of *Cosmopolite 5*. Students will be able to go to International Books in South Frederick Street where in exchange for payment they will be given an electronic code to access an online version of *Cosmopolite 5*.

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

Express themselves fluently and correctly in French in writing, in a structured way, at a level of discourse appropriate to an academic setting and dealing with intellectually challenging topics.

Assessment:

2 hour in-person exam (700 words) in assessment week at end of MT. The exam will offer students a choice between different forms of written production on a contemporary social or cultural topic.

Senior Sophister options (2 X 5 ECTS) (2 hours each per week)

A variety of continuous assessment methods are used to examine these options.

Hilary Term

FRU44102: Oral & Written Language A (Résumé) HT

Description:

This module will focus on (1) advanced comprehension, grammar, writing, and synthetic skills on the basis of essayistic commentary or opinion pieces written in French on a variety of contemporary topics; and (2) advanced oral skills via class discussions/presentations with our *lecteurs/lectrices*.

Learning outcomes:

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

- Demonstrate a high level of comprehension of written French, in particular by developing advanced grammar and synthetic skills through engagement with challenging journalistic texts on a variety of topics.
- Analyse critically and independently a variety of texts written in French on various topics.
- Coherently present ideas and answers in French, both in writing and orally.
- Demonstrate a high level of proficiency in the French language in both written and spoken contexts.

Examination:

1 x two-hour written examination in the HT assessment period (60%)

(Students will be required to answer in French a series of questions on a text that will test their comprehension, grammar, writing, and synthetic skills. Exam sample to be provided on Blackboard in due course.)

1 x 15-minute oral examination at the end of HT (40%)

(Students will be required to present/discuss their capstone project in French. For more details, contact the year coordinator.)

FRU44232: Written Language A (Résumé for Francophone/French Students on Erasmus/Visiting) HT

Description:

This module will focus on advanced comprehension, grammar, writing, and synthetic skills on the basis of essayistic commentary or opinion pieces written in French on a variety of contemporary topics.

Two SS option courses (2 X 5 ECTS) (2 hours each per week)

A variety of continuous assessment methods are used to examine these options:

Module essays submitted in **Michaelmas Term** and **Hilary Term** may be written in **either English or French.**

4.4 Senior Sophister Optional Modules for 2025-26

FRU44171 French Cinema

Lecturer: Professor Sarah Alyn Stacey, FTCD

Aims and Objectives:

The aims of this module are to:

- Provide students with an insight into some of the classic French films made in the twentieth century.

- Show how these classics of French film function as a medium to explore a range of themes, many of them socio-political in character, notably childhood, the perception of women, the representation of the past, identity, love and desire, and conflict.

- Offer insights into a range of genres characterizing French cinema, for

example, the war film, *film noir*, thriller, *nouvelle vague*, and the heritage film.

- To provide students with insights into the necessary skills to analyse and interpret film.

Learning Outcomes:

- On completion of the course, students should be:

- Acquainted with the work of some of the major French film makers and foreign directors working in French in the twentieth century.

- Familiar with a range of ideas and genres which reflect a cross-section of the cinematic preoccupations of French cinema in the twentieth century.

- Acquainted with cinematic techniques and methodologies for analysing and writing about film.

Course Structure: Teaching will be by lecture, student papers and discussion primarily through the medium of French. Directed reading is set for each week (this is available on Blackboard). This will be discussed in class (preparation is required). Screenings of the films will be arranged.

No prior knowledge of film is required.

The course is structured as follows:

1-2 (hours): Introduction: French cinema (genre, theory; how to read a film)
3-5: *Tous les matins du monde* (Alain Corneau, 1991)
6-8: *La Grande Illusion* (Jean Renoir, 1937)

9-11: *Du rififi chez les hommes* (Jules Dassin, 1955)
12-14: *Le Samouraï* (Jean-Pierre Melville, 1967)
15-17 *Les 400 coups* (François Truffaut, 1959)
18-20: *A bout de souffle* (Jean-Luc Godard, 1960)
21-22: *Crin Blanc* (Albert Lamorisse, 1953); *Le Ballon rouge* (Albert Lamorisse, 1956)

Course materials:

Films will be screened on a regular basis in a slot built into your timetable. A comprehensive bibliography is available on Blackboard. For each film there is a set of articles available on Blackboard under the rubric 'Directed Reading'.

