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SCHOOL OF MODERN LANGUAGES GENERAL INFORMATION FOR STUDENTS



Welcome to the School of Modern Languages

We hope that you will enjoy your time with us, and will find your courses stimulating and rewarding. This section has been compiled to give you some basic information about how the School works, and is designed to supplement the subject-specific information which follows.

Structure

When you enrolled, you may have thought that you were entering specific Departments; what you were in fact doing was registering for courses run by one or more of the subject areas in the School. There are no 'Departments'. The School of Modern Languages is one of nine Schools in the Faculty of Arts, Humanities and Social Sciences and is housed in Nos 7-12 University Square; it contains the language areas (Irish & Celtic, French, Spanish & Portuguese Studies) which all share the same essential structures but which can devise their own curriculum, set and mark their own examinations, and generally establish the ways of looking after students which suit them best.

The School has a Head who is responsible for its overall academic, administrative and financial management, but each language area is headed by a subject specialist. **The current Head of School is Professor Janice Carruthers.**

The heads of individual subject areas are:

French Studies	Professor Margaret Topping (Dr Peter Tame, Sem 1)
Spanish & Portuguese Studies	Dr Isabel Torres (Dr Gabriel Sanchez, Sem 1)
Irish & Celtic Studies	Professor Greg Toner

FRENCH STUDIES

Frequently asked questions

What do I do if:

➤ **I want to change my class time?**

You can do this yourself in QGIS using the 'drop and swap' facility for your language and oral classes up until week 2. To change the other elements of your modules or to change classes after this time, please email the French Office (French@qub.ac.uk) and include your student number, details of the class you want to change from and details of the class you want to change to.

➤ **I'm sick and know that I'll miss a class or deadline for coursework?**

Please phone the Office and let the Secretary know what classes you'll miss (Tel: 028 90975365) or email french@qub.ac.uk

During the semester, if you are sick for more than 3 days, please give the Secretary a medical certificate to cover your absence.

For submitting late assessed work, please give the Secretary a medical certificate and fill in a 'purple late submission' form in the office.

➤ **I have a genuine difficulty in meeting an assessed work deadline?**

Level 1 students should see their class tutor immediately to arrange a new deadline

Level 2 and Level 3 students should contact the Examinations Officer, Dr John Lewis (Semester 1) or Dr Maeve McCusker (Semester 2)

➤ **I have a problem?**

Personal : please feel that you can talk confidentially to any of your tutors or Level coordinators. Level 1 and 2 students have also been assigned a Personal Tutor for the year (see noticeboard for details). The sooner we know something is wrong, the sooner we can advise you on how to get the best help.

Academic: as above, please feel free to talk to any of your tutors, Level coordinators or Personal Tutor about any problems you encounter with your degree course, module choices, study methods etc.

Examinations: please see our Examinations Officer, Dr John Lewis (Semester 1) j.lewis@qub.ac.uk or Dr Maeve McCusker (Semester 2) m.mccusker@qub.ac.uk

➤ **I want to change my enrolment details?**

This can only be done with your Adviser of Studies. Usually it's enough to send your Adviser an email, giving your name, student number, the module number you wish to delete and the module number you wish to insert. You can, of course, make an appointment to see your Adviser if the problem is more complex.

FRENCH STUDIES – GENERAL INFORMATION

➤ PLACES AND ADDRESSES

The French Studies Office is in Room G01 on the ground floor of 9 University Square, and all administration, safety and security matters are dealt with there by **Catherine Pollitt** .

***Room G01 is open for student enquiries
Monday – Friday 9.30am - 1.00 pm and 2.00 - 4.00pm***

Essential information relating to timetabling, teaching and examining is posted on the noticeboards. The **noticeboard** for French is located outside the office in 9 University Square, and **it is the responsibility of all students to check them regularly.**

📧 **French Studies**
School of Modern Languages
Queen's University Belfast
BELFAST BT7 1NN

☎ **(028) 90975365**
Fax: **(028) 9097 5345**
✉ E-mail: french@qub.ac.uk
🌐 Website: www.qub.ac.uk/ml

In an emergency you should use the nearest available internal telephone to dial 2222 and ask for help. There is a first aid kit in the Office. Fire extinguishers are installed in all School buildings, and fire exits are clearly marked.

Teaching takes place in various locations, notably lecture halls, the Peter Froggatt Centre, Elmwood Learning and Teaching Centre, seminar rooms and lecturers' offices within the houses occupied by the School. The French Office holds a selection of reference books, periodicals, DVDs and careers information for consultation.

➤ ADMINISTRATION

French Studies, as a subject area in the School of Modern Languages is administered by the Head of French Studies, who is answerable to the Head of the School and allocates individual responsibilities to all full-time lecturers. The French Studies Staff Board meets regularly to discuss matters relevant to teaching, research and administration within the subject area, and considers all issues and questions directed to it by the Staff-Student Consultative Committee (more information below). The Board of Examiners, which is composed of all full-time teaching staff, some part-time staff and three external examiners, meets at the end of each semester to determine results, and oversees matters of question-setting, marking and assessment procedures in general. [For more information see the **Results and Degree Calculations** section below.]

Queen's University Belfast Campus Map

School Offices

- A Biological Sciences
- B Chemistry and Chemical Engineering
- C Education
- D Electronics, Electrical Engineering and Computer Science
- E English
- F Geography, Archaeology and Palaeoecology
- G History and Anthropology
- H Languages, Literatures and Performing Arts
- J Law
- K Queen's University Management School
- L Mathematics and Physics
- M Mechanical and Aerospace Engineering
- N Medicine, Dentistry and Biomedical Sciences
- P Music and Sonic Arts
- Q Nursing and Midwifery
- R Pharmacy
- S Planning, Architecture and Civil Engineering
- T Politics, International Studies and Philosophy
- V Psychology
- W Sociology, Social Policy and Social Work

University Facilities

- X1 Arts, Humanities and Social Sciences
- X2 Engineering and Physical Sciences
- X3 Medicine, Health and Life Sciences

Location

- 3 Academic and Student Affairs
- 3 Administration Building
- 32 Ashby Building
- 27 Belfast City Hospital
- 28 Bernard Crossland Building
- 12 Bookshop at Queen's
- 1 Canada Room/Council Chamber
- 13 Careers, Employability and Skills Centre for Cancer Research and Cell Biology (CCRCB)
- 24 Centre for Cancer Research and Cell Biology (CCRCB)
- 20 Chrono
- 13 Counselling Service
- 9 Crèches
- 10 David Bates Building
- 29 David Keir Building
- 1n Development and Alumni Relations
- 13 Disability Services
- 8 Drama and Film Centre at Queen's (inc. The Brian Friel Theatre)
- 21 Dunluce Health Centre
- 38 Elms Village
- 14 Elmwood Hall
- 19 Elmwood Learning and Teaching Centre (ELTC)
- 3 Estates
- 16 Festival Office
- 3 Finance
- 17 Governance
- 1s Great Hall
- 18 Guthrie House (Student Accommodation)
- 5 Harty Room, School of Music
- 26 Health Sciences Building
- 3 Human Resources
- 11 Information Services
- 34 Institute of Professional Legal Studies (IPLS)
- 4 International and Postgraduate Student Centre

- 1n International Office
- 33 INTO at Queen's
- 13 Jobshop
- 1 Lanyon Building
- 10 Mathematics
- 25 McClay Research Centre
- 11 Media Services
- 22 Medical Biology Centre (MBC)
- 1 Naughton Gallery at Queen's
- 31 Northern Ireland Technology Centre (NITC)
- 36 Occupational Health
- 2 Peter Froggatt Centre (PFC)
- 25 Pharmacy
- 39 Physical Education Centre (PEC)
- 31 QUBIS Ltd
- 8 Queen's Film Theatre (QFT)
- 1s Registrar
- 1n Research and Enterprise
- 30 Sonic Arts Research Centre (SARC)

- 6 South Dining Hall
- 13 Student Guidance Centre (SGC)
- 1n Student Plus
- 15 Students' Union
- 11 The McClay Library
- 37 University Health Centre
- 1a Vice-Chancellor's Office
- 1 Welcome Centre
- 7 Whitla Hall
- 23 Whitla Medical Building

Off Campus Sites

- ECIT at Titanic Quarter
- Medicine and Dentistry at Royal Victoria Hospital
- Marine Research Centre at Portaferry



KEY

- University Building
- Landmark Building
- Road
- Café
- University Accommodation

TEACHING STAFF

The full-time members of staff in French Studies are detailed below. A list of hours during the week when staff are available for **consultation (without a prior appointment)** is displayed on the noticeboard.

- ❖ **Professor Janice Carruthers** j.carruthers@qub.ac.uk
(11 University Square, Room 301)
Head of School
- ❖ **Professor Margaret Topping** m.topping@qub.ac.uk
(8 University Square, Room 202)
Head of French Studies
- ❖ **Dr Peter Tame** p.tame@qub.ac.uk
(12 University Square, Room 203)
Acting Head of French Studies Semester 1
- ❖ **Dr Nigel Harkness** n.harkness@qub.ac.uk
(10 University Square, Room 301)
(on study leave in Semester 1) Director of Education
- ❖ **Dr Dominique Jeannerod** d.jeannerod@qub.ac.uk
(8 University Square, Room 301)
Languages for special purposes; Coordinator of PG Sem 1*
- ❖ **Dr John Lewis** j.lewis@qub.ac.uk
(10 University Square, Room 201)
*Coordinator of Level 3
Year Abroad and Erasmus Placement Officer, Exams Officer Sem 1*
- ❖ **Dr Maeve McCusker** m.mccusker@qub.ac.uk
(12 University Square, Room 202)
(on study leave in Semester 1) Exams Officer; Coordinator of PG
- ❖ **Dr Claire Moran** c.moran@qub.ac.uk
(6 University Square, Room 202A)
Coordinator of Level 1; Recruitment and Admissions; Disability Officer
- ❖ **Dr Ros Silvester** r.silvester@qub.ac.uk
(11 University Square, Room 202)
Coordinator of Level 2; Advisor of Studies

The other members of the teaching staff, who can be contacted through the Office, are:

- ◆ Dr Patricia Berney
- ◆ Mr John Cooke
- ◆ Ms Fionnuala Connolly
- ◆ Mr Jean-Louis Devin
- ◆ Ms Anne-Marie Hendey
- ◆ Mrs Marie-Claude Klein
- ◆ Ms Maryvonne Le Roy
- ◆ Ms Amélie Rougeot
- ◆ Mr Jonathan Thompson
- ◆ Dr Thierry Giaccardi
- ◆ Ms Tanya Campbell
- ◆ Ms Vanessa Franchetti
- ◆ Ms Elizabeth Dowling
- ◆ Mr Guillaume Thouroude

* Business French, Legal French, French for Engineers

EDUCATIONAL AIMS OF THE PROGRAMME

French Studies, in accordance with the University's Mission Statement endeavours 'to provide the widest possible access to learning through international excellence in teaching and research in an environment of equality, tolerance and mutual respect, thereby enhancing educational, economic, social and cultural development in Northern Ireland and throughout the world'. Within this context, French Studies aims to:

A1 promote student learning in French language, literature and culture, in broad-based and structured curricula which reflect the cumulative nature of language study and integrate research and teaching

A2 enable students to develop advanced linguistic skills, which are informed by general language awareness, intercultural competence and high levels of critical thinking

A3 further students' knowledge of the cultures and societies in which this language is spoken, and thereby foster a lifelong interest in the French-speaking world

A4 provide a supportive and stimulating learning environment which enables learners with a variety of entrance qualifications to fulfil their potential and to develop a capacity for motivated independent learning

A5 provide appropriate learning resources, and develop the possibilities offered by online learning

A6 embed a coherent range of generic and transferable skills in our pathways, and thus prepare our students for a variety of academic and professional contexts

Intended Learning Outcomes

Consistent with the general educational aims of the programme and the provisional QAA Benchmark Statement for Languages and Related Areas, students graduating in French should have achieved the learning outcomes described below

(a) Subject-Specific Knowledge and Understanding

- detailed knowledge of oral and written forms of French
- knowledge and understanding of the linguistic registers, structures and varieties of the target language
- knowledge of central features of the culture of the country of the target language (institutions, discourses, literature, linguistics, historical background and culture) and some knowledge of their interaction/interdependence
- an understanding of how the French culture uses language to express, communicate and develop its identity and interests
- knowledge and understanding of cultural diversity within Europe

(b) Subject-Related Skills

- the ability to communicate fluently and effectively with native speakers of the target language in both oral and written contexts
- the ability to demonstrate a high level of understanding of oral and written forms of the target language

- the ability to deploy an appropriate range of vocabulary, structures and registers
- the ability to describe and analyse main grammatical features of the target language, and to draw on a wide variety of resources to refine and improve their knowledge and understanding of the language
- the ability to understand, evaluate and analyse a variety of texts and ideas from and about the countries of the target language
- the ability to synthesise ideas and develop arguments drawing from a range of diverse sources
- the ability to use appropriate methods of research and critical concepts specific to linguistic, cultural, literary & language-based studies
- the ability to develop independent insight into central features of French and francophone culture, and to appreciate and engage with cultures other than their own

(c) Transferable skills

Intellectual & Cognitive

- the ability to engage with and interpret layers of meaning within texts
- the ability to contextualise from a variety of perspectives
- a capacity for critical reflection and judgment in the light of evidence and argument
- the ability to work autonomously, manifested in self-direction, objective-setting, prioritising, self-discipline and time management
- understanding of complex tasks and ability to present appropriate solutions in written or oral form

Practical

- ability to present knowledge and demonstrate expertise in a coherent, effective and meaningful form
- accurate and effective note-taking and summarising skills
- ability to use libraries and online resources
- ability to write and think effectively under pressure and meet deadlines
- IT skills (word processing, use of online resources)

Interpersonal Skills

- ability to communicate and interact effectively
- ability to work creatively and flexibly with others as part of a team
- self-reliance, initiative, adaptability and flexibility

For further details, you should consult the French BA Programme Specifications on QGIS.

THE ACADEMIC YEAR

It is recommended that you note down the important dates for the year (e.g. meetings for year abroad, or choice of modules; oral examination) for future reference.

