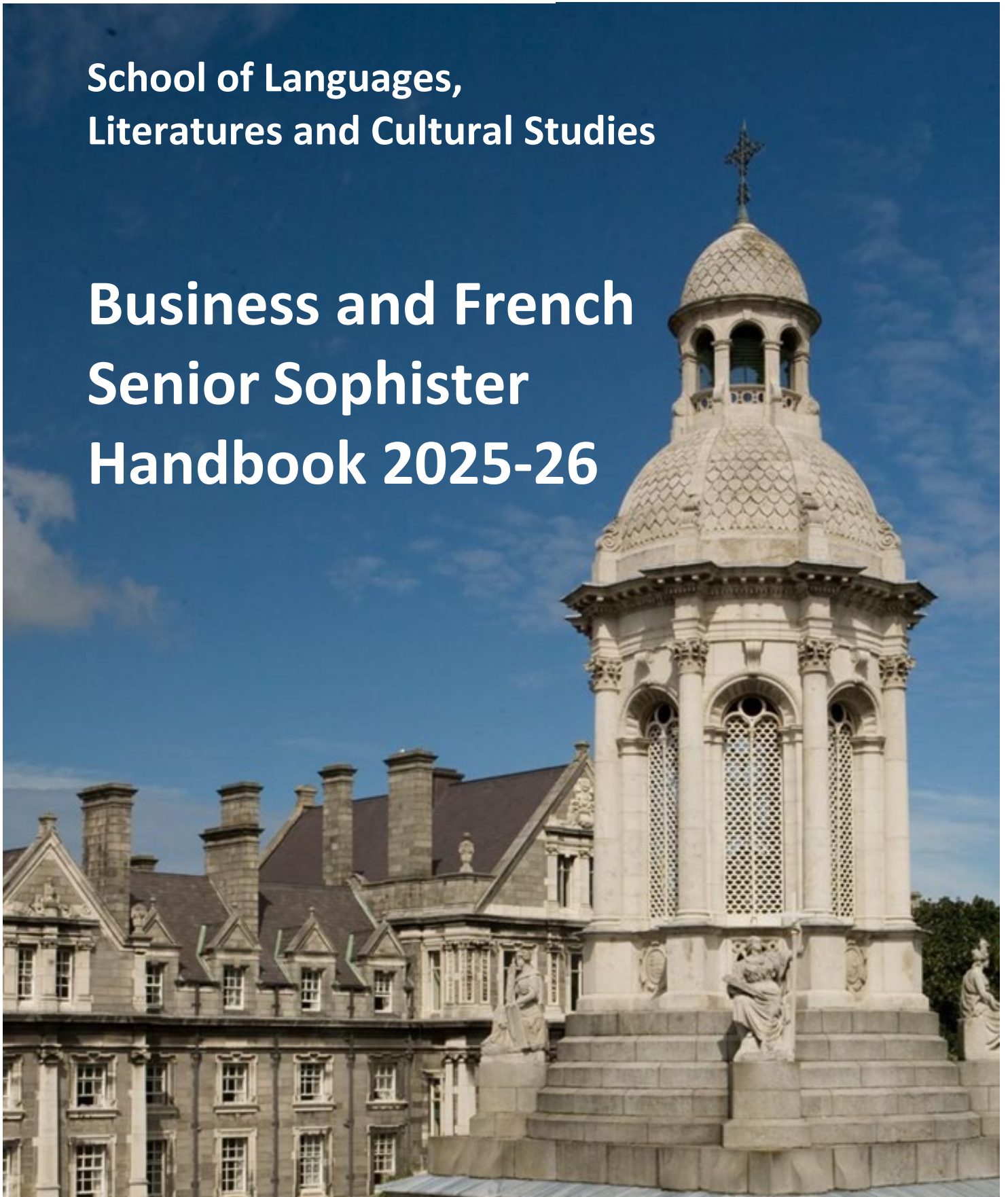**Trinity College Dublin**
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

School of Languages,
Literatures and Cultural Studies

Business and French Senior Sophister Handbook 2025-26

Contents

1. General Programme Information

1.1 Introduction

This Handbook details the modules that Senior Sophister Business Studies and French will undertake as part of their Programme. Students should also consult the French Senior Sophister Handbook alongside this document.