Assessment

3-hour examination (100%); students will be required to answer three questions, each equally weighted.

FRU44182 Les penseurs du vivant: New French Thinking on Ecology (5 ECTS)
Lecturer: Professor Michael Cronin

Module Description

The climate emergency is the dominant issue of our time. Understanding the nature of the crisis, investigating its origins and articulating appropriate responses are tasks that have been undertaken by a generation of French thinkers from Michel Serres and Bruno Latour to Vinciane Despret and Estelle Zhong Mengual. They offer original perspectives on the relationship of humans to the natural world and how the breakdown in that relationship has affected every area of modern life.

The module will explore the development of French thinking about the natural world from the medieval period through to the Renaissance and Enlightenment and into the Modern Age. The consequences of new French thinking on ecology for how humans might engage with politics, culture, economy and society will be explored through a number of key texts. The ecological turn in contemporary French thought will be examined to establish the relevance of this thinking to the choices and challenges of the age of the Anthropocene.

Core prescribed texts

Coccia, Emanuele, *La vie des plantes : une métaphysique du langage*, Rivages, 2021.

Despret, Vinciane, *Que diraient les animaux si…on leur posait de bonnes questions ?* La Découverte, 2014.

Latour, Bruno, *Où atterrir ? Comment s'orienter en politique*, La Découverte, 2017.

Assessment

- One assessed essay (2,500 words) at the end of term.
- Attendance and participation in class: in the case of more than three absences without certification, 10 % will be deducted from the end-of-semester essay. For example, if the essay mark is 60%, the final module mark will be returned as 50%.

FRU44222 How is Literature Possible? Maurice Blanchot and the Experience of Literature (5 ECTS)

Lecturer: Dr Hannes Opelz

Module description

What does it mean to theorise literature? Does a theory of literature adequately address the *experience* of literature? Can literature truly *represent* experience? When happens when literature becomes the experience of its theory or the theory of its experience? This module will explore these and other related questions by introducing students to one of the most enigmatic figures of twentieth-century French literature and thought: Maurice Blanchot (1907-2003).

After a brief introduction to ancient Greek and Romantic aesthetics, followed by a synopsis of some of the key philosophical movements of the 1930s in France, the course will focus on one of Blanchot's most influential works of fiction (*Thomas l'Obscur*) and see how a close-reading raises decisive theoretical questions about literary experience. Concomitantly, we shall examine the ways in which Blanchot sought to account for the experience of literature in his theoretical writings. Taught in French, this module is designed to assist students in developing and enhancing both their analytical skills and their conceptual language. As such, the course will be especially useful as a preparation for those wishing to explore literature and critical thought in the post-war and post-1968 periods. Whilst prior knowledge of literary theory is not a requirement, students should be prepared to engage with demanding theoretical questions.

Assessment

- 1 x pre-essay presentation in French or English (20%)
- 1 x essay in French or English (80%)

Primary sources

- Maurice Blanchot, *Thomas l'Obscur*, nouvelle version (1950) (Gallimard, coll. L'imaginaire, 1992). (All students **must** have a copy of *Thomas l'Obscur* (nouvelle version, 1950), which can be purchased from International Books (18 South Frederick St) and is available for loan at TCD library.)
- Selection from Maurice Blanchot, *La Part du feu* (1949), *Le Livre à venir* (1959) and *L'Entretien infini* (1969), among other texts. (This selection of articles will be provided to students on Blackboard.)