Directed Study Week

In first and second semester there will be a Directed Study Week in French Studies during which all classes are cancelled. **This is not a mid-term holiday and you may not absent yourself from Queen's during this period.** You are expected to use the time to complete your reading assignments and other preparation. **Please note that classes may continue in other subjects during these weeks.**

The calendar for the academic year 2011-2012 is as follows:

Semester 1		Semester 2	
26 September 2011	week 1 timetabling week and first meetings of classes	30 January 2012	week 1 teaching starts
03 October	week 2 teaching starts	06 February	week 2
10 October	week 3	13 February	week 3
17 October	week 4	20 February	week 4
24 October	week 5	27 February	Week 5
31 October	week 6	05 March	<i>Directed Study week</i>
7 November	<i>Directed Study week</i>	12 March	Week 7
14 November	week 8	19 March	week 8
21 November	week 9	26 March	week 9
28 November	week 10	02 April 09 April 16 April	<i>Easter Vacation</i>
05 December	week 11	23 April	week 10
12 December	week 12	30 April	week 11
19 December 26 December 02 January	<i>Christmas vacation</i>	07 May	week 12
9- 24 January	Examination Period	14-16 May	Revision period
		17 May- 1 June	Examination period

no formal teaching takes place in Directed Study weeks, or on Rag Day (23 March) and May Day (7 May)

Holidays and Key dates when University closure applies:

Christmas/New Year: Friday 23 December 2011 - Tuesday 3 January 2012 (inclusive)

St Patrick's Day: Monday 19 March

Easter: Friday 6 April - Friday 13 April (inclusive)

May Day: Monday 7 May

July Holidays: Thursday 12 and Friday 13 July

Christmas/ New Year: Friday 21 December 2012 - Tuesday 1 January 2013 (inclusive)

Your Course

As students in French you have a decisive role in determining the success of your course - and your enjoyment of it. You can make a major contribution in all the following ways:

- *Finding out* about all classes, lectures and meetings you are to attend, all course requirements (e.g. residence abroad), and all changes of schedule.
- *Attending* everything on the timetable related to your courses (and reporting your unavoidable absences and catching up on work missed).
- *Meeting your commitments* on your courses: you will need to spend on average 12 hours per week per module in reading, library research, computer work, preparation of *exposés*, writing up assignments, etc.
- *Anticipating* classes by doing the necessary reading and organising of your thoughts on topics for discussion in advance.
- *Giving feedback* via questionnaires or other means, which is crucial in enabling your teachers to monitor progress and improve the teaching process.
- *Completing* your assignments for written work (see below) and handing them in as requested. This is a central part of any course; failure to achieve it will certainly restrict your performance and may count against you in assessments. (Students falling significantly behind with assignments can expect to receive a formal written warning, and to be asked to explain their situation.)

➤ ATTENDANCE

Attendance is required at all classes and seminars, and a record of attendance is kept. Any student unable to attend should contact the relevant tutor, in advance, and where appropriate, submit a self-certified medical note. After an absence through illness of more than 3 consecutive days, a medical certificate must be submitted to the subject area. Cases of sustained and unexplained absences are systematically investigated, and followed up as appropriate.

➤ PARTICIPATING IN CLASS

It should be obvious that you must take an active part in conversation classes, where participation is an immediate objective. But it is no mere optional extra on top of the more passive role of note-taking in your other classes and seminars. Rather, it is an indispensable feature of the teaching and learning process, and an essential way of developing your skills in communication and group work. Oral presentations are integral to some courses, and are awarded marks as part of continuous assessment. It is also worthwhile noting that, while your ability to communicate and interact informally with others in class does not receive a numerical mark, tutors will usually comment on it on your record card, and it will be a basic component of references written about you in the future.

Classes can vary enormously in form, depending on whether they are to focus on, say, information presented by a tutor, or an *exposé* given by a student or students, or discussion in buzz groups. But whatever form the class takes, the first step towards effective participation is to establish exactly what is to be covered in a given session - whether a broad topic, a specific text or extract, or a language assignment - and to think out and prepare this material thoroughly. You will probably find it useful to sketch out some brief notes, perhaps with numbered points, headings, key words and frameworks.

This preparation should give you all the confidence you need to:

- ask for help and clarification when there's anything you don't fully understand.
- respond positively, clearly and concisely to your tutor's questions.
- contribute to the further development of the discussion, by following up your own ideas and those of others.

None of this involves you in being unduly obtrusive, far less monopolising everyone's attention. It simply enables you to give - as well as to receive - your fair share as a member of any class or group in which you find yourself, and to play your part in making the class as enjoyable and productive as possible.

➤ COMMUNICATIONS AND FORMALITIES

During teaching periods members of staff are available for private consultation at specified times (indicated on their office doors and the noticeboards) or by appointment. We aim to maintain close contacts with all students, and you should raise as soon as possible any problems you encounter in relation to your work. Each student is appointed a full-time member of staff as **Personal Tutor** for the year and if your Personal Tutor is not in French, you can approach your Level Co-ordinator, or the French Adviser of Studies, Dr Silvester. Students needing references are strongly advised to approach their potential referees in advance, provide them with updated CVs and keep them as fully informed as possible of their intentions and applications. Students forced to miss a class are required to inform the tutor in advance, and make arrangements to catch up on work as appropriate. **Any absence must be reported to the office, and in the case of absences of more than three working days, a medical certificate, or other appropriate documentation, must be sent to the office of the student's School.**

Any change of address must also be reported to the French Office and updated by the student on QSIS. All module/class changes must be formally agreed with the relevant lecturers and/or the secretary.

➤ YOUR WORK

All the modules for which you are enrolled are of equal importance. You should therefore divide your time evenly between them, regardless of the number of contact hours they involve. You are here to 'read for a degree'; from the beginning of your degree, you need to get into the habit of working in a committed and conscientious way. Remember that being a full-time student is just as demanding as being in full-time employment. Just as Science students (for example) have to spend much of their time in laboratories, so you will have to spend a lot of your time in the Library: take advantage of the tours offered in the first week of the semester to get you used to the computerised catalogue, the Undergraduate and Main collections, and its other facilities.

All your formally assessed work for final degree evaluation will be marked, and robustly moderated, according to a generally agreed scheme of marking; at the end of each module you will have access to your final mark. You can get a breakdown of marks for each component from your tutor. You may find that, during a semester, the amount of work demanded in different language areas, or even in different modules in the same area, may vary: this is not unusual in subjects like Modern Languages where skills are acquired cumulatively. The amount of work required on all modules none the less falls within parameters agreed by the Faculty of Arts, Humanities and Social Sciences. Do not get behind with your work; a module lasts only twelve weeks, and you will find it very difficult to catch up.

The most common problem which students experience with their work is that when they get into difficulties they take too long to ask their tutors for help. We are here to help you, but we cannot sort out problems unless you let us know about them early. Personal, academic, medical and financial problems can all escalate very quickly; make sure you seek help or advice before things get out of hand. ***Any absences of more than three working days must be covered by a medical certificate handed in to the subject Secretary as soon as possible.***

If you do encounter problems, your tutors or your Adviser of Studies will normally be able to sort them out for you fairly quickly. But sometimes you may need to talk to those who are experienced in resolving the more serious problems which students can face. For personal and medical problems, the Student Health Service is in Lennoxvale, and the Student Counsellors have offices in the Students' Union. The Education and Welfare Officer in the Students' Union can advise on financial and educational problems, delays in grant cheques, student loans and Social Security entitlements.

➤ **STUDENT SUPPORT**

Introduction

The University takes the view that all aspects of student life offer opportunities for learning and development. Schools work closely with student support services and the Students' Union to support your personal development planning, providing a range of academic and personal support services and developmental opportunities during your time at Queen's. Support and development opportunities for students are offered through your academic School, as well as centrally in the Student Guidance Centre, International and Postgraduate Student Centre and the Students' Union.

If you are not sure where to go when you have a question about any element of University life, ask one of the Information Assistants in the [Student Guidance Centre](#) or [International and Postgraduate Student Centre](#).

Don't drop out – drop in!

We want you to do well during your time at Queen's and all these services are here to help you. Staff and Sabbatical Officers have a long and successful history of supporting students in a range of situations, so do not hesitate to ask for help.

Every year we come across students who wish they had asked for help sooner, so take their advice and come and speak to one of the support services listed here below. And if you are not sure which service to go to, come to the Student Guidance Centre and speak to one of our friendly Information Assistants who will be able to point you in the right direction.

Starting University

Moving to higher education is an exciting time and a new phase in your life. At the same time, don't be surprised if you find it overwhelming at times – it's normal to feel this way. For those of you who have recently left school, studying for a degree is very different. You have much more freedom to decide what you want to learn, and you will

be asked to consider and debate about the content of your course. You will be expected to be more self-directed in how you approach your studies. Unlike school, your lecturers and tutors will guide you, but will not direct you as much as your teachers may have done in the past.

Information about making a successful transition to higher education can be found at: <http://www.qub.ac.uk/welcome>, including a series of 'transitions' dvds made by students about their experiences.

Within your academic School, you can discuss any issues that arise and receive guidance on approaching new situations from Academic Advisers and Personal Tutors.

Personal Development Planning and Personal Tutoring

Personal Development Planning (PDP) is a process of reviewing and planning your own development. You will be encouraged to take control of your learning needs by reflecting on your personal performance and the feedback you receive. An electronic portfolio (e-folio) is provided in Queen's Online to help you set out plans and personal goals to improve your academic performance and enhance your employability. Research suggests that students who engage with PDP are better equipped to study and develop their professional skills and experiences than those who do not. You should also look at the PDP webpage in the [Student Gateway](#) and talk to your Personal Tutor.

PDP is a very helpful process to assist you in identifying what study- and skills-related changes you need to make to be even more effective as an undergraduate. Our experience shows that students who use PDP do better academically than those who choose not to. Don't forget it's not just about helping you study throughout your course, but it will also help you develop skills for all aspects of your life at Queen's and beyond.

Personal Tutor

Each undergraduate student is assigned a Personal Tutor whose role it is to be a point of contact and support within your School. We strongly advise you to speak to your Tutor if you have any concerns relating to your time at Queen's, particularly if you think it will affect your progression.

Personal Tutors will support you as you reflect on your Personal Development Plan and, where appropriate, refer you to a University or Students' Union service for specialised assistance. Students are to have six official meetings with their Personal Tutor a year, but if you need to speak to yours outside of these scheduled meetings, feel free to approach them for an appointment.

Student Guidance Centre

The Student Guidance Centre (SGC) is on University Road, above the Ulster Bank, Post Office and The Bookshop at Queen's.

It brings together a number of support services that help guide and assist you throughout your time at Queen's. From managing your student record, developing your academic and employability skills and offering advice and assistance for times when you may feel under pressure, all services work together to ensure you have an enjoyable student experience.

Services located in the SGC include:

- Careers, Employability and Skills
- Centre for Educational Development
- Counselling Service
- Disability Services
- Income and Student Finance
- Learning Development Service
- Science Shop
- Student Services and Systems (Student Records and Examinations, Qsis)

The Centre holds information and resources for a range of services both on- and off-campus.

Not sure who to ask? Information Assistants on the first floor will help you with all your queries about the University, from getting a new student card, to where to submit a form, or taking advantage of specialist advice from one of the services. The Centre also offers a comfy seating area, internet access, coffee, newspapers to read and laptops that you can borrow for use within the Centre.

Student Guidance Centre
University Terrace
T: +44 (0)28 9097 2727
E: sgc@qub.ac.uk
<http://www.qub.ac.uk/sgc>

Degree Plus

Degree Plus is a unique and innovative programme which allows Queen's students to gain accreditation for skills and experiences developed outside of their academic programme.

Students may register for the programme at any time during their academic career but must have submitted evidence for the award of Degree Plus by 1 April in the year they hope to graduate. Successful completion of the programme provides students with the award of Degree Plus on their transcript. Any extra-curricular activities which enables the development of academic, personal, career or employability skills may be included, eg volunteering, involvement in a club or society, completion of an additional course or programme, summer experience or working part-time. The award may be obtained in two different ways: either by undertaking a programme which is fully accredited through Queen's, or by combining two experiences and presenting evidence on a Degree Plus application form. Visit the website for further details: <http://www.qub.ac.uk/degreeplus>

Paid Employment and Part-time work

A high percentage of students work part-time whilst completing their degree. There are a number of good reasons for doing this as part-time work can help you:

- Develop valuable employability skills that will impress future employers
- Gain experience and a greater understanding of the workplace
- Access and develop networking opportunities
- Help financially during your studies

Register with the Student Jobshop to access a range of opportunities and fairly paid part-time jobs at <http://www.qub.ac.uk/careers> > Vacancies.

Please note: the University strongly recommends that students do not exceed 15 hours part-time work per week as there is strong evidence to show that significant levels of part-time work can affect degree outcomes.

Paid Employment and Part-time Work for International Students

International Students may have prohibitions or restrictions on working in the UK. It is very important that you confirm you have a legal right to work and if you do have the right to work, that you don't exceed the permitted hours. If you want to work, you must bring your visa to the International Student Support Office where your visa will be checked to confirm whether or not you can work and if you can, how many hours you are allowed to work.

T: +44 (0)28 9097 3899

E: internationalstudentsupport@qub.ac.uk

<http://www.qub.ac.uk/isso>

Student Care

The University is committed to supporting the attainment and success of its students. Through its *Student Care Protocol*, staff work with students to identify appropriate actions and support either within or external to the University, to help students through the array of difficulties they may encounter during their time as a student.

No issue is too small to raise with the helpful support team. If you are worried about your studies, or a personal issue affecting your studies, you can contact any of the University's support team, including:

- Staff in your School (Adviser of Studies, Personal Tutor, module or year co-ordinator)
- Chaplains
- Staff in the Student Guidance Centre (Counsellors, Information Assistants, Learning Support Tutors, Careers Advisers, Disability Officers)
- Community Youth Workers in the halls of residence
- Students' Union Advice Centre or Sabbatical Officers
- Your GP or other health professional

For information about the range of support available to students, visit the Student Gateway website (<http://qub.ac.uk/studentinfo>). Any queries may be sent to the Student Guidance Centre by emailing: sgc@qub.ac.uk

Anti-bullying and Harassment Policy

The University's Student Charter, its Policy on Equality and Diversity and its Student Anti-bullying and Harassment Policy make reference to working in a learning environment which is free from harassment including discrimination, victimisation and bullying, and expects individuals to treat fellow students, staff and visitors equally and respectfully. In line with its regulations the University will take disciplinary action against students who cause distress by comments made about others, whether said or in writing. This includes comments written in the public domain, for example on social networking sites.