The information provided in this handbook is accurate at time of preparation. Any necessary revisions will be notified to students via their College e-mail. Regulations which apply to all departments and units within the School of Languages, Literatures and Cultural Studies 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	TBC
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Lecteurs/Lectrices			
Juliette Couvreur		couvreuj@tcd.ie	4089
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Hanaé Algarra		algarrah@tcd.ie	4089

1.3 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, Arts Building	undergraduate.sllcs@tcd.ie
European Studies		
Middle Eastern and European Languages and Cultures		
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	Trinity Business School	business@tcd.ie
Trinity Columbia Dual B.A. Dual B.A. Columbia University Officer	Room 3135, Arts Building	ColumbiaDualBA@tcd.ie 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

1.4 Key Dates

Access the current Academic Year Structure on the Trinity Calendar. Key dates for assignments will be released on Blackboard.

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

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.

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 (Gen AI) [are available on the School website](#).

Acknowledging and referencing AI

The Library of Trinity College Dublin 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.

References:

- Calendar Part II, B: General Regulations & Information, 'Academic Integrity'

- [College Statement on Academic Integrity](#)

4. Teaching and Learning

The examinations/tests will be graded using the following scale:

1 First	Excellent	70-100%
2.1 Upper Second	Good	60-69%
2.2 Lower Second	Quite good	50-59%
3 Third	Adequate	40-49%
F1 Fail 1	Weak	30-39%
F2 Fail 2	Extremely weak	0-29%

- The following grade profiles are general and typical: a candidate may not fit all aspects of a profile to fall into that grade band.
- The criteria set out below are applied in a manner appropriate to the Senior Sophister year.
- Allowance is made for essays/translations that are written under examination conditions, i.e. where time is limited and there is no access to bilingual dictionaries or other resources.

4.1 Essays written in French

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

Language

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

Content

•	Excellent knowledge and understanding of the subject matter

•	Independent thought of high quality reflected in an original and imaginative handling of the subject matter

•	Comprehensive treatment of the question

•	Clear evidence of additional research which goes beyond the content of lectures and set reading

•	Incisive critical and analytic ability

•	Excellent structure and organisation with a very high degree of coherence and cohesion throughout

•	Rigorous, entirely relevant and conclusive argument supported by evidence from (where appropriate) primary and secondary sources.

•	Guided writing (if applicable): very skilful handling of the stimulus material

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: 0-49

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

Language

• Knowledge and range of lexis almost non-existent; the level of error frequency in

choice and use of even the most basic words is unacceptably high;

•   Tone and register not suited to the task;

•   Frequency and seriousness of grammatical errors mean that comprehension and communication are impossible;

•   No command of the structures of the language

Content

•   Virtually no knowledge of the subject matter

•   Fails to understand and to address the question

•   Content irrelevant and disorganised

•   No evidence of secondary reading

•   Structure is without cohesion and coherence

•   No evidence of ability to develop ideas

•   Lack of supporting material, sources not documented;

•   Guided writing (if applicable): no use of source material

4.2 Translation from French into English

70+

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

•   Original text rendered with very high level of accuracy both in content and style; only minor, if any, problems of comprehension of the passage;

•   Stylistically appropriate, fluent and accurate English, which deals successfully with nuances of style, register, metaphor and cultural reference;

•   Natural and idiomatic expression throughout;

•   Student correctly identifies all points of difficulty in the translation and deals with them at a high level of competency;

•   Imaginative, apt translation solutions

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

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

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

- Minimal to complete failure to understand the original

- Complete failure to convey the meaning or even the gist of the original

- Incoherent and disjointed English

- Unsuitable register throughout

4.3 Translation from English into French

1. 70+

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

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

- Stylistically appropriate, fluent and accurate French which deals successfully with nuances of style, register, metaphor and cultural reference;

- Natural and idiomatic expression throughout;

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

- Imaginative, apt translation solutions

2. 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

3. 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.

4. 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

5. 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

6. Fail 2 0-29

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

- Minimal to complete failure to understand the original

- Complete failure to convey the meaning or even the gist of the original

- Incoherent and disjointed French

- Unsuitable register throughout

- The following grade profiles are general and typical: a candidate may not fit all aspects of a profile to fall into that grade band.

- The criteria set out below are applied in a manner appropriate to the Senior Sophister year.

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

4.4 Oral Examinations

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

- Performance of the task, pronunciation/intonation, fluency, accuracy, communication skills.
The following descriptions relate to a non-native learner of the language.