FRU44211- Introduction to Postcolonial Francophone African Literature (5 ECTS)

Lecturer: Dr Théophile Munyangeyo

Born from the vestiges of the Negritude, whose echoes triggered a high degree of consciousness for the authentic discourse of struggle against the colonial oppressive practices, the postcolonial francophone African literature did not escape the call to denounce the neo-colonialism or the new colonisation which had changed colour. In postcolonial African literature, the concept of literary engagement became the epicentre of the critiques, with the aim to establish the correlation between writing and reading. The intersectionality between the literary and the social within the reading and writing dynamics started weighing heavily on the dichotomic balance of fictional narratives and reality, through social, historical and political dimensions.

This module places Postcolonial Francophone African Literature in its historical, social and political contexts, looking at various types of influence (cultural, linguistic, economic, political) that France exercises on its former Sub-Saharan colonies and other areas under its active influence. Students will be provided with the opportunity to question France's conditionality policies and reflect on literary responses to various complex legacies of colonialism and the ongoing effects of globalisation in Sub-Saharan Africa. The non-exclusive main areas of enquiry will be: the relationship between written narratives, literature's role in social and political activism, the African writer's social and political responsibility, the dichotomy of fiction/realty, the rhetoric of engagement and disenchantment, the concepts of alterity, authenticity, democracy, education, identity, leadership, nation; and the (de)colonisation of the French language through the localisation.

Prescribed texts:

> **1.** Ahmadou Kourouma, *Les soleils des indépendances* (1968) - Côte d'Ivoire
>
> **2.** Dominique M'Fouillou, *Le Quidam* (1995) – Congo-Brazzaville
>
> **3.** Jean-Marie Mbailao, *Le prostitué politique* (2021)

Learning Outcomes:

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

1. Identify and reflect on key concepts such as alterity, authenticity, democracy, education, identity, leadership, nation, neocolonial and postcolonial within the context of (de)colonisation.

2. Articulate the complex relationship between literature, history and society within the context of legacies of imperialism, multiculturalism, multilingualism and neocolonialism; using the work of a range of writers drawn from Sub-Saharan Francophone Africa.

3. Use critically the appropriate theories and approaches with references to intellectual debates to demonstrate the knowledge of an aspect of Francophone African literature in a specific context.

4. Use the appropriate tools, including e-tools, to locate, access, evaluate, utilise and cite diverse information sources that facilitate a critical inquiry in a written form and adhere to the standards of academic honesty regarding the information accuracy.

5. Demonstrate independent judgements by responding to questions on complex issues related to the Postcolonial Francophone African Literature.

6. Exemplify writing how the knowledge and skills gained can facilitate the understanding of intercultural communication challenges and lead to further learning opportunities

Assessment:

An end-of-term individual essay of 2000 words on an aspect of Postcolonial Francophone African Literature (100%). The essay may be written in either French or English.

FRU44152 - France from Versailles to Vichy : The rise and fall of the Third Republic, 1919-1945. (DR ARNOLD) 5 ECTS

Course Description:

This course (which follows on from *The politics of confrontation in Fin-de-siècle France, 1870-1918*) will investigate the ideological landscape of interwar France, focusing on the polarization of politics between the extreme right and left wings in the wake of the Russian Revolution and the Great War, that would lead to the collapse of the Third Republic in 1940, and the foundation of the collaborationist Vichy State.

Against the backdrop of the emergence and consolidation of Communism and socialism, the first part of the course will study the emergence of fascist doctrines, intellectuals and movements, and will assess the threat these movements posed to the survival of the Third Republic.

Many historians argue (and others refute firmly) the claim that a specifically French form of pre-fascism originated in the intellectual climate of the Belle Epoque and its irrationalist "fin-de-siècle" mood, and found expression in the economically- and politically-troubled interwar years. A clear distinction can be made between literary, intellectual forms of fascism (Drieu la Rochelle, Brasillach, Céline, Rebatet) and fascist or conservative-reactionary movements (le Faisceau, les Croix de Feu, le PSF, les Jeunesses Patriotes, le Francisme, la Cagoule, le PPF).