Chaplaincies

Currently 17 faiths and denominations are represented at the University. Our work is varied and far-reaching, but we always hope to offer a warm welcome, support and advice (spiritual and otherwise) to all members of the University community. Each of us is committed to playing a constructive and beneficial role in the building up of the individual person and of the University community. The Chaplaincies website is the best source of information; however, the four main chaplaincy centres and points of contact are:

Catholic	28 Elmwood Ave	Rev Fr Gary Toman
Church of Ireland	22 Elmwood Ave	Rev Barry Forde
Methodist	24 Elmwood Ave	Rev John Alderdice
Presbyterian	12 Elmwood Ave	Rev Karen Mbayo

<http://www.qub.ac.uk/chaps>

Counselling

Whilst we hope your time at Queen's is trouble free, there may be times when you find things difficult for a range of reasons. If that is the case then please speak to the Counselling Service. Staff are friendly, approachable and experienced in dealing with a wide range of issues that students have to face at University and in their personal lives. Don't leave things until the problem escalates; speak to them at the earliest opportunity. Emotional distress and difficulty can seriously impede your ability to study effectively. Counselling can support you in managing your difficulty so that your studies do not suffer unduly. Counselling is free and confidential to any student of the University, and can range from a five-minute chat to a series of 50-minute sessions. Counsellors are professionally trained and accredited and are bound by the Code of Ethics of their professional body, the BACP.

Counselling Service
Student Guidance Centre
University Terrace
Belfast BT7 1NN
T: +44 (0)28 9097 2727
E: counsellor@qub.ac.uk
<http://www.qub.ac.uk/counselling>

Students with Disabilities

Disability Services provides support to students with a wide range of disabilities including mental health difficulties and dyslexia. If you have a disability or acquire a disability whilst studying at Queen's, we can help arrange academic and personal support to meet your individual needs.

Disability Services
Student Guidance Centre
University Terrace
Belfast BT7 1NN
T: +44 (0)28 9097 2727
E: disability.office@qub.ac.uk
<http://www.qub.ac.uk/disability>

Finance

The Income and Student Finance Office provides advice on course tuition fees, including the assessment and collection of fees. If you have any concerns about your fee assessment speak to staff in the office who have experience in advising student on these matters. They administer a range of bursaries and student support and hardship funds, to help students in financial difficulty, which do not need to be repaid. They also provide a finance function for the University's Clubs and Societies.

Student Finance and Fees
Student Guidance Centre
University Terrace
Belfast BT7 1NN
T: +44 (0)28 9097 2767
E: IncomeOffice@qub.ac.uk
<http://www.qub.ac.uk/directorates/sgc/finance>

The Students' Union Advice Centre also has two members of staff who provide advice and guidance on personal finance, debt management, income maximisation and applying for bursaries. They can see students between 9.30am – 4.30pm, Monday – Thursday and 9am – 3pm on Friday. If you can only come outside of these hours, they will do their best to accommodate you.

Connie Craig
Financial Adviser
Student Advice Centre
2nd Floor, Students' Union
University Road
T: +44 (0)28 9097 1049/3106
E: connie.craig@qub.ac.uk

Debbie Forsey
Money Management Adviser
T: +44 (0)28 9097 1166/3106
E: d.forsey@qub.ac.uk

Health Centre

Students with a Belfast address, even if they only live there during the week, are strongly encouraged to register with a General Practice (GP) surgery close to the University – although it must be within a 10 mile radius of your address. If you are ill and need a doctor's note relating to your studies, you must see a GP as soon as possible – your School will have a policy indicating the length of time after your absence that a GP note must be submitted. It is also very important to be registered with a local GP surgery if you are suddenly and unexpectedly ill and require GP (non-emergency) attention. Students from within the United Kingdom can switch back to their 'home' GP during summer break.

The University Health Centre (UHC) at Queen's offers student-focused NHS services and University funded non-NHS services for Queen's students. The UHC has extensive experience in the health needs of young adults and is made up of a friendly team who understand university life. International students in the UK for six months or more on a student visa are entitled to free NHS care and can also register with the practice. Visit our website or phone the Health Centre for more information on how to register.

University Health Centre
5 Lennoxvale
Belfast BT9 5BY
T: +44 (0)28 9097 5551
E: reception.157@uhcq.gp.n-i.nhs.uk
<http://www.universityhealthcentreatqueens.co.uk>

Learning Development Service

The Learning Development Service is available to help you with academic skills. You can have a one-to-one appointment and/or attend a range of workshops on topics including essay writing, referencing, time management, presentation skills and preparation for exams. You can find out more on their website or by calling into the Student Guidance Centre to make a free appointment.

Learning Development Service
Student Guidance Centre
University Terrace
Belfast BT7 1NN
T: +44 (0)28 9097 2727
E: sgc@qub.ac.uk
<http://www.qub.ac.uk/sgc/learning>

Study Support

Speaking to your Personal Tutor or Supervisor and using some of the material on the Student Gateway site can be helpful ways of supporting your studies. You may also benefit from more specific help. See the section on Learning Development Service for details on the support they can offer you. The Learning Development website also offers excellent resources on referencing, essay writing, time management and stress management, as well as a range of other topics that will help you in your studies.

Library and Information Services

The goal of Information Services at Queen's is to provide the highest quality information resources and services to students and staff of the University. This commitment to quality is well illustrated by the building of The McClay Library, which blends the best features of a traditional library with the latest learning technologies to create a truly 21st-century environment for students and staff. There are also further libraries: the Medical and Healthcare Library (across four sites) and the Agri-Food and Biosciences Institute Library (in the main building on the AFBI Headquarters site in Newforge Lane), as well as extensive online resources.

Information Services also supports student computing, with student computing areas across the campus. The student computing web pages provide a range of information to support the use of computing in your studies; information includes the status of key computing services and computers currently free on campus, as well as information about accessing the wireless network, training and the virtual learning environment: <http://www.qub.ac.uk/student>

Queen's Sport

The facilities at Queen's Sport are second to none. Whatever your interest – performance sport or just recreation – you are sure to find an activity that suits you!

We have four main sites; our flagship PEC Sports Centre in Botanic Park, Malone Playing Fields, the Boat House at Stranmillis, and our cottage at the base of the Mourne Mountains.

The PEC has a state-of-the-art gym, squash courts, climbing wall, swimming and diving pool plus much more. Flexible membership packages and rates are available to all students. Our Activity Programme also has much to offer, with an unrivalled choice of classes and courses, all of which are delivered by qualified instructors.

Queen's has over 50 Student Clubs catering for all sporting interests.

The Malone site has grass pitches for both competition and training, sand-dressed and water-based hockey pitches and a 3G playing area. This site is currently undergoing a multimillion-pound investment, and is due for completion in Summer 2011. For further information, please see:

<http://www.queenssport.com/sites/QueensSport/Facilities/OutdoorSports/MalonePlayingFacility>

For information on our memberships, please visit:

<http://www.queenssport.com/sites/QueensSport/Membership>

Queen's University Belfast Physical Education Centre

Botanic Park

Belfast

BT9 5EX

T: +44 (0)28 9068 1126

E: sport@qub.ac.uk

<http://www.queenssport.com>

Students' Union

The Students' Union offers a range of membership services including entertainment venues, food and other retail outlets, non-alcoholic study space in The SPACE, a student enterprise centre, the Students' Union Advice Centre, clubs and societies, student volunteering, campaigns and representative work and much more.

Every student of the University is automatically a member (which means there are about 20,000 members). Open 18 hours a day during term time, the Students' Union welcomes over one million visitors every year. It is recognised by the University as the representative body of students and is run by elected full-time Student Officers (Sabbaticals) and student-centred staff.

The Sabbatical Officers, management and staff, work with the student body to ensure the improvement of facilities and support services for students of Queen's.

Queen's Students' Union

University Road

Belfast BT7 1NF

T: +44 (0)28 9097 3106

E: studentsunion@qub.ac.uk

<http://www.qubsu.org>

If you do have financial pressures that mean you have to work more hours than is advisable, please come and talk to us. Both the Student Income and Finance

Department in the Student Guidance Centre and the Students' Union can give you advice on funds that are available to help students in your position. The Learning Development Service can also offer advice on time management.

Language Learning

The Language Centre provides a wide range of language courses for all students. Classes, which usually last two hours, are held weekly and usually run for most of the academic year. Languages currently offered are: Arabic, Bengali, Chinese (Mandarin), Czech, Dutch, Finnish, French, German, Greek (Modern), Hindi, Irish, Italian, Japanese, Korean, Latin, Polish, Portuguese, Russian, Sign Language, Spanish, Swedish, Turkish and Urdu. These are all taught at various levels ranging from beginners in all languages to advanced level in the more popular languages. These courses are accredited in line with the Common European Framework of Reference and a Language Centre Certificate is awarded for over 70 per cent attendance. Language Centre courses are included in the Degree Plus Award programme. A small administration fee is levied for each 16-week course.

Apart from the courses for non-specialists, the Language Centre now offers courses leading to a Certificate in Languages for Special Purposes. Specially designed computer-based courses are available in: French, German and Spanish for Business, Practical Irish, French, German, Spanish and Italian for Tourism and Leisure. These fully-accredited courses are available at beginners, intermediate and advanced levels. (French commences at post-GCSE level). Courses can be accessed using the Language Centre's CAN-8 multimedia online system affording students the opportunity for guided autonomous learning alongside tutor-led sessions. The nature of these online courses means that students can study in their own time and at their own pace allowing them to 'catch up' or to progress at their chosen pace. Upon successful completion of the course, students will be awarded a Queen's University Certificate in Languages for Special Purposes. An administration fee is levied for each module leading to the Certificate.

Apart from the formal language learning opportunities, the Centre also provides the opportunity for self-study language courses for use in its private study area. There is a growing library of resources in over 30 languages, available at various levels and in various formats ie books, videos, DVDs, tapes, CD-ROMs and self-study online courses. Carefully designed self-study packs are available in most languages. Software installed on the PCs includes dictionaries, grammar packages and interactive CD-ROM courses for all levels and in many languages.

The Language Centre is open for private study and class teaching from 9am – 9pm Monday to Thursday and 9am – 5pm on Friday. Staff are available for guidance and assistance during opening hours. The self-study facilities are open during normal library hours.

For further information contact:
The Language Centre
The McClay Library
T: +44 (0)28 9097 6178
E: langcent@qub.ac.uk
<http://www.qub.ac.uk/lc>

➤ CAREERS AND REFERENCES

Careers Advice

Queen's has an excellent Careers Education, Information and Guidance (CEIG) service, located within the Student Guidance Centre, University Road (above University Bookshop). You can get Careers advice on a drop-in basis or make an appointment. Email: careers@qub.ac.uk or phone 9097 2727.

You can find out more about the careers service at Queen's at <http://www.qub.ac.uk/directorates/sgc/SGCCareersService/>

The Careers service exists to help you map out your career path and support your chosen job applications. The advisors can help you with initial career choice and help you prepare for a transition to year-out placements, graduate employment and postgraduate study. The service offers resources such as free CV workshops, internet access, coaching on interview techniques and help with completing job applications.

The Careers contact for the School of Modern Languages is Julie Gerrish. Julie is based at the Student Guidance Centre, email: j.gerrish@qub.ac.uk

The Careers Liaison Advisor for the School is Alyson Campbell. You can contact her by email: a.e.campbell@qub.ac.uk to make an appointment to see her or to get advice by email on Careers guidance.

There is a Careers noticeboard just inside the entrance to Number 10, University Square.

Thinking about Careers

Sorting out what you might do after graduation takes time. You need to start this process early, ideally in Level 1 by:

- considering your career options and planning ahead
- gaining work experience and placements
- building employability skills
- developing career management skills.

When you apply for a job or postgraduate training, you will need to prepare a *curriculum vitae* and name referees. Queen's Careers Service (in the Student Guidance Centre) will help you to prepare your CV and show you how to make the most of your qualifications and extra-curricular activities. Getting the best possible references is, however, up to you. Good references can really help your career prospects, so please help us to help you by bearing the following points in mind:

- Check first. The first time you name someone as a referee, you should get his/her permission in advance. On later occasions, it is wise to check that your referee is still available. In three years' time, he/she may be sick or on study leave or in another job. A brief phone call or e-mail to French Studies will put you in the picture. And make sure we can picture you: the photograph on your record card is essential.
- Be businesslike in your studies, starting now. It is hard to recommend a student, however brilliant, who is not reliable. Always inform your tutors if you know you will be absent (for whatever reason) and/or unable to do the work assigned. Inform them if possible in person and in advance. If advance warning is not possible,

leave a note with the Secretary or phone/e-mail a message to French Studies, following it with a medical certificate (to the Faculty Office) if this is applicable. Never send a message through your friends: your absence is not their responsibility. Remember that a brief phone call can save your tutor having to write a lot of weary reminders.

- Get organised. Do not waste other people's time by forgetting to keep appointments, return books or pay fees. If you have real difficulties, get help now: consult your tutor, adviser, doctor, student counsellor or chaplain as appropriate. Try to make it easy for your referees to support you. Even if you are not an academic high-flier you can still get excellent references. The important point to remember is that any student who is consistently courteous, businesslike and well-organised has something valuable to offer any future employer.
- Participate. It is impossible to write a convincing reference for a student who has never volunteered a word in tutorials. Avoid at all costs giving the impression that you have nothing to say or that you are too lazy or passive to speak. If you have bought the texts and prepared the work, you should have something to contribute. However, if you really suffer from shyness, talk to your tutor in private or see the Student Counsellor. If possible, participate in the general life of French Studies, whether in its social, cultural or sporting activities. Any initiative you show in any area will help your referees to support you.
- Supply information. Give your referees an up-to-date version of your CV. Tell them if you really want this job, and why. If possible, send them a photocopy of the job specification and of your application. The more information the referees have about you, the easier it is for them to think of convincing ways of supporting your application.