- The grade profiles are general and typical: a candidate may not fit all aspects of a profile to fall into that grade band and there may be elements that do not apply to every oral presentation.

- The criteria set out below are applied in a manner appropriate to the Senior Sophister year of the degree programme.

1. 70+
This grade indicates work of exceptional quality. A first-class oral performance will demonstrate some, though not necessarily all, of the following:

- Excellent level of fluency and accuracy: the language is spoken with few mistakes in lexis, syntax, morphology and pronunciation

- Rich, complex and idiomatic language, employing a wide range of appropriate lexis correctly;

- Tone, register and style wholly suited to the setting and task

- Confidence and ability to discuss a range of topics at an appropriate level of abstraction

- Very high level of strategic competence

- No comprehension difficulties in an interactive situation

- Can respond very fluently to questions on the subject matter and engage effortlessly in dialogue with the examiners.

2. 60-69

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

- Very good level of fluency and accuracy: the language is spoken with minor mistakes in lexis, syntax, morphology and pronunciation

- Attempts complex and idiomatic language, employing a range of appropriate lexis with minor errors only

- Tone, register and style consistently suited to the setting and task

- Confidence and ability to discuss a range of topics

- High level of strategic competence

- Only minor comprehension difficulties in an interactive situation

- Can respond with a high level of fluency to questions on the subject matter and engage confidently in dialogue with the examiners.

3. 50-59

This grade indicates work of acceptable competence. The candidate's oral performance will demonstrate some, though not necessarily all, of the following:

- Good level of fluency and accuracy, although the language is spoken with more frequent mistakes in lexis, syntax, morphology and pronunciation

- Less ambitious in attempting complex and idiomatic language and when choosing lexis. Greater likelihood of error and of anglicisms when using more complex syntax.

- Tone, register and style not always suited to the setting and task

- Confidence and ability to discuss a range of topics at a lower level of abstraction and with simplification

- Some evidence of strategic competence

- Some comprehension difficulties in an interactive situation

- Where appropriate, can respond at a satisfactory level of fluency to questions on the subject matter and engage satisfactorily in dialogue with the examiners

4. Third 40-49

Work in this grade will demonstrate some limited ability to express oneself orally in the L2, but contain major weaknesses.

- Low level of fluency and accuracy, with frequent mistakes in lexis, syntax, morphology and pronunciation

- Can only use limited and basic vocabulary and syntax. Extensive evidence of anglicisms.

- Tone, register and style frequently not suited to the setting and task

- Confidence and ability to discuss a range of topics only at a very low level of abstraction and with significant simplification

- Little evidence of strategic competence in the L2 and, hence, tendency to revert to English

- Frequent comprehension difficulties in an interactive situation

- Where appropriate, can respond at only a basic level of fluency to questions on the subject matter and can only engage in a very limited way in dialogue with the examiners

5. 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

- Very low level of fluency and accuracy, with very frequent mistakes in lexis, syntax, morphology and pronunciation, which can result in unintelligibility.

- Cannot use even limited and basic vocabulary and syntax with any degree of

accuracy. Extensive evidence of anglicisms.

•   Tone, register and style not suited to the setting and task

•   Lack of confidence and ability to discuss a range of topics at even the lowest level of abstraction and with significant simplification

•   No evidence of strategic competence in the L2 and, hence, frequent recourse to English

•   Significant comprehension difficulties

•   Responds inadequately to questions on the subject matter and cannot engage satisfactorily in dialogue with the examiners

6. Fail 2 0-29

Oral communication skills in the F2 range will reveal some or all of the weaknesses noted under F1, but to a greater, perhaps extreme, extent.

•   Fluency and accuracy lacking completely; mistakes in lexis, syntax, morphology and pronunciation render the speaker unintelligible

•   Cannot use even limited and basic vocabulary and syntax with any degree of accuracy. Extensive evidence of anglicisms.

•   Tone, register and style not suited to the setting and task

•   Inability to discuss a range of topics at even the lowest level of abstraction and with significant simplification

•   No evidence of strategic competence

•   Very significant comprehension difficulties

•   Responds wholly inadequately to questions on the subject matter and is incapable of engaging in dialogue with the examiners

4.5 Aural and written comprehension

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

Excellent (70+)

Language

• Near-native competence in conveying communicative intention fully;

• Very high degree of fluency in appropriate style and register;

• (Near-) perfect grammatical precision.