The period of the Occupation and Vichy France –the second section of the course– is considered by some scholars to be the culminating point of the fascist temptation in France. Others see it as a return to the conservative, reactionary values of pre-revolutionary France and not necessarily as a pure expression of French fascism.

Particular emphasis will be placed on the importance of the French Revolution in the development of modern right- and left-wing ideologies, on the dynamics of memorialisation of the Occupation (the gaullist myth/Résistancialisme), on the fragmented nature of collective memory/amnesia, and on the official policy of concealment of this period in successive post-war governments.

The final section of the course will analyse the ideology and political myths of the Front National in France, and ask the question whether the movement of notably Jean-Marie and Marine le Pen has reactivated some aspects of this extreme right ideological tradition in France.

Students will study primary sources of a varying nature (novels, autobiographies, political and economic programmes, visual and spoken propaganda, newspaper articles, films).

Learning Outcomes

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

• Analyse critically and independently, in English and French, a variety of primary and secondary texts and documents from the relevant period and a variety of sources,

• Demonstrate an understanding and an ability to work within the specificity of disciplines such as history, politics, literature, ideas and culture,

• Demonstrate a broad and interrelated knowledge of the intellectual, political, social and historical background of France since the French Revolution

• Demonstrate originality in identifying thematic research questions in the fields of history, politics, ideas and culture

• Select and use appropriate methodologies and relevant resources

• Demonstrate independence and originality in identifying research questions and critical concepts

• Mobilize the knowledge, strategies and skills needed for further intellectual development and independent, lifelong learning.

• Prepare oral presentations in class with appropriate pedagogical tools.

Assessment:

1. 1 x essay (maximum 2000 words) to be handed in by 12 noon on the Monday of the final week in the semester. In French or in English. 80% of the mark;

2. 1 x 20 minute presentation in French or in English during the semester (accompanied by a Powerpoint/Prezi presentation) on a theme of the course (Weighting 20%).
    o   Either (1) or (2) should be done in French.

Essay deadline HT - **Tuesday 13 April 2026** (Week 34 Revision Week)

Attendance and participation in class : in the case of more than three absences without certification, 10 % will be deducted from the end-of-semester essay. For example, if the essay mark is 60%, the final module mark will be returned as 50%

4.5 Marking Criteria

All written work submitted in French is assessed on the basis of a weighting for **language of 50% and for content of 50%.**

4.5.1. Essay Writing (in English or French)

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. Translation from English into French (Prose)

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;
- Stylistically appropriate, fluent and accurate French which deals successfully with nuances of style, register, metaphor and cultural reference;
- Natural and idiomatic expression throughout;
- Student correctly identifies all points of difficulty in the translation and deals with them at a high level of competency;
- Imaginative, apt translation solutions.

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 French, which deals successfully with nuances of style, register, metaphor and cultural reference;
- Largely natural and idiomatic expression;
- Some mistakes in rendering the grammar, syntax and vocabulary of the

original, but few serious errors;

- Competent handling of most points of difficulty in the translation.

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 French.

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 French.

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 French based on the original text;
- Widespread errors in comprehension, translation fails in large measure to reflect the original;
- Fails to deal with nuances of style, metaphor and cultural reference;
- Unsuitable register throughout;
- Awkward expression throughout, reflecting strong reliance on literal translation;
- Inability to handle points of difficulty in the translation;
- Likely to feature nonsensical French.

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 French;
- Unsuitable register throughout.

4.5.4. Résumé

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

- Demonstrates excellent understanding of the original;
- Retains all the principal ideas expressed in the original, displaying excellent analytical skills;
- Shows excellent skills at distinguishing the essential from the superfluous/secondary material;
- Demonstrates excellent synthetic skills, using clear and concise language;
- Thoroughly reflects the level of importance that the original gives to each of its constituent parts;
- Excellent structure and organisation with a very high degree of coherence and cohesion throughout;
- Displays excellent ability to reformulate content of the original without verbatim repetitions.