Queen's Careers Service can help you choose a career, plan ahead and manage the recruitment and selection process through:

➤ **STUDENT REPRESENTATION**

The Staff-Student Consultative Committee (SSCC) is made up of the Head of French Studies and the staff co-ordinators of Levels 1, 2 and 3 (or their substitutes), together with two students representing each of the undergraduate levels. This committee meets twice a year in principle, and more often if required. This is the forum in which students can formally express their views and raise questions regarding the work of French Studies. It is also a means of learning more about the work of French Studies, and of gaining experience of - and skills in - committee work, report writing and similar activities. Each language class at Levels 1, 2 and 3 elects its own representative. All students are free to raise items of business for the SSCC with any representative of their level. The SSCC elects one of its student members to chair meetings, and another to act as secretary. The minutes of meetings are made available to all students through display on noticeboards. Many matters discussed at SSCC can be dealt with swiftly, but any needing the consideration of the teaching staff as a whole are referred to the Staff Committee.

➤ EXTRA-CURRICULAR

Beyond the requirements of the academic courses and the formalities of university life we hope that you will benefit from the many French-based activities available to you.

- ◆ The **Student French Society**, with support from the staff, devises a programme including, for instance, talks, readings and quizzes; it also runs an annual formal.
- ◆ The School invites lecturers, writers and other visitors for cultural events of all kinds.
- ◆ Films and other videos are shown in the School, and there is live French television via satellite in the Language Centre.
- ◆ The Queen's Film Theatre (QFT) in University Square regularly shows French films.
- ◆ Events of French interest are also organised elsewhere in Belfast, or further afield, in theatres, concert halls and galleries, and by other student groups, schools, cultural organisations and societies.

➤ PRIZES AND SCHOLARSHIPS

- ◆ **Level 1** *The Queen's Foundation Scholarship* is awarded on the basis of the best overall performance during the academic year.
- ◆ **Level 2** *A N Troughton award* is awarded on the basis of excellent performance throughout the academic year.
 The Samuel and Sarah Ferguson Travel Prize is awarded to the Level 2 student in French who is spending their year abroad in France or a French-speaking country with the strongest academic performance across all their modules in French.
- ◆ **Level 3** *The Richard Bales Prize* for achievement in a Level 3 Optional module
 The Chris Shorley Prize for achievement in Level 3 Language.
 Certificate of Distinction in Oral French awarded to level 3 students who achieve a first class performance in their final year oral examination.

➤ RESOURCES

Most of the teaching and learning resources you will use are made available on a University, Faculty or School basis.

- ◆ **The McClay Library at Queen's** in College Park contains the main collection of books and journals PLUS the 'undergraduate collection' for shortloan borrowing (i.e. the collection that used to be in the Seamus Heaney Library). Offprints can be borrowed from the shortloan counter in the McClay Library. There is also excellent study space and computing facilities for all students on all floors of the McClay Library (with an extended hours area on the ground floor). The Helpdesk is in the Atrium on the ground floor.
- ◆ **The Language Centre** is located on the ground floor of the McClay Library. Facilities include teaching space plus an excellent self study area where students have access to language software installed on the PCs including all programmes needed for French. In the self study room students also have access to resources such as CD-ROMs, dictionaries, books and DVDs along with on-line resources plus access to satellite TV in over 2000 stations worldwide. The reception desk at the Language

Centre is staffed during normal library opening hours for students wishing to borrow books, headphones or simply to answer any queries.

There are a number of ways in which resources in the Language Centre can be used to help you improve your French:

- ◆ watching French TV, listening to French CDs, watching French films or using French CD-ROMs provides reinforcement of oral language work and helps to extend your fluency, improve your comprehension and expand your range of vocabulary.
- ◆ using French grammar packages helps you to further your understanding of the structure of the French language and improve your ability to deal with complex constructions in prose work in Semester 2.
- ◆ on the World-wide web you can find information on many aspects of modern France, read today's edition of the major newspapers, find out about French universities and find out what is on French TV.

- ◆ ***French television transmitted by satellite*** can be viewed on screens in the Language Centre. For times of availability, check at the Language Centre.

ASSESSMENT

➤ WRITTEN WORK

Clear and efficient written communication is among the most important skills to be developed throughout your studies (and beyond), involving as it does gathering, ordering, analysing and evaluating material, and the presentation of your work and findings in an appropriate form. (Remember, staff are often asked in references to comment on your ability to express yourself effectively in writing.) Different disciplines (and different tutors) may well have special requirements, but the following general information sets out some basic principles.

➤ ESSAY-WRITING GUIDELINES

Presentation

- Always ensure that the presentation of your essays is of a high standard, paying particular attention to spelling and grammar. You should also ensure that you include accents where appropriate (these can easily be included in your word-processed document, but may be written on by hand if necessary). Essays should be typed or word-processed, double-spaced and with ample margins. Paragraphs should be clearly indented, and pages consecutively numbered. Your essays must be submitted with an accompanying cover sheet, and the first page must include the full title, your anonymous code, and the name of your tutor.

Length

- Ensure that your essay is of the required length in words, as you will be penalised for essays of excessive length. Essays that exceed the required length by more than 15% will be penalised one conceptual mark (e.g., 65 will become 62).

Effective essay writing

- Write clearly and concisely, paying particular attention to your use of syntax and spelling. Avoid using colloquialisms, and always read through your essay carefully to ensure that it is as clear as possible.
- Avoid repetitions and vague or unfounded statements, and back up what you say by properly referenced quotations from relevant primary and secondary sources. There is no need to repeat a point that you are making in your essay as, if you have presented a good supporting argument, then repetition will not make your point any stronger. However, when you are stating a point of view, ensure that you provide justification for that statement, and do not assume that the reader will accept or understand your viewpoint merely by your stating it.
- Ensure that your argument is clearly developed, introducing the main points you are going to make at the beginning, setting them out in detail in the body of your essay, and offering a clear conclusion at the end. The proper use of paragraphs will help you in achieving this, as they will help the reader to follow the case you are presenting. This means that each paragraph should either deal with a new point, or develop one that you have introduced previously, and they should be clearly linked.
- Always underline or italicise the titles of books, plays, films, long poems, newspapers etc.. This is so as to avoid ambiguities or confusion that could arise: when you refer to *Candide*, it is clear you are referring to the novel by Voltaire; if you refer to Candide, you are referring to the principal character of the novel. Parts of books or the titles of short stories should be placed in inverted commas. For titles of books in French, only the first word is given a capital letter (e.g. *A la recherche du temps perdu*), unless (a)

the first word is the definite article, in which case the following noun and any preceding adjectives are capitalised (e.g. *Les Petits Enfants du siècle*) or (b) the title includes proper names which are always written with a capital (e.g. *Le Père Goriot*).

Gender-Free language

- You should be aware when writing that the way in which you use language can perpetuate discriminatory attitudes towards women, and you should seek to avoid these. Sexist language is defined as ‘any item of language which trivialises, insults or renders women invisible; and which presents a view of society where “male” is seen as the norm’.
- The generic use of masculine pronouns (he, him, his) is an obvious example of sexism in language. Rather than referring, for instance, to the reader or viewer as ‘he’, you should adopt one of the following strategies: use ‘he/she’, or use the non-gendered plural ‘they’, or rephrase the sentence to omit the third-person pronoun entirely. Instead of writing ‘the author places the reader in a position where his belief in the reliability of the narrator is constantly called into question’, you should write : ‘the author constantly places the reader in a position where his/her belief in the reliability of the narrator is called into question’. The situation is slightly different in French, where, for instance, it would be grammatically (if not politically) incorrect to use ‘il/elle’ or ‘ils’ to refer back to the masculine singular noun ‘le lecteur’. You can of course refer in your writing to ‘le lecteur/la lectrice’ or use the plural ‘les lecteurs’ (the same applying to other nouns where you want to avoid simply using the masculine singular to refer to everyone – e.g. les spectateurs, les auditeurs, les êtres humains etc).
- You should also avoid using the following terms and instead use one of the non-sexist alternatives:

Sexist	Non-sexist
man	person, people, human beings
mankind	men & women, humanity
the man in the street	people in general
man-made	synthetic, artificial, manufactured
to a man	everyone, unanimously, without exception
forefathers	ancestors

Quotations & referencing

- You must provide footnoted references for the sources of all quotations, and include a bibliography of all the sources you have used in writing your essay. Two possible formats are used in French Studies, depending on whether you are writing a literature or linguistics essay.

Literature/Cinema essays (MHRA system):

Quotations

- Brief quotations (of less than 40 words) should be incorporated into the body of your text, and set apart from your own words by the use of single inverted commas. E.g. ‘Reflecting on friendship, which signals the social, the narrator protests that the self loses its true orientation, becoming ‘hospitalisé dans une individualité étrangère’ (II, 689)’.
- Longer quotations should begin on a separate line from the rest of the text and indented. You should not place inverted commas around quotations set off from the text in this way. E.g. In *Tout compte fait*, Beauvoir argues that in ‘La Femme rompue’ her intention had been to show that:
 Tout l’effort de Monique tend à l’oblitérer, par des mensonges à soi, des oublis, des erreurs; de page en page, le journal se conteste: mais à travers de nouvelles fabulations, de nouvelles

omissions. Elle tisse elle-même les ténèbres dans lesquelles elle sombre au point de perdre sa propre image. (p. 175)

- All quotations need a reference. The first time you quote from a particular source – this includes the literary text that you are writing your essay on – you must give full details in a footnote. For subsequent references you can simply give the page number after the quotation. In your footnote, you should give full publication details (see below under bibliography for the information required) and the page reference. In examinations, it will be sufficient to give the name of the author and the title of the book/article (you don't need to remember other publication details).
E.g: for the first quotation above, the source would be given in a footnote as: Edward J. Hughes, 'Proust and Social Spaces', in R. Bales (ed), *The Cambridge Companion to Proust* (Cambridge: Cambridge University Press, 2001), pp. 151-67

Bibliography

- In your bibliography you should include details of all works that you have consulted while working on your essay - this not only means those that you have directly quoted from (which you will have referenced in the body of your text), but also those sources that you have consulted and have helped you in reaching your conclusions. Internet sites that you have accessed should also be included in your bibliography. Works should be presented in alphabetical order based on the author's surname, and the following format should be adopted:

Books: author (with initials), title (italicised or underlined), publication details (place of publication, name of publisher and date of publication).

E.g. Baudelaire, C., *Les Fleurs du mal* (Paris: Gallimard, 1972)

Articles in journals: author (with initials), title (in single inverted commas), name of journal (italicised), volume number, date (in brackets) and page numbers

E.g. Cairns, L., 'Filial Ambivalence and *Ce qu'ils disent ou rien*', *Romance Studies*, 24 (1994), 71-84.

Chapters in books: author (with initials), title of article (in single inverted commas), name of editor, title of book (in italics), publication details (place of publication, name of publisher and date of publication), page numbers

E.g. Hughes, E. J., 'Proust and Social Spaces', in R. Bales (ed), *The Cambridge Companion to Proust* (Cambridge: Cambridge University Press, 2001), pp. 151-67

Items from the Internet: author, title of essay/report (in italics), full URL, date of access

E.g. Cerquiglini, B., *Les Langues de la France. Rapport au Ministre de l'Education Nationale, de la Recherche et de la Technologie*. URL: http://www.culture.fr/culture/dqlf/lang-reg/rapport_cerquiglini-france.html (accessed 10.06.01)

Linguistics Essays (Harvard System)

References in your essay

- You do not need to give a source for ideas which are generally accepted/well known (e.g. that lexical change is much more rapid than syntactic or phonological change).
- You must give a reference when talking about someone else's ideas, theory or data. Either explain the ideas/theory/data in your own words and allude to the source (e.g. 'as Walter (1987) argues, ...'), or quote the original and give the full reference. An allusion to the source need only give the name with the date in brackets, e.g. Walter (1987). A quote should give the page number after a colon following the date, e.g. Walter (1987: 14).
- In assessed coursework, you will find yourself making use of both the above forms of reference, albeit less frequently of quoted material. In the examination, you are unlikely to be quoting; in the case of sourced references in exam scripts, the name of the scholar/author will suffice – you are not expected to remember the date.

- In assessed coursework, you must list all works alluded to at the end of your essay in a 'References' list. You may also include other works you have read (see below for guidance).

Footnotes

- You are unlikely to make extensive use of footnotes in a student essay. They are used to make supplementary points which are not part of the main body of your essay. Note that in the Harvard system they are not used to give bibliographical references (the MHRA system used by literary scholars does use footnotes to give bibliographical references).

Reference List

- Your reference list at the end will contain all works cited or alluded to, and any others you have read. You should use the following model in terms of use of punctuation, capitalisation, italics etc. Do try to follow these examples as closely and consistently as possible:

French article in a journal: Martin, R. (1970). 'La Transformation impersonnelle', *Revue de linguistique romane* 34:377-94.

French chapter in a book: Mailhac, J.-P. (1996). 'Le Subjonctif; quel type de présentation adopter?', in Engel D. and F. Myles (eds). *Teaching Grammar: Perspectives in Higher Education*, London: AFLS and CILT, pp. 137-65

French book: Marchello-Nizia, C. (1995). *L'Evolution du français: ordre des mots, démonstratifs, accent tonique*, Paris: Colin.

English article in a journal: Majumdar, M.-J. and A.M. Morris (1980). 'The French Pluperfect Tense as a Punctual Past', *Archivum linguisticum* 11(1):1-12.

English chapter in a book: Lyons, C. (1982). 'Pronominal Voice in French', in Vincent, N. and M.B. Harris (eds). *Studies in the Romance Verb: Essays offered to Joe Cremona on the Occasion of his Sixtieth Birthday*, London: Croom Helm, pp. 161-84.

English book: Matthews, P.H. (1972). *Inflectional Morphology: a Theoretical Study based on Aspects of Latin Verb Conjugation*, Cambridge: Cambridge University Press.

Items from the Internet: author, title of essay/report (in italics), full URL, date of access
E.g. Cerquiglini, B., *Les Langues de la France. Rapport au Ministre de l'Education Nationale, de la Recherche et de la Technologie*. URL: http://www.culture.fr/culture/dqlf/lang-reg/rapport_cerquiglini-france.html
(accessed 10.06.01)

➤ PRESENTATION GUIDELINES

The Language Centre (The McClay Library) will be offering **seminars on presentation skills** to all students in the School. We strongly advise you to attend one of these courses, which will be advertised on all Level noticeboards in French.