• Within scope of exercise, ability to employ complex language and varied structures and a wide range of appropriate lexis and idiom;

• Highly successful balance between independent formulation and accurate content.

Content

• Precise understanding;

• Consistently renders factual content with almost flawless accuracy.

• Shows high degree of awareness of sophisticated rhetorical strategies.

• Thorough and subtle comprehension of implied points with a high degree of accuracy.

Upper Second

Language

• High degree of fluency in appropriate style and register;

• High degree of grammatical accuracy, ability to convey communicative intention clearly, with minor errors only;

• Within scope of exercise, ability to command and vary language structures, appropriate lexis and idiom, with minor errors only.

• Some attempt at balance between independent formulation and accurate content.

Content

• Good understanding;

• Consistently renders factual content with high degree of accuracy, avoiding major misunderstanding of the original;

• Shows some awareness of sophisticated rhetorical strategies.

• Accurate comprehension of implied points.

Lower Second (50-59)

Language

• Fluent, at an acceptable level of complexity in appropriate style and register;

• Satisfactory communicative ability, but with a number of major grammatical and lexical errors, which do not impair communication significantly;

• Within scope of exercise, largely successful attempt to employ appropriate language structures, with predictable range of lexis and idiom;

• Some attempt at own formulation, but over-reliance on text of the original.

Content

• Adequate understanding;

• Renders factual content accurately with a fair degree of consistency, but with some major lapses of understanding;

• Shows some basic awareness of rhetorical strategies or implied points.

Third III (40-49)

Language

• Intelligible, though not always accurate or at an appropriate level of complexity in style and register;

• Basic communicative ability, but with many major grammatical and lexical errors, which impair communication in places;

• Within scope of exercise, unsuccessful or no attempt to employ appropriate language structures, with very basic range of lexis and idiom;

• No attempt at reformulation, imbalance between own simple phrasing and almost verbatim quotation from the original.

Content

• Basic, sometimes inadequate understanding and unfocused answer to question;

• Factual accuracy either defective or only in the simplest form, significant confusion and problems of understanding;

• Shows no awareness of rhetorical strategies or implied points.

Fail 1 (30-39)

Language

•   Predominantly inaccurate usage, at an inappropriate level of style and register;

•   Lacks basic communicative ability, high incidence of basic grammatical and lexical errors, which frequently impair communication;

•   Within scope of exercise, inability to employ appropriate language structures; serious errors even within very limited range of lexis and idiom;

•   No attempt at reformulation of quotation from the original; inaccurate quotation.

Content

•   Inadequate understanding;

•   Completely inaccurate or confused reproduction of facts, little grasp of content;

•   Poor grasp of lexis and structures leads to major failure in comprehension;

•   Shows no awareness of rhetorical strategies or implied points.

Fail 2 (0 - 29)

Work in the F2 range will reveal some or all of the weaknesses noted under F1, but to a greater, perhaps extreme, extent. Almost complete failure to comprehend original; grammatical and lexical deficiencies entirely impede intelligibility.

5. Module Descriptors

All modules are compulsory for SS BSF.

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

5.1 FRU44511: Note Taking, Report Writing and Presentation Skills (MT)

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

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

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

Recommended reading list:
• Monolingual French Dictionary (Le Petit Robert)
• A French/English one-volume dictionary such as Harraps, Oxford or Collins
• Towell, R. and Hawkins, R, French Grammar and Usage, Arnold.

Assessment Details: Note-taking and report writing test (3 hours) 100%. Normally in class.

5.2 FRU44501: French Business Communication - Written (MT)

Module co-ordinator (Academic responsible for the module): TBC

ECTS weighting: 5ECTS

Contact Hours: Business Environment: 1 hour per week; Translation into French: 1 hour per week

Module Personnel: TBC

Learning outcomes:

On successful completion of this module:

- students will be able to write extended essays and reports in French on topics relating to the French economic and business environment in accurate French, using the appropriate register and lexis;

- recall, select, evaluate and organise information relating to aspects of the French economic and business environment in order to write essays as described above.

- translate journalistic texts from English into French;

- read, understand and evaluate academic and business sources;

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

Module Learning aims

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

Business Environment: one or two selected themes according to current Business developments. Example: Business and social reforms in France.