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

- Demonstrates very good understanding of the original;
- Retains nearly all the principal ideas expressed in the original, displaying very good analytical skills;
- Shows very good skills at distinguishing the essential from the superfluous/secondary material;
- Demonstrates good synthetic skills, using generally clear and concise language;
- Accurately reflects the level of importance that the original gives to each of its constituent parts;
- Very good structure and organisation with a strong degree of coherence and cohesion throughout;
- Displays very good ability to reformulate content of the original with practically no verbatim repetitions.

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.

Content

- Demonstrates good understanding of the original;
- Retains most of the principal ideas expressed in the original, displaying good analytical skills;
- Shows good skills at distinguishing the essential from the superfluous/secondary material;
- Demonstrates good synthetic skills, using reasonably clear and concise language;
- Largely reflects the level of importance that the original gives to each of its constituent parts;
- Good structure and organisation with a reasonable degree of coherence and cohesion throughout;
- Displays good ability to reformulate content of the original without significant verbatim repetitions.

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 the language.

Content

- Demonstrates some understanding of the original;
- Retains some of the principal ideas expressed in the original, displaying poor analytical skills;
- Shows significant difficulties at distinguishing the essential from the superfluous/secondary material;
- Demonstrates poor synthetic skills, using vague and unnecessarily long-winded language;
- Displays considerable difficulties at grasping the level of importance that the original gives to each of its constituent parts;
- Limited ability to structure and organise material;
- Tendency to repeat the original verbatim.

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 the language.

Content

- Demonstrates very limited understanding of the original;
- Very little ability to retain the principal ideas expressed in the original, displaying very poor analytical skills;
- Generally fails to distinguish the essential from the superfluous/secondary material;

- Very poor synthetic skills;
- Generally fails to grasp the level of importance that the original gives to each of its constituent parts;
- Structure almost wholly lacking in coherence and cohesion;
- Very high level of verbatim repetitions.

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 and 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;
- Virtually no command of the structures of the language.

Content
- Virtually no understanding of the original;
- Fails to retain the principal ideas expressed in the original, displaying practically no analytical skills;
- Fails to distinguish the essential from the superfluous/secondary material;
- Virtually no synthetic skills;
- Fails to grasp the level of importance that the original gives to each of its constituent parts;
- Disorganised, incoherent, no discernible structure;
- Unacceptable level of verbatim repetitions, essentially amounting to a collage of quotations from the original.

4.5.5. Class Presentations

First (70-100)

This grade indicates work of exceptional quality. A first-class presentation 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 competent 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 work of acceptable competence. The presentation 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)

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 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.

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)

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 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.

4.6 Guidelines for Class Presentation

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

- Content

- Structure

- Delivery and Audience Awareness

- Use of Aids

- Handling of Questions

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.

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**: Are you engaging with the audience through sufficient eye-contact? Or are you avoiding eye-contact and reading to your notes?

3. **Body-language**: Do you have any distracting physical mannerisms? What are you doing with your hands? Are you walking about too much?

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 (see (b) above). Practise using prompting words and improvising.

Use of Aids

You may wish to use the blackboard, handouts or an over-head projector. If so, integrate these aids smoothly into your presentation, e.g. make sure you know how the equipment works before the class begins and have your photocopies ready. Give your audience time to digest the information which these aids are presenting, perhaps by running through it with them.

Handling Questions

If a given question is not clear, then ask the questioner to repeat it and/or rephrase it. What is the point of the question? Is it requesting clarification of a point you have made, or is it expressing an objection and challenging your point of view? If you do not know the answer, admit it and perhaps refer the question to someone else. Or indicate where or how an answer might be found (e.g. through further research).