If the thought of presenting a piece of work or speaking to an audience puts you on edge these guidelines are sure to put you on the right track to increase your confidence and presentation skills. Areas to concentrate on when developing presentation skills:

Preparation

Firstly you need to understand why you are delivering a presentation.

- Do you want to inform? teach? entertain? persuade? sell an idea? Consider **who** your audience is.
- Think of who will be in the audience and how many.
- Will the audience be made up of other class members or tutors?
- Will the audience be participating in the presentation?
- Will you have to simplify the message?
- What knowledge do they have of your subject?
- Will the audience be interested and motivated to listen to what you have to say?

Your style of presentation should suit the audience. Consider **where** you are.

- In what way is the room laid out? This can affect the amount of interaction between you and the audience.
- Do you want group participation or a lecture style presentation?
- Will you have access to visual aids such as an overhead projector (OHP)?
- Will everyone be able to see you and any visual aids?
- At what time will the presentation take place? If it is early morning, lunch time or home time, you may not have your audience's full attention. Next you need to think **what** your presentation should contain.

Presentation Content

Content is extremely important, if you are confident and a good public speaker, your presentation will not be well received if the content is of poor quality and you do not appear to know your subject.

Take time to thoroughly research your topic and record everything.

What exactly do you need to say?

- Define your aims and objectives for your presentation. This will make it easier to include only the important information, long-winded presentations are often boring and audience concentration will lapse with time.
- Emphasise the key points to put your message across.

Structure

The **beginning** -Tell them what you are going to tell them, be clear and concise and let the audience know what to expect. Introduce the topic, state your aims or objectives and provide a background if it is suitable.

- Get attention- appearance, dress, interest; memorise opening words; speak louder and slower than usual
- Build rapport- common interest, compliments; demonstrate your competence; radiate enthusiasm and confidence
- State the theme- set tone, suit audience need; ask questions to confirm needs; if necessary restructure to suit

The **middle** - Tell them, use headings or themes. Summarise after each section.

- Points to be made- Show how you will cover theme; take one point at a time; show how point meets need
- Benefit to this audience- Ensure point is understood; show its value; explain why it benefits
- Support material- Use examples and references; keep attention by involving audience; use demonstrations, models, aids etc.
- Possible objections- build in answers to meet these; refer first to audience (gains time); answer kindly or seek clarification

The **end** - Tell them what you have told them. Provide a summary to avoid an abrupt ending, conclude your presentations and include any recommendations, leave time for questions and discussions.

- End on a high note- Reiterate theme and relate to needs; summarise values and benefits; select closing words and commitment

How you can deliver the presentation. Materials

- Prepare what you are going to say and keep notes or cue cards with the main headings or key words to be used as prompts.
- Prepare slides, handouts and check spellings. These should complement and support your presentation. Avoid using too many graphics or too much text on the slides. Use key words and short sentences.

Practice

- Rehearse your timings
- Know your subject but avoid learning your material as it may sound monotonous
- Your presentation will sound more natural if you do not read it straight from your notes

During the Delivery

➤ **Dealing with nerves**

- Be well prepared. If you are happy with the content and preparations made for the presentation then this probably the best way to feel confident. Check where the venue is and that everything is working and you have all your materials.
- Rehearse your timings and prepare answers to any questions that may arise.
- Greet your audience on their way in. Making contact with them can overcome any fears you may have.
- Be positive. Avoid using phrases like 'I hope you enjoy the presentation' or 'I hope you won't be bored'. Don't apologise for being there or point out your own

shortcomings. If you don't tell the audience that you are nervous, have a cold or made a spelling mistake on the OHP then they may not notice or will not pass any remark.

- Relax, take deep breaths and use natural pauses in the content to regain control
- Use visual aids to take attention away from you
- Have backup notes or slides at hand, just in case
- Have a glass of water if this helps to prevent you from drying up
- Remember that everyone feels nervous at times and the audience can make allowances
- Be yourself, use your strengths, wear clothes that make you feel comfortable or confident

Body Language and Voice

When giving a presentation the way you present yourself gives off many signals. If you appear confident, interesting and enthusiastic it will be reflected in your audience, research shows that 70% of what an audience takes in is based on body language and how you use your voice to convey the message.

- Introduce yourself at the beginning and speak louder and slower than usual
- Speak clearly and vary your tone, speed and volume of voice to stress important points or to encourage interest
- Stand in a relaxed position with your head up and shoulders back
- Face the audience and make eye contact with as many as possible but don't stare as it will make people feel uncomfortable
- Smile
- Look as if you are enjoying yourself and be enthusiastic
- Use open body language, avoid crossing your legs or arms as this appears defensive and hostile
- Use your hands to emphasise important points, if you tend to fidget hold onto your prompt cards
- Avoid holding onto the OHP or using the wall as a support, this will make you appear insecure
- Avoid moving around a lot as you will appear nervous
- Watch for signs of boredom in the audience and regain their interest or attention through your voice, eye contact or a question
- Thank the audience at the end of your presentation

After your presentation

- Review your delivery and evaluate your presentation
- Think about what went well and what you could have done differently
- Ask others for their honest opinion
- Ask about your posture and body language or mannerisms

➤ TEXTUAL COMMENTARIES

The aim is to interpret and assess a small-scale text (prose extract, poem, letter, speech, scene of film or play, etc) with a view to discovering and explaining the interweaving of meaning and form, content and expression, ideas and language.

A suggested framework

- SITUATE the passage in its context, historical and/or textual (except in the case of unseen passages)
- CHARACTERISE its nature and principal qualities: is it, for example, prose? verse? narrative? dramatic? monologue? dialogue? realistic? fantastic? physical? abstract? personal? objective? serious? comic?
- ANALYSE its component parts:
 - (i) content: information? ideas? sentiments?
 - (ii) structure: organisation? patterning? progression? shape?
 - (iii) language: vocabulary? grammar? imagery? sounds? typography?
- EVALUATE the passage as a whole

➤ SUBMISSION OF WRITTEN WORK

All written work should be submitted either directly to your tutor or, in the case of assessed coursework at levels 2 and 3, to the French Office. A properly completed coversheet must be attached to all coursework essays – this is used to give you feedback on your work. Deadlines must be respected, and the date given must be regarded as the final date by which work can be submitted. If you submit work late, you must complete a purple late-submission form, on which you should outline the reasons for late submission and attach all supporting documents (medical certificates etc.). **Computer failure will not normally be regarded as a valid reason for the late submission of work** – it is your responsibility to back up files and to ensure you leave enough time to print out work. The late-submission penalty is 5% per working day, for a maximum of 5 days (a working day is defined as Monday to Friday, 9am – 5pm, excluding official days of closure). Exemption from this penalty will be decided by the board of examiners – although you may discuss the circumstances preventing you from handing in work with your tutor, he/she cannot give you an extension (this is done in order to ensure that all students are treated in the same way).

(a) Late submission

Coursework counting formally in the assessment of a module and submitted after the stated deadline is penalised at the rate of 5% deducted from the initial mark for each working day late, up to a maximum of 5 working days, after which a mark of zero is recorded. Exemptions from this penalty can only be granted by the Examination Board concerned where there are extenuating circumstances and where supporting documentation has been submitted within three days of the deadline.

(b) Word limits

In assignments counting formally in the assessment of a module, students must provide an accurate word count. Assignments falling outside the specified limit by

more than 15% are penalised by one conceptual mark. Extreme deviations are dealt with at the discretion of the Examination Board concerned.

➤ **PLAGIARISM**

It is very important that you understand clearly what is meant by plagiarism since it constitutes a serious academic offence, and could lead to failure in individual modules and to disciplinary action. In particular you need to be aware that what might have been acceptable at A level – drawing on material on the web, cutting and pasting into your own work – is not acceptable as part of a University degree.

Plagiarism is defined by QUB regulations as ‘the presentation of the work of others as the writer’s own without appropriate acknowledgement’; in other words, if in your essays or coursework you try to pass off someone else’s ideas as your own – this may be material copied from books, articles, the internet or other students, or essays bought off the internet – without indicating by means of quotation and referencing that these are not your words, your tutor will consider your essay to be plagiarised. This includes auto-plagiarism (to use excerpts from your own previous work without appropriate acknowledgement) and self-plagiarism (to submit one piece of work more than once, eg where such has been previously submitted for a different assignment). The penalties which apply to such work will depend on the extent of the plagiarism, but at their most severe will result in the award of 0% for the module in question.

Why do we take plagiarism so seriously?

- If you plagiarise, you are cheating as you are passing off other people’s work as your own.
- If you submit plagiarised work you have not learned anything, as you have not engaged with the topic set and developed your own argument and analysis. In other words, you have acquired none of the skills with which university is meant to equip you.
- If you plagiarise, you don’t learn to write your own thoughts in your own words, and you don’t get specific feedback geared to your individual needs and skills.
- The value of your degree depends on the reputation of Queen’s University Belfast for turning out graduates with a range of intellectual, critical and transferable skills which cannot be gained through cheating. Students who cheat and plagiarise undermine this reputation.

What constitutes plagiarism?

You need to be aware that plagiarism does not just refer to essays which are copied word for word from other sources. The best way of illustrating what we understand by plagiarism in its various forms is to look at some examples. Let us imagine that you are writing an essay with the title: ‘Analysez l’importance des langues régionales en France’, and you have found the following material while surfing the web:

‘La France est le pays de l’Union européenne dont le patrimoine linguistique est le plus riche et le plus varié. A côté du français, dont le caractère officiel est inscrit depuis 1992 dans la Constitution, les langues de France contribuent à la créativité et au rayonnement culturel de notre pays.’

(http://www.culture.gouv.fr/culture/dglf/lang-reg/LdF_v4.htm)

You want to use this in your essay. The following would constitute examples of the plagiarised use of this material:

Definition	Example
<p>Copying material directly from a source without including it in quotation marks and providing a reference in your footnotes and bibliography</p>	<p>La France est le pays de l'Union européenne dont le patrimoine linguistique est le plus riche et le plus varié. A côté du français, dont le caractère officiel est inscrit depuis 1992 dans la Constitution, les langues de France contribuent à la créativité et au rayonnement culturel de notre pays.</p> <p>Note : The material is copied directly, but not included in quotation marks, and no reference is given.</p>
<p>Copying material, but leaving out one or two sentences, or re-arranging sentences in a different order, with no reference to the original author.</p>	<p>Le patrimoine linguistique de la France est le plus riche et le plus varié des pays de l'Union européenne. Les langues de France contribuent à la créativité et au rayonnement culturel de notre pays, à côté du français, dont le caractère officiel est inscrit depuis 1992 dans la Constitution.</p> <p>Note : The words have been moved around, but they are all still those used in the source text.</p>
<p>Copying material making a few minor changes (eg. replacing a few words with synonyms, but retaining the sentence structure of the original) and not referencing the source text.</p>	<p>En Europe, la France a le patrimoine linguistique le plus riche et le plus complexe. La constitution de 1992 inscrit le français comme langue officielle, mais les autres langues de France donnent à la culture française sa richesse et son importance.</p> <p>Note : While vocabulary and sentence structure have been modified, there is still a significant overlap with the original text and this source is not acknowledged.</p>
<p>Composing a paragraph by taking short sentences or extracts from a number of sources and putting them together using words of your own, but without acknowledging the original sources.</p>	<p>A la différence des autres pays européens, la France a un patrimoine linguistique riche et divers. Ce pluralisme linguistique est maintenant officiellement reconnu par l'état. Donc, en plus du français, langue officielle, il y a en France métropolitaine sept langues régionales. Les langues parlées par les immigrés sur le territoire français, font également partie de ce paysage culturel.</p>

	Note: this is an amalgam of material from three different websites, which has been rewritten, but which does not acknowledge its sources and draws heavily on the original texts.
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What should you do?

1. Make sure you take notes carefully, making a clear distinction between your own notes and summaries of an argument, and places where you have copied out entire sentences or paragraphs which seemed important to you at the time. In the case of the latter, make sure that you include such material in inverted commas (to signal that it is a quotation) and that you note the page number and full source. If you do not do this, you may inadvertently include it in your own work, in which case you are guilty of plagiarism (albeit unintentional).
2. If you want to include something an author has said about a particular topic, you should **quote** the source material, including the author's words in inverted commas, and then giving the full source at the end of the quotation in a footnote (see the section on referencing conventions on p 21).
3. It will not always be necessary to quote exactly what an author says; you may instead wish to **paraphrase or summarise** some of the arguments advanced by a particular author or website, in which case you should adopt a formulation such as 'According to x', or 'x argues that', and then give the source in a footnote at the end. The main thing to bear in mind here is that you must not simply choose a few synonyms and insert them into the original sentence. You must rewrite the original in your own words, showing that you have understood it and processed the information it contained. Thus, for the sample essay above, you could write something like: 'Selon la Délégation Générale à la Langue Française, à cause du grand nombre de langues régionales parlées en France, le paysage linguistique français est unique en Europe en ce qui concerne sa richesse et sa diversité'.¹

¹ http://www.culture.gouv.fr/culture/dglf/lang-reg/LdF_v4.htm [accessed 14th August 2005]

➤ EXAMINATIONS

(a) Incomplete modules

All elements of modules, as defined and specified by individual subject areas, must be attempted. In cases where students have not attempted all parts of the module, but where the overall module mark is nonetheless over 40%, this mark will be withheld until all elements are completed. Upon submission of outstanding pieces of work, the original mark will be released (no credit is given for work submitted in these circumstances). If work is not submitted by the end of the following academic year, a mark of 38% Fail will be returned.

(b) Resit examinations

- Level 1 resits for semesters 1 and 2 take place in the August following the failure;
- Level 2 and 3 resits normally take place on the next occasion that the module(s) in question is/are examined. In the case of compelling personal or medical reasons, a supplementary examination will be arranged by the subject area concerned.
- In language areas with an obligatory period of residence abroad, stage 2 students will normally be given the opportunity to make good failures in level 2 modules in the August prior to residence abroad.

(c) Native speakers

In principle, native speakers in any language area are to be assessed in the same way and to the same standard as all other candidates.