Translation: wide variety of texts from past papers and particular emphasis on texts related to a specific theme (example: Brexit). Example of past papers themes/titles: "Renault

investigated by French judges over diesel emissions." "Cretins' will not derail France's reform drive"; "Ireland's bailout may be over but its housing crisis is far from finished; "Irishman to run fast-growing UK wine business" "Liberty Insurance to cut 285 jobs"; "Emmanuel Macron accuses Brexiters of bluffing over no-deal divorce."

Recommended reading list:

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

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

Assessment Details:

- MT translation into French test, 2 hours 40% (last week of teaching term). In class-test English to French

- MT Written examination: Business Environment Essay, 3 hours, 60% of this module

5.3 FRU44502: French Business Communication - Written (HT)

Module co-ordinator (Academic responsible for the module): TBC
ECTS weighting: 5ECTS
Contact Hours: Bus. Environment: 1 hour/week; Trans. into English: 1 hour/week.
Module Personnel: TBC (Business Env.)
Dr Théophile Munyangeyo, (Translation into English)

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

• write extended essays and reports in French on topics relating to the French economic and business environment in accurate French, using the appropriate register and lexis;

• recall, select, evaluate and organise information relating to aspects of the French economic and business environment in order to write essays as described above.

- translate journalistic texts from French into English;

- read, understand and evaluate academic and business sources;

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

Module Learning aims;

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

Module Content:

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

Recommended reading list:

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

Assessment Details:

- HT Translation into English test, 2 hours 40% (Details TBC)

- HT Examination 3 hours, Business Environment essay in French. 60%

Business Environment: one or two selected themes according to current Business developments. Example: Business and social reforms in France.

Translation: wide variety of texts from past papers and particular emphasis on texts related to a specific theme (example: Brexit). Example of past papers themes/titles: "Renault investigated by French judges over diesel emissions." "Cretins' will not derail France's reform drive"; "Ireland's bailout may be over but its housing crisis is far from finished; "Irishman to run fast-growing UK wine business" "Liberty Insurance to cut 285 jobs"; "Emmanuel Macron accuses Brexiters of bluffing over no-deal divorce."

Recommended reading list:

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

Key texts:

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

Assessment Details:

MT translation into French test, 2 hours 40% (last week of teaching term). In class-test English to French

MT Essay at home (in French on Bus Environment) 60% Business Env. Essay due before 14:00 Friday teaching week 11 (TBC)

5.4 FRU44512: French Business Communication - Oral (HT)

Module co-ordinator (Academic responsible for the module): TBC

ECTS weighting: 5 ECTS

Contact Hours: 1 hour/week.

Module Personnel: TBC

Learning outcomes: On successful completion of this module, students will be able to Demonstrate the necessary linguistic and cultural and intercultural skills to perform a range

of tasks in spoken French;

make formal oral presentations of business/negotiation situations; discuss those situations with native French speakers;

analyse business situations so as to solve business/negotiation problems and present their findings;

take part in simulations of business situations requiring an understanding of the negotiation process.

Module Learning aims:

The aim of this module is for students to develop their understanding and analysis of negotiation situations in French, take part in group negotiations and analyse and present critically real negotiations, past or present.

Module Content:

Introduction to negotiation; cultural awareness; short review of theory; guided practice: answering calls for tender (website framework proposal for a company). Analysing real negotiations.

Recommended reading list:

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

Assessment Details:

HT Group oral négociation/pitch (group oral, but individual mark) 50%

HT Individual oral during term time: analysis of real negotiation (past or present) 50%

5.5 FRU44CSY: Case Study BSL (MT and HT) - 10ECTS

See case study guidelines on Blackboard module.

Useful for French

• Lehmann-Ortega, Laurenceetal, (2016) Strategor, Toute la stratégie d'entreprise, 7ème édition; Dunod, Paris,736p.

• Giboin, Bertrand (2016), La boîte à outils de la stratégie, Collection La Boîte à outils, Dunod, Paris, 192 p.

• Leroy, Frédéric (2004),Les strategies de l'entreprise, Collection Les Topos, Dunod, 128 p., 4ème édition, EAN13 : 9782100727155, €9,80

We strongly recommend that you get a copy of:

• A Monolingual French Dictionary (Le Petit Robert). A worthwhile investment for all students of French. Check on-line price son French web-sites such as www.fnac.fr as they sell it cheaper than Irish or UK sites.

• A French/English one-volume dictionary such as Harraps, Oxford-Hachette or Collins-Robert. On-line versions are available through the TCD Library website. Pocket dictionaries are not sufficient.