4.7 French Senior Sophister Year Learning Outcomes

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

- Communicate clearly and effectively, both orally and in writing, in English and French, with native speakers in academic, professional and social settings

- Organise and present ideas in English and French, within the framework of a structured and reasoned argument, oral or written.

- Demonstrate a broad knowledge of the historical, social and cultural development of France and French speaking countries.

- Analyse critically and independently, in English and French, a variety of texts and documents from different periods and sources.

- Demonstrate an ability to use specific disciplines such as linguistics, literature, ideas and culture to analyse and contextualize texts, other documents, concepts and theories.

- Translate a range of texts to and from French, with accuracy, consistency and appropriateness of register and expression.

- Identify original research questions in one of the fields of linguistics, literature, ideas and culture and select and use appropriate methodologies and relevant resources, leading to the writing of a dissertation (if applicable).

- Mobilise the knowledge, strategies and skills needed for further intellectual development and independent, life-long learning as well as for undertaking further, autonomous study.

4.8 Capstone Project

With the Capstone Project each student selects a special subject of his or her own choice, in consultation with an appropriate member of staff. Please note that members of staff are instructed not to accept more than their quota of supervisees, and the fact that a student wishes to be supervised by a member of staff does not guarantee that the member of staff will be able or willing to act. It would be prudent to consult with the supervisor of your choice

at an early stage.

The candidate's work on this special subject is to be embodied in a Capstone project of 9,000 to 12,000 words, to be written in English or French, or in an alternative piece of submitted work of a different nature but of comparable substance, to be submitted in either case by Dissertation: **9 March 2026 at 12pm (noon).** A computer- generated word-count must be included on the title page of your submitted dissertation.

Please note that, if you exceed the set word-limit, your dissertation will be returned with an instruction to reduce the length appropriately. It is the student's responsibility to ensure they maintain adequate contact with their supervisor, who will provide guidance on how to improve content.

FRU44CPY Capstone Project (20 credits across both semesters)

Students being supervised by **Dr Rachel Hoare for their Capstone,** or any students whose Capstone **involves human participants, will attend a weekly class of one hour.**

Senior Sophister Capstone Project Notes on Preparation and Presentation

Those students taking Moderatorship Part II in French will already have experience of presenting extended written work in the form of their Fresh and Junior Sophister assessed essays. However, the following differences between these earlier assessed essays and a Senior Sophister Capstone Project, or dissertation, should be noted:

- The longer length of the Capstone Project (9,000-12,000 words, including footnotes, excluding bibliography) means that greater care is required in the selection of the topic, the organisation of the work, and the structuring and presentation of the material.

- The Capstone Project, which should provide the reader with some insight into the techniques of research work, should aim at presenting something **new**, whether by

means of a new approach to well-known material, or by analysis of new material.

- Students are required to obtain the agreement of an appropriate supervisor for a provisional definition of their subject area by the end of Hilary Term in their Junior Sophister year. They should, however, make use of the remainder of that term to consult further with a view to closer definition of the subject, and should expect to start working on the Capstone Project during the summer holidays.

Capstone projects must be submitted **by 12.00pm on 9 March 2026** (the Monday after Study Week). An electronic copy must submitted via Turnitin by this deadline to the Blackboard Capstone module.

The text of the capstone project should comprise the following elements:

1. **Title page:** giving title, name of student, name of supervisor and year of submission.

2. **Table of Contents:** listing Introduction, chapter titles, conclusion and bibliography, with page numbers.

3. **Introduction:** setting out briefly the objectives and scope of the dissertation and the general shape of the argument, together with some statement of how the work relates to studies already available.

4. **Text,** set out in chapters: divided as most appropriate to the material. (If sub-sections to chapters are used, these should be given separate headings and listed in the Table of Contents.)

5. **Conclusion:** summarising the results of your investigations, indicating their significance, setting them in a wider context and perhaps indicating possible future explorations.

6. **Bibliography:** listing all primary and secondary sources consulted (for reference methods, see 9 below).