(d) Data Protection

The School complies fully with the provisions of the 1998 Data Protection Act. For further information on your rights as a data subject, see www.qub.ac.uk/dataprot/

(e) Extenuating Circumstances

Any special circumstances (illness, family or personal problems, bereavement etc.) that may affect coursework or exams should be conveyed to the Examinations Officer in French Studies (Dr John Lewis Semester 1/ Dr Maeve McCusker Semester 2).

Extenuating circumstances are defined as unforeseen factors or factors outside your control which may adversely affect performance, such as illness during an examination. It is **YOUR** responsibility to ensure that medical certificates and other documentary evidence of extenuating circumstances are submitted to the School Office within three working days of returning to your studies, or, in the case of emergencies which arose during examinations, within three working days of the date of their last examination. Boards of Examiners are not obliged to consider any medical certificate or evidence of extenuating circumstances presented more than three working days after the last examination. Extra marks shall not normally be awarded to compensate for extenuating circumstances. However, a Board of Examiners will discuss all extenuating circumstances, and may take them into account in a number of ways, e.g.:

- by permitting the student a further attempt to reach pass standard; or
- by discounting the module or element in question for the purposes of calculating the degree classification;
- exceptionally, by discounting the entire year's results and permitting the student to re-take the full year's assessment.

If you believe that your performance may be adversely affected by extenuating circumstances in advance of an examination or deadline for returning assessed work, you should seek advice e.g. from your doctor, University Occupational Health Service,

Adviser of Studies or the relevant Students' Union officer(s), on the options open to you. These options might include withdrawal, deferral of the examination, applying for an extension to the deadline for submitting coursework or applying for a waiver to any penalty imposed for late submission. However, the decision on whether to attempt the examination or submit the assessed work, and the consequences of that decision, shall remain YOUR responsibility.

The following examples of extenuating circumstances will normally be considered to be acceptable by a Board of Examiners under QUB regulations. In all cases, corroborating or medical evidence will be required:

- Death of a close relative
- Serious illness
- Serious illness of a close relative
- Stress brought on by financial concerns
- Civil unrest
- Serious personal disruption (eg divorce, burglary, serious assault)
- Pregnancy

Social activities, temporary self-induced medical conditions, minor ailments and non-serious personal and domestic disruptions which could have been anticipated or planned are NOT considered to be acceptable as extenuating circumstances.



➤ RESULTS AND DEGREE CALCULATIONS

All results are considered by the **French Studies Board of Examiners** which meets at the end of each examination session (ie in February, June and September). The Board consists of the Internal Examiners (ie members of staff in French Studies) and, for Levels 2 and 3, three External Examiners who are normally appointed on a four-yearly basis. The Chair of the Board of Examiners is Dr Peter Tame in Semester 1 and Dr Janice Carruthers in Semester 2 and the Examinations Secretary is Dr John Lewis in Semester 1 and Dr Nigel Harkness in Semester 2. The External Examiners take an overview of all modules in the subject area, ensuring that courses are assessed at an appropriate level and that all candidates are treated fairly. They are asked to comment in advance on all questions set, moderate oral examinations at Level 3 and are consulted about curriculum development. For 2010-11 the External Examiners for French Studies are:

Professor Máire Cross, Newcastle University
Dr Zoe Boughton, University of Exeter
Professor Edward Hughes, University of London

The Board of Examiners recommends the award of **final degree classifications** to all Single, Joint and Major French students. Degrees are awarded as follows:

For BA students entering Queen's in/after September 2003, the weighting of French modules will follow one of the following two patterns:

- Level 1 10%; Level 2 20%; Year Abroad 10%; Level 3 60% (for BA students who spent a year in France or a French speaking country)
- or**
- Level 1 10%; Level 2 30%; Level 3 60% (for BA students who did not spend a year in France)

All joint-honours students taking degrees involving a modern language will receive a **double classification** (ie. each subject will classify that half of the degree separately). Degrees for Minor French students are awarded by the Board of Examiners in the Major subject areas e.g. Law, Accountancy, etc. Classifications are determined as follows:

First class = mark of 70% or above
Second class; first division = mark of 60% - 69%
Second class; second division = mark of 50% - 59%
Third class = mark of 40% - 49%






Students whose final degree percentage is within 3% of the required mark for the higher classification e.g. 57%, 47% etc will be recommended for the award of the higher classification if at least half their weighted modules are in the higher class. Eg.

a joint-honours student with final percentage of 57% with 2 level 3 papers and 1 level 2 paper (out of 6) in the 2i category will be awarded a 2i on predominance (57Pred).

All University examination results are published on QSIS. After the publication of results, students can consult a designated member of French Studies staff at stated times to learn how they performed in individual elements of modules.

➤ LANGUAGE WORK

In the assessment of language exercises, tutors will use the following set of notations:

	minor mistakes of spelling, accent
	basic mistakes of spelling, vocabulary or grammar (e.g. agreement, number, tense)
	serious mistakes of vocabulary or grammar (e.g. impossible constructions or formations)
	omissions of words or parts of words
	repeated and consequential mistakes

➤ CRITERIA USED TO ASSESS YOUR WORK

The grids which follow outline the guidelines for assessment used in French Studies. They are based on the University-wide scheme with the addition of a School of Modern Languages scheme of criterion referencing:

- Grid 1** All written language work
- Grid 2** All other written work
- Grid 3** Class presentations
- Grid 4** Class assessment (i.e. oral classes, French for Engineers)
- Grid 5** Oral Examinations

GRID 1

ASSESSMENT OF ALL WRITTEN LANGUAGE WORK

MARK	Comprehension	Summary	Translation	Essay
100 90 85 80 75	A set of complete, well focused answers responding in close detail to the questions, showing thorough understanding of the source text, written in stylish and accurate French of a suitable register, and recycling expressions from the source text only when strictly necessary.	A thorough and objective summary of the source text, immediately conveying all its essential ideas with precise balance and in a readily apparent and suitable structure, and written in accurate French of a suitable register, which uses expressions from the source text only when necessary.	A complete version of the source text, sympathetically reflecting its tone, register and style through accurate and sophisticated use of the target language.	A mature and judicious discussion showing a thorough grasp of relevant issues, clear and effective structuring, and extensive use of examples, and written in stylish and accurate French of a suitable register.
68 65 62	A set of extensive answers addressing most if not all of the issues raised in the questions, showing good understanding of the source text, written in generally correct French usually in an appropriate register, and with little unnecessary recycling.	A generally complete, accurate and objective summary, conveying the main elements of the source text and reflecting their relative importance, clearly structured, and written in mostly accurate French reflecting the register of the original/source text, with little unnecessary recycling.	A thorough version of the source text, capturing its major features, free of major shortcomings but occasionally revealing minor inaccuracies of understanding of the original or expression in the target language.	A thoughtful discussion showing a firm grasp of relevant issues, careful attention to structuring, and regular use of examples, and written in generally correct French usually of a suitable register.
58 55 52	A set of answers some of which are fuller than others, dealing with many but not all of the issues raised in the questions, showing broad understanding of the source text, written in French which, while often correct, also contains a number of inaccuracies and may incorporate significant unnecessary recycling.	A predominantly faithful summary, with a discernible structure, but perhaps containing occasional distortions, unevennesses or omissions, and written in French which, while largely free of major shortcomings, may show problems of register, grammar or vocabulary, or be unduly dependent on the source text.	A generally faithful version of the source text, but with some significant shortcomings, either in the understanding of the original, or the language of the translation, or both.	A conscientious discussion showing a grasp of some but not all of the relevant issues, with some shortcomings in structuring, and restricted use of examples, and written in French which, while often correct, also contains a number of inaccuracies.
48 45 42	A set of answers which, while providing partial responses to the questions, is also likely to contain clear gaps and errors in the understanding of the source text, a large number of inaccuracies in the French, and much unnecessary recycling.	A summary which, while communicating at least some of the basic sense of the source text, may lack structure, has significant errors, imbalances or gaps, and is written in French which is marked by frequent and large-scale weaknesses, and perhaps excessive borrowings.	A version of the source text which, while it shows a degree of both understanding and expressive competence, is strictly limited in its ability to communicate.	A limited discussion showing at best a partial grasp of the relevant issues, a clear lack of structure, and few examples, and written in French which contains a large number of inaccuracies.
38 35 30 25 15 0	A set of answers which fails to provide adequate responses to the questions, and shows an unacceptable level of understanding, of inaccuracy in the French and, perhaps, of recycling of the source text.	A summary which does not communicate the sense of the source text, and may lack the structure and expressive resources to convey anything of substance relating to it.	A version of the source text which conveys neither adequate understanding of the original nor the resources to make it properly readable in the target language.	An inadequate discussion showing a defective grasp of the relevant issues, little or no planned structure, few examples if any, and written in French which contains an unacceptable level of inaccuracy.

GRID 2

GUIDELINES FOR ASSESSMENT OF ALL NON-LANGUAGE WRITTEN WORK

Mark	Content: Quality & Range of Ideas, Use of Supporting Evidence	Argument & Structure	Expression in English/French*	Footnotes and Bibliography
100 90 85 80 75	Thorough understanding, explanation and analysis of all the key issues and themes. Evidence of wide reading used to support argument. Excellent use of examples to support argument. Wide-ranging treatment of the topic providing evidence of original thought. Clearly related to title and no irrelevancies.	Excellent organisation with a clear structure and a logical argument leading to valid conclusions. Introduction secures attention and leads to an argument which is easy to follow and in which ideas link clearly one to one another.	Extremely lucid and articulate. Few lapses or errors. Very strong sense of the target language.*	All quotations properly integrated into the text of the essay and references given either after the quotation or in footnotes. Full, properly-formatted bibliography at end of essay.
68 65 62	Good understanding, explanation and analysis of most of the key issues and themes. Background reading and examples used to support argument. Some evidence of original thought and critical evaluation of the issues. Content is related to the topic.	Sound structure with clear signposts to an argument which is understandable.	Thoroughly lucid and articulate. Few major lapses or errors and clear sense of the target language.*	Most quotations integrated into the text of the essay and most references given. Good bibliography at end of essay with few errors of presentation.
58 55 52	Satisfactory understanding and analysis of most of the key issues and themes. Some evidence of reading integrated into the argument. Most material relevant to the question.	Adequate structure with a logical flow. Major points can be picked out easily.	Adequately lucid and articulate. Some major lapses or errors. Adequate sense of the target language.*	Some problems with the integration of quotations into the text, and some lapses in referencing. Bibliography included but not properly presented.
48 45 42	Issues generally understood, but analysis shallow and narrowly focused with some major points not covered and some irrelevant material. Narrow range of reading with ideas paraphrased rather than integrated into argument.	Points not always well-structured with the result that the argument is not always easy to follow. Some sections may be disorganised. Main points not always clear.	Limited lucidity. Moderately articulate. Recurrent and significant errors. Limited sense of target language.*	Significant problems with referencing and integration of quotations into the essay. Limited bibliography with significant errors in presentation.
38 35 30 25 15 0	Incomplete or confused understanding of issues and little or no analysis. Little reading outside lecture references. Some irrelevancies and major points not covered.	Structure is weak and at times confusing or contradictory. Main points are not clear and argument is difficult or - in the worst cases - impossible to follow.	Poor level of lucidity; barely articulate. Unacceptable number of lapses and errors. Very little or no sense of target language.*	No references for quotations and unacceptable errors in presentation of bibliography.

* For essays written in French, the final mark may be varied by +/- one conceptual equivalent depending on the quality of the French.

GRID 3

GUIDELINES FOR THE ASSESSMENT OF CLASS PRESENTATIONS

Mark	Content	Structure	Delivery
100 90 85 80 75	Thorough understanding, explanation and analysis of all the key issues and themes Evidence of wide reading used to support argument Excellent use of examples to support argument Wide-ranging treatment of the topic providing evidence of original thought Clearly related to title and no irrelevancies	Excellent organisation with a clear structure and a logical argument leading to valid conclusions Introduction secures attention and leads to an argument which is easy to follow and in which ideas link clearly one to another	Speaks audibly and clearly at all times, maintains eye contact and relates very well to the audience (thus maintaining their interest) Successfully uses prompts rather than reading from a prepared script and keeps to time limit Visual aids (video, OHPs, handouts) are relevant to the content and well designed
68 65 62	Good understanding, explanation and analysis of most of the key issues and themes Background reading and examples used to support argument Some evidence of original thought and critical evaluation of the issues Content is related to the topic	Sound structure with clear signposts to an argument which is understandable	Speaks audibly and clearly at most times and generally maintains eye contact Connects with audience and maintains their interest Good time-keeping and use of prompt cards and visual aids
58 55 52	Satisfactory understanding and analysis of most of the key issues and themes Some evidence of reading integrated into the argument Most material relevant to the question	Adequate structure with a logical flow Major points can be picked out easily	Reasonable delivery (rate of speech, articulation, intonation, eye-contact, pauses) Visual aids used and audience interest usually maintained
48 45 42	Issues generally understood, but analysis shallow and narrowly focused with some major points not covered and some irrelevant material Narrow range of reading with ideas paraphrased rather than integrated into argument	Points not always well-structured with the result that the argument is not always easy to follow Some sections may be disorganised Main points not always clear	Delivery is not always satisfactory: parts of the presentation are inaudible, eye-contact is not maintained throughout, and visual aids are not used effectively
38 35 30 25 15 0	Incomplete or confused understanding of issues and little or no analysis Little reading outside lecture references Some irrelevancies, and some major points not covered	Structure is weak and at times confusing or contradictory Main points are not clear and argument is difficult or –in the worst cases – impossible to follow	Delivery, pace, audibility, audience awareness and eye-contact are all weak Visual aids are poor, irrelevant or non-existent

CONCEPTUAL EQUIVALENT SCALE FOR CLASS ASSESSMENT

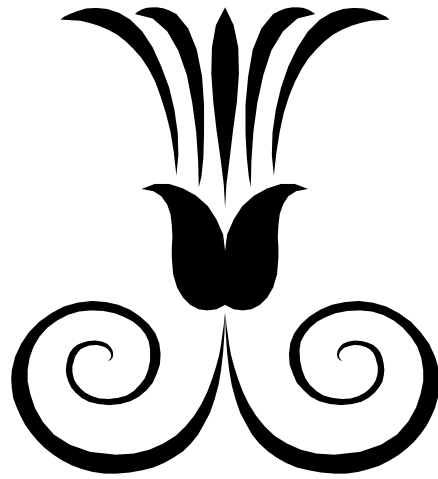
e.g ORAL CLASSES, FRENCH FOR ENGINEERS

Conceptual mark	Mark out of 20	Criteria	Participation	Attendance	Written work (Engineers)
100 90 85 80 75	18 17 16 15 14	outstanding excellent near native command of French: very few errors	full participation very effective communication	excellent, regular	high quality few errors well presented
68 65 62	12 11	very good high level few errors	active participation effective communication	good, quite regular	good quality few major lapses or errors
58 55 52	10 9	good very sound some errors: sense generally clear	reasonable participation generally effective communication	fair usually attends class	satisfactory quality some major lapses or errors
48 45 42	8 7 6	satisfactory moderate: quite frequent errors just passable	some participation but relatively passive role some difficulty in communication	some gaps in attendance	less competent frequent and significant lapses and errors
38 35 30	5 3	not passable many errors	very little participation and communication	frequently absent	numerous errors
25 15 0		very weak errors predominant: sense difficult to follow exceptionally weak	negligible participation and communication	very poor attendance rarely attends class	very poor full of errors

GRID 5

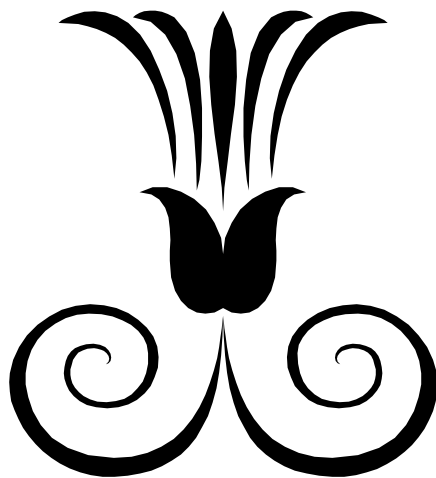
ASSESSMENT IN ORAL EXAMINATIONS

Scale	Understanding	Communication	Grammar	Vocabulary & Idiom	Accent & Pronunciation	Intellectual Performance knowledge/conceptual grasp/ability to sustain argument/analysis/originality
I 100 Outstanding 90 85 80 75 Excellent	complete and immediate; no lapses	full participation in conversation; very effective communication	very few errors, none serious	very wide range; no significant gaps	near native delivery; very few errors	very high standard: particularly lucid, sophisticated, independent, articulate handling of ideas
IIi 68 Very good 65 62 Good	high level; few lapses	active participation; effective communication	relatively few errors, and sense not affected	wide range; occasional gaps	slight foreign accent; relatively few errors	high standard: informed, clear, firm, and generally independent control
IIii 58 Very sound 55 52 Satisfactory	generally sound level; some lapses	reasonable participation; generally effective communication	some errors; sense generally clear	reasonable range; some gaps	distinctly foreign accent; some errors; no loss of clarity	sound standard: generally clear, and solid handling of material
III 48 Moderate 45 42 Just passable	modest level; significant lapses and major problems of understanding	some participation but relatively passive role; some difficulty in communication	quite frequent errors; sense affected and, at worst, threatened	limited range; quite frequent to frequent gaps	strong foreign accent; significant number of errors; quite frequent to frequent loss of clarity	modest standard: limited but overall acceptable levels of clarity and control
F 38 35 Not passable 30	unacceptable problems of understanding	very little participation and communication	many errors; sense impaired	unacceptably narrow range; very frequent gaps	little sense of target language; hard to follow	low standard: very limited standards of clarity and control
FF 25 Very weak 15 } Exceptionally 0 } weak	little or no understanding	negligible participation and communication	errors predominant; sense difficult or impossible to follow	very poor range; gaps predominant	negligible sense of target language; very hard or impossible to follow	very low standard: inability to deal with all but the simplest concepts/ideas



LEVEL 1

INFORMATION



Level 1 Information

We very much hope that you will enjoy your time with us and will, regardless of your ultimate destination, maintain a lasting interest in the study of French. Whatever your past record, attainments and background, you are starting from scratch as far as university French is concerned, and our joint aim should be for you to achieve the highest possible standards.

Level 1 and Your Degree

Level 1 marks will count as 10% of your degree. So it is vital that you apply yourself from the very beginning.

Level 1 Course Advisers

The following tutors should be consulted if any questions arise concerning practical details of Level 1 courses (enrolments, timetables, course components, assessment), or if you are experiencing any difficulties with the Level one French course:

Semester 1: Dr.Claire Moran, no 6 University Square, Room 202A

(c.moran@qub.ac.uk)

Assisted by: **Dr. Dominique Jeannerod**, (no 8 University Square, Room 301)

Semester 2: Dr.Claire Moran, no 6 University Square, Room 202A

(c.moran@qub.ac.uk)

Assisted by: **Dr. Dominique Jeannerod**, (no 8 University Square, Room 301)

Personal Tutors

You will have a Personal Tutor who will be a member of staff in French or in your other subject area. You will see your personal tutor in a semi-formal capacity at particular points in the year; he or she will also follow through your PDP (Personal Development Planning). The Personal Tutors in French are:

Dr. Dominique Jeannerod (d.jeannerod@qub.ac.uk)

Dr John Lewis (j.lewis@qub.ac.uk)

Dr Claire Moran (c.moran@qub.ac.uk)

Dr Peter Tame (p.tame@qub.ac.uk)

Professor Margaret Topping (m.topping@qub.ac.uk)

PDP programme for Level 1

Some of the skills you will be incorporating into your PDP e-folio are totally embedded in the core modules (e.g. writing a business letter, job application and CV, group presentations, using IT in language learning). In addition to these skills, there will be specific sessions organised at School level and one-on-one meetings with your PDP tutor. The group sessions for Level 1 are outlined in the following table:

Semester 1.

1.Two group meetings in Welcome Week:

- Welcome and explanation of role of personal tutoring and personal development
- Discussion of expectations, transition from school to University
- Brief overview of opportunities (Degree Plus, etc.)

- Study Skills
- **2. Skills event (week 5):**
- *Writing Skills A: (Note taking/ Avoiding plagiarism / Referencing) (LDS)*
- 3. Weeks 6-8 – further contact from tutor.
- **4. Skills event (optional):**
- *Exam preparation sessions*
- **Semester 2:**
- **5. Individual meeting (weeks 1-3):**
- Feedback after exams and discussion of progress in semester 1
- **6. Languages and Employability (week 4):**
- Meeting with employers, focus on opportunities and qualifications needed, etc.
- **7. Skills event (week 5):**
- *Presentation skills*
- **8. Individual (or group) meeting:**
- Review of first year (and if applicable – choices of year 2 modules)

Staff in French

Please feel free to talk to any member of staff in French about your studies and to talk to your language or oral tutor. They will be willing to discuss your work and any related problems with you during their consultation hours, or at any time they are free. Times for student consultation are displayed on noticeboards and on the tutors' office doors. Outside these hours they can be contacted through the Secretary (Room G01, 9 University Square); part-time teaching staff can also be contacted in this way.

Learning and Teaching

Most of the language and textual teaching is in small groups (the practical language groups, text-based seminars, oral classes) where it is easier for you to express yourself freely, for a tutor to get to know you and give help individually. However, right at the outset of your course, we would like to stress to you the importance of your own commitment. Your success with us depends as much upon the work you put into your course as upon the teaching you receive.

Information on module options for Level 2

During the second semester there will be a meeting involving all members of French Studies staff, at which enrolment into Level 2, modules offered, and the various degree modes will be explained so that you can make your own choices. However, no decisions on Level 2 modules have to be made until the end of Semester 2 of Level 1. It is, in any case, crucial that you make the right decisions, as regards both degree mode and optional modules; all your lecturers, and your personal tutor in particular, will be available to give individual advice.

Resources

Students are encouraged to read widely and to use the audio-visual material in the Language Centre in the McClay Library. French newspapers and magazines are also available for consultation in the McClay Library.

CORE MODULES

Course content

FRH1001 – French Language A

Convenor: Dr Claire Moran

Semester 1

Pre-requisite A level French grade C; Leaving Cert B2 in French

Hours per week: classes 4; CAN8 1; private study 7

Aims: This module aims to consolidate your existing written and oral language skills and knowledge of French and Francophone culture, equip you with Business and employability skills and prepare you to go further in the study of French.

Learning Outcomes: At the end of this module, it is intended that you will:

- have consolidated your knowledge of the structures of French, acquired a full understanding of some key grammatical points (articles, past tenses, the passive, negatives & personal pronouns), and be able to apply these correctly in language exercises (comprehension, essay, translations)
- have extended your range of vocabulary, developed comprehension skills, and attained sound levels of proficiency in written French (both fluency and accuracy)
- have improved your oral competence and your knowledge of modern France
- have become more confident in your ability to read French, to assimilate complex material and present debates in written and oral forms
- have developed transferable skills in the following areas: IT (word processing, use of the internet, Queen's Online), information gathering, independent learning, presentation & communication, critical thinking, teamwork and time-management.
- have acquired a range of Business skills, including a specialist vocabulary, employability skills and an awareness of the French Business and Administration environment

OR

- have acquired a competence in Legal French, including the acquisition of a specialist vocabulary and an understanding of the French judicial system.

Assessment:

Français Pratique 1 & 2 : 5 assessed pieces = 30%

January exam (1½ hrs): Comprehension and essay = 30%

Français Pratique 3 : Oral exam and attendance/participation = 20%

Business French / Legal French (language exercises and written test) = 20%

Greater emphasis is placed on continuous assessment of language work in first semester to enable you to develop your linguistic skills and improve your vocabulary and grammatical awareness in preparation for semester 2 (and subsequently for degree-level work), when the focus shifts towards an assessment of your ability to work independently of a dictionary and grammar book.

Course Organisation: You will have 4 compulsory classes per week:

- *Français pratique I*
- *Français pratique II*
- *Français pratique III*
- *Business French or Legal French*

Français Pratique I – in this class you will work from the FP1 section of the **Level 1 dossier** which is organized around aspects of contemporary French life and society. Based on the passages and exercises in this dossier, you will develop your comprehension and writing skills, as well as looking at aspects of grammar which arise from the passages studied. This class also focuses on vocabulary and dictionary usage. You will complete two assessed written exercises in the course of the semester (comprehension and essay), in addition to which you will be expected to prepare material for your weekly class.

Français Pratique II – this part of the language course focuses on the consolidation of grammar. You will use the FP2 section of the **Level 1 dossier**, and in class you will have the opportunity to extend your existing knowledge of French grammar. Grammar exercises will test your ability to apply this knowledge. You will complete three assessed written exercises (passages to translate from English into French), and un-assessed grammar tests may be used in class.

Français Pratique III – this is the oral component of the language course. It links to the weekly topics covered in Français Pratique I and other material (written, audio, video and Internet) will also be used. The **FP3 dossier** is available from French Studies. In the oral exam you will have 10 minutes to prepare a cartoon/image/short text relating to the topics you've covered in class during the semester. You will be expected to give a short presentation on this item, followed by questions and then general discussions. In addition to this, you will be assessed on your attendance and participation in these classes.

Le Français commercial – This part of the course consists of an introduction to French business skills (letter writing, vocabulary acquisition and French Business culture). Classes are supplemented by an independent set of computer-based exercises on CAN8 in the Language Centre. You will complete three assessed written pieces and a written test. For this class, you will use the **Level 1 Business dossier**.

OR

Le Français Juridique – Specially designed for students of Law with French, these classes introduce you to the French legal environment and judicial system. You will complete assessed written pieces and a written test. For this class, you will use the **Level 1 Legal French dossier**

For these classes, you will need the following books/materials:

- Level 1 dossier
- FP3 (oral class) dossier
- Level 1 Business French dossier **or** Level 1 legal French dossier
- A good bilingual dictionary: we recommend the *Oxford-Hachette French Dictionary* (Oxford University Press, third edition, 2001)
- A good grammar book such as Hawkins and Towell, *French Grammar and Usage* (Arnold, 2001), or the Harrap's grammar.
- The Collins Verb book
- A vocabulary notebook
- Resources and materials for this course on Queen's Online

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Post A-S level

Students entering Stage 1 with A-S level French take the module FRH1011. You will take the same 4 elements the core module **French language A** (FP1, FP2, FP3 and Business French) plus an extra language reinforcement class (Approfondissement linguistique) specifically for A-S level and Leaving Cert students. The set language textbook for this course is : Maia Grégoire et Odile Thiévenaz, *La Grammaire Progressive du Français* (niveau intermédiaire) (CLE international, Paris, 2003). Classes will take place weekly on Tuesday at 12 in DBB/01/005/). **Please enrol directly with the course convenor.**

FRH1002 – French Language B

Convenor: Dr Claire Moran

Semester 2

Pre-requisite FRH1001 French Language A

Hours per week: classes 4; CAN8 1; private study 7

Aims: This module aims to develop language skills acquired in French Language A, focusing particularly on developing competence in the key areas of translation (to and from French), grammatical awareness, comprehension and oral fluency. It will also increase competence in French Business skills and promote cultural awareness, critical thinking and knowledge of the French-speaking world.

Learning Outcomes: At the end of this module, it is intended that you will:

- have developed your knowledge of the structures of French, acquired a full understanding of more key grammatical points (subjunctives, relative & interrogative pronouns, adverbs, future and conditional tenses), and be able to apply these correctly in language work (comprehension, translation, exposé writing)
- have assimilated a good range of vocabulary, developed translation skills, gained a basic awareness of issues of style, idiom and register, and attained sound levels of fluency and accuracy in both written and oral French
- have improved your oral competence and your knowledge of the French-speaking world, and be able to sustain a discussion and engage in debate about the issues studied
- have developed transferable skills in the following areas: IT (word-processing, PowerPoint, use of the internet, Queen's Online), research, independent learning, presentation & communication, critical thinking, teamwork and time-management.
- have extended your range of Business skills, including a specialist vocabulary, employability skills and an awareness of the French Business and Administration environment

OR

- have extended your competence in Legal French, including the acquisition of a specialist vocabulary and an understanding of the French judicial system.