7. **Two copies of the capstone project should be prepared for submission** to the Department, one of which will be sent to the External Examiner.

8. **The Capstone Project** should be typed, with double spacing (inset quotations in single

spacing) on one side only of A4 white paper. Ample margins should be used, and the typing should be reasonably consistent in the length of line and the number of lines per page. The pages should be numbered consecutively. A plastic spiral binding is required.

9. **Notes** may appear as footnotes, as notes following a chapter, or together at the end of the capstone project. Whichever method is used, reference numbers to the notes should appear at the point in the text which relevance dictates, above the line, without punctuation. Notes are intended primarily for documentation and for citation of sources; they should not normally include extra expository material, which should be included in the text or, in exceptional cases, added as an appendix. Footnotes should rarely be used in linguistics dissertations.

10. **Titles of books and other writings:**
    - In English, the initial letters of the first word and of all subsequent principal words (i.e. excepting articles, prepositions and conjunctions) are capitalised:
        - *A Tale of Two Cities*
        - *Rosencrantz and Guildenstern Are Dead*
    - In French, only the initial letters of the first word and of proper names are capitalised, unless the first word is an article, when the first noun and any preceding adjective take an initial capital:
        - *Histoire de la peinture en Italie*
        - *La Grande Peur dans la montagne*
        - *Une voix venue d'ailleurs*
    - In all other modern European languages, capitalisation in titles follows the rules of capitalisation in normal prose in that language.

11. **Quotations:**
    Layout of quotations differs according to length:
    - Short quotations (less than about 60 words of prose or less than two complete lines of verse) should be enclosed within single quotation marks and run on with the main text.

- Longer quotations should be inset in single spacing, starting on a new line, *without* quotation marks. A quotation occurring within such a long quotation should be in single quotation marks; if a further quotation occurs within that, double quotation marks should be used.

The following example illustrates these conventions:

> The prediction makes it clear that it is Julien's 'cœur féroce' which will end by making him a parricide (rather than accident or fate): and the effect on Julien is to inspire the fear not so much of accidentally killing his parents as of experiencing a conscious desire to do so:
>
> > Sa prédiction l'obsédait ; il se débattait contre elle. 'Non ! Non ! Non ! Je ne peux pas les tuer !' Puis il songeait, 'Si je le voulais, pourtant?...' et il avait peur que le Diable ne lui en inspirât l'envie.

12. References:

The following examples show the normal conventions for citation in literary dissertations:

- Books:
  - Yvonne Bellenger, *Du Bellay: Ses 'Regrets' qu'il fit dans Rome* (Paris: Nizet, 1975), pp. 23-24.
  - *Samuel Beckett: The Art of Rhetoric*, edited by Edouard Morot, Howard Harper and Dougald McMillan (Chapel Hill: University of North Carolina Press, 1976).
- Articles in books:
  - Peter France and Margaret McGowan, 'Louis XIV and the Arts', in *French Literature and its Background: The Seventeenth Century*, edited by John Cruickshank (Oxford: Oxford University Press, 1969),
    - pp. 82-98.
- Articles in journals:

- Graham Chesters, 'Baudelaire and the Limits of Poetry', *French Studies*, 32, No. 4 (October 1978), pp. 420-34.
- Articles on websites:
  - Simon Blin, 'Il n'y a plus de "Débat"', *Libération*, 9 September 2020,
    - <https://www.liberation.fr/debats/2020/09/09/il-n-y-a-plus-de- debat_1798999> [consulted on 3 January 2021]

13.   Bibliography:

- In the bibliography at the end of the dissertation, the order is generally alphabetical by the surname of the author. Here, therefore, the surname of the author will precede his or her forename or initials:
  - Koritz, L. S., *Scarron saffrique* (Paris: Klincksieck, 1977).
- The bibliography should only contain sources referred to in the main body or footnotes of the dissertation.

14. For linguistics dissertations please use the Harvard system of referencing.