Assessment:

Français Pratique 1 & 2 : 5 written pieces = 20%

May exam (2 hrs) : Prose and translation = 40%

Français Pratique 1 & 3 : Powerpoint group presentation and attendance/participation = 20%

Business French / Legal French: assessed pieces = 20%

Course Organisation: You will have 4 compulsory classes per week:

- *Français pratique I*
- *Français pratique II*
- *Français pratique III*
- *Business French or Legal French*

Français Pratique I – in this class you will continue to work from the **Level 1 dossier** with particular emphasis placed this semester on translation into English, and writing in French. You will also continue to accumulate vocabulary in French. Regular written exercises will continue to be submitted, and grammar will be studied in relation to articles in the dossier. You will complete two assessed written exercises (essay and translation).

Français Pratique II – grammatical knowledge and awareness will be further developed through work in second semester, with increasing focus on translation into French as a means of applying grammatical rules, extending your range of vocabulary and developing linguistic style and fluency. The **Level 1 dossier** of material will provide a focus for the study of key grammatical rules, and exercises and un-assessed grammar tests will help to develop grammatical competence. You will complete three assessed written exercises (passages of English to translate into French).

Français Pratique III – in the oral component, the programme will again follow the topics covered in Français Pratique I and you will use the **FPIII dossier**. Group presentations form part of the work in this class, and IT skills will be reinforced (use of the internet to find French resources, PowerPoint presentation software, the use of data-projectors). This will lead up to a presentation in weeks 11 and 12, in which small groups will do a short PowerPoint presentation on an aspect relating to contemporary France using internet resources.

Le Français commercial – This part of the course consists of advanced French business skills (vocabulary acquisition, specific employability skills and French Business culture). Classes are supplemented by an independent set of computer-based exercises on CAN8 in the Language Centre. Regular written exercises will continue to be submitted for assessment. For this class, you will need the **Level 1 Business French dossier**.

OR

Le Français Juridique – Specially designed for students of Law with French, these classes will further your knowledge of the French legal environment and judicial system. Regular written exercises will continue to be submitted for assessment. For this class, you will need the **Level 1 Legal French dossier**.

For these language classes, you will need the following books/materials:

- Level 1 dossier
- FPIII (oral class) dossier
- Level 1 Business dossier **or** Level 1 Legal French dossier
- A good bilingual dictionary: we recommend the *Oxford-Hachette French Dictionary* (Oxford University Press, third edition, 2001)
- A good grammar book such as Hawkins and Towell, *French Grammar and Usage* (Arnold, 2001), or the Harrap's grammar.
- The Collins verb book
- A vocabulary notebook
- Resources and materials for this course on Queen's Online

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Post A-S level and Post Leaving Cert students

In Semester 2, students who entered Stage 1 in September with A-S level French take the module FRH1012. You will take the 4 elements of the core module **French language B** (FP1, FP2, FP3 and Business French) plus a fortnightly extra language reinforcement class (Approfondissement linguistique) specifically for A-S level and post-Leaving Cert students. The set language textbook for this course is: Maia Grégoire et Odile Thiévenaz, *La Grammaire Progressive du Français* (niveau intermédiaire) (CLE international, Paris, 2003). Classes will take place on Tuesdays at 12 in 6CP/0G/010). **Please enrol directly with the course convenor.**

OPTIONAL MODULES

Single honours students take **both** optional modules ; **joint honours** take **one**; all students of **minor French** (eg. Law with French, Accountancy with French etc.) **only take the core module**.

FRH1003 French Contextual Studies 1

Convenor: Dr Claire Moran

Semester 1

Aims: This module will introduce you to key areas of contextual studies in French, i.e. literature, culture, the visual arts and linguistics.

Learning Outcomes At the end of this module, it is intended that you will:

- Have acquired an introductory knowledge of key fields in French Studies, notably literature, culture, the visual arts and linguistics.
- Have developed key skills in how to approach these fields in preparation for optional modules in Levels 2 and 3.
- Have acquired further skills in time management, written and oral communication, and skills in marshalling complex information and constructing an argument.

Prescribed material

Dossier of Materials for Bon Usage

Louis Malle, *Au Revoir Les Enfants* (screen-play)

Marcel Pagnol, *Le Château de ma mère, Souvenirs d'enfance*, vol. 2, (Editions de Fallois : Fortunio, 2004)

(Further resources available on QOL)

Assessment

1 x 1,500 word essay in English (worth 50%)

Written exam in English (worth 50%)

FRH1004 French Contextual Studies 2

Convenor: Dr Claire Moran

Semester 2

Aims: This module will introduce you to key areas of contextual studies in French, i.e. literature, culture, the visual arts and linguistics.

Learning Outcomes At the end of this module, it is intended that you will:

- Have acquired an introductory knowledge of key fields in French Studies, notably literature, culture, the visual arts and linguistics.
- Have developed key skills in how to approach these fields in preparation for optional modules in Levels 2 and 3.
- Have acquired further skills in time management, written and oral communication, and skills in marshalling complex information and constructing an argument.

Prescribed material

Belinda Thomson, *Impressionism* (London: Thames and Hudson, 2000)

Dossier of texts on Paris

Maryse Condé, *Le Cœur à rire et à pleurer* (Paris : Pocket, 2001)

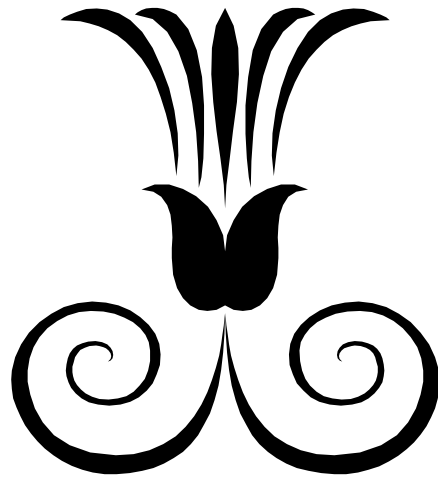
Amélie Nothomb, *Stupeur et tremblements* (Paris: Albin Michel, 1999).

(Further resources available on QOL)

Assessment

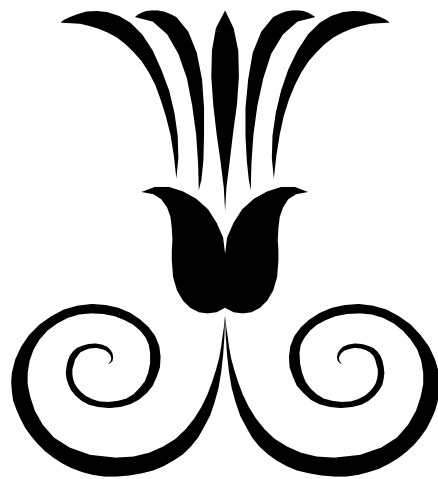
1 x 1,500 word essay in English (worth 50%)

Written exam in English (worth 50%)



LEVEL 2

INFORMATION



FRENCH STUDIES

Level 2 Information

We hope that during your second year of university French you will continue to develop your skills and knowledge, and increase your enjoyment of the language. Unlike Level 1, which is a self-contained unit as far as academic assessment is concerned, Level 2 is the first stage of your final degree, so that the standard required is inevitably higher.

Examination results achieved in this year count towards your final degree classification!

This means that if you do not apply yourself now, this will have serious implications for your final degree result – it is very difficult at level 3 to make up for weak marks at level 2. You must be fully aware of this and apply yourself accordingly, given a modular semester system where examinations are taken at two points in the year (January and May/June) on modules studied intensively over a period of only twelve weeks. This does make it essential for you to organise yourself efficiently and purposefully with regard to each module followed (eg. obtaining and reading all the prescribed texts in good time, understanding the course objectives clearly, working continuously and cumulatively with no gaps or patchiness of attendance, avoiding — if at all possible — late changes of optional modules). For **language work**: each class presupposes a considerable investment of constructive work **outside class** on your part. Reading texts (literary or other) in French is a vital part of language work, enlarging vocabulary, and extending familiarity with grammatical structures, range of syntax, forms of expression, current linguistic practice. There is no divide here, and no-one aspiring to be a linguist can afford to neglect this dimension of language learning.

It is also important to keep in mind that your overall performance at level 2 will form the basis of references for jobs and postgraduate courses in your final year. Staff, after appropriate consultation, are normally happy to act as referees but can only base their comments on the quality of your work in your second year.

Level 2 Course Advisers

The following member of staff should be consulted if any questions arise concerning practical details of Level 2 courses (eg enrolments, timetables, course components, examinations and assessment):

Semesters 1 and 2

Dr Rosalind Silvester (Rm 202, 11 Univ Sq) r.silvester@qub.ac.uk

For any queries regarding **residence abroad (assistantships, Erasmus exchanges, summer courses)**, please contact:

Dr John Lewis (Rm 201, 10 Univ Sq) j.lewis@qub.ac.uk

or

Dr Dominique Jeannerod (Rm , 9 Univ Sq) d.jeannerod@qub.ac.uk

Personal Tutor Scheme and PDP

All students in Level 2 will be allocated to a personal tutor often in the School who will be available for consultation each semester to discuss and give advice, as necessary, on any matters of difficulty or concern you may have regarding the Level 2 year, the courses and personal performance and progress. This does not preclude seeking advice from the level coordinator, Dr Rosalind Silvester, or from the tutor of any specific course in French. Indeed your personal tutor may be from another subject so please feel free to speak to staff in French. Staff consultation hours are posted on the Level 2 noticeboard.

PDP programme for Level 2

Much of the PDP programme at Level 2 is focused on preparing for your residence abroad. As in Level 1, some of the skills are embedded in your core modules (e.g. finding accommodation, opening a bank account, job interviews), while others are organised as group sessions. The group sessions for Level 2 are outlined in the following table:

Semester 1:

1. Individual meetings with PDP tutors:

- Personal introductions
- Explanation of PDP / Skills training for the coming year; reiteration of Degree Plus
- Student expectations / Building on Year 1

2. Information session on Year Abroad

3. Skills event:

- Critical writing/analysis and MHRA referencing.

Further event for some students:

- Individual meetings and interviews for Year Abroad applications.

Semester 2:

4. Individual meeting:

- Feedback after exams and discussion of progress in semester 1.

5. Careers Information Session.

6. Skills event:

- Powerpoint training.

7. Individual meetings:

- Review of second year and aspirations for year 3.

Further Core skills

Through the use of CAN8 (Computer Assisted Language Learning) (one hour per week in Semester 2) students will gain experience in various situations they may encounter in their year abroad:

- Financial management abroad.
- Renting an apartment.
- Shopping.

Course content

FRH2001 – French Studies C

Convenor: Dr Rosalind Silvester

Semester 1

Pre-requisite FRH1002 French Studies B

Hours per week: classes 4; private study 8

Aims: Building on linguistic competence acquired in French Studies A and B, this module aims to develop higher levels of productive (writing and speaking) and receptive (reading and listening) skills in French. It also aims to extend knowledge of key themes in French history/culture or of Business/Legal French, and reinforce analytical and presentational skills.

Learning outcomes: At the end of this module, it is intended that you will:

- have improved your knowledge and understanding of French grammar and syntax, extended your range of vocabulary, and demonstrated the ability to apply this linguistic knowledge through the exercises of comprehension and translation from French to English
- be able to respond effectively to questions posed about passages of contemporary French, and to develop convincingly expressed responses and arguments in French, demonstrating an awareness of appropriate register and idiom
- have gained communicative, work-related, and presentational skills relevant to the period of residence in a francophone country
- have gained knowledge of some key themes in French linguistics, history and culture, and be able to discuss and analyse a range of texts and other forms of artistic expression **OR** have acquired knowledge of the French legal or business environments and basic legal/business vocabulary
- have improved transferable skills in the following areas: IT skills (word-processing, use of the internet, Powerpoint, Queen's Online), independent learning, presentation, communication, time-management, groupwork.

Assessment:

Language Exam (2½ hrs): translation from French to English and comprehension = 50%

Oral exam = 20%

Filière (essay and participation mark) = 30%

Course Organisation:

There are three components to this module: written language work (2 hrs per week), oral work (1 hr per week) and a *filière* (1 hr per week)

Language classes – The programme is based on an extensive range of passages (mainly journalism, but also contemporary fiction) for translation from French to English, and for comprehension, and will cover points of grammar, vocabulary and style, as well as questions of translation technique. You will be expected to keep a vocabulary notebook to help you to expand your range of vocabulary. We will also revise specific grammar issues which may cause problems for even advanced learners of French. Other points of grammar will be dealt with by your tutor based on the needs of your group and the issues which arise from written work. 6 pieces of marked written work are required during the semester, with two of these done as class tests in preparation for the January exam. The marked work does not form part of the assessment as it is expected that students' work will improve during the semester, and furthermore, the examination process guarantees anonymity.

The compulsory reference books for this course are *Practising French Grammar: A Workbook*, by Hawkins and Towell and the *French Verb Book*, Collins.

Oral Classes – these small-group classes provide intensive practice in themed areas of contemporary social and cultural significance as well as aspects of living in France. Working from a dossier of journalistic material, supplemented by video material where appropriate, the following topics are discussed:

- Les mouvements sociaux : *universités, manifestations, controverses*
- Les jeunes en France : *L'Auberge espagnole & La Haine*

Group presentations on individual topics will provide a basis for class discussion. There will be an oral exam in January in which you will be expected to give a short presentation on one of the topics covered during the semester (NOT the same topic on which you did a group presentation). You must be prepared to discuss other topics covered during the semester as well as your plans for next year.

Filières – These courses are taught and assessed in French. The following 5 *filières* are offered:

EITHER

1. *Image et Texte*

Tutor: Dr John Lewis

This *filière* will study various ways in which, throughout the centuries, the visual arts (painting, sculpture etc) and written texts have come together, stimulated each other creatively and formed a fascinating dual technology.

Outcomes: at the end of this course, it is intended you will:

- have a wider awareness of French and European culture
- be able to move between word and image in a thoughtful and critical way
- have expanded your notion of different forms of artistic expression

Prescribed material:

A collection of slides and illustrations ranging from the Italian masters to French Classical painters. A dossier of material available from French Studies.

Assessment : 1 essay in French (90%), attendance and participation mark (10%)

OR

2. *Collaboration et Résistance*

Tutor: Dr Peter Tame

This *filière* involves the study of one *nouvelle* and one film. The common feature is youth and the temptations, influences, contacts, and dilemmas in which young people became involved during the Occupation of France by the Germans (1940-1944). The complexities of the period and the wide range of responses from the French function as the historical context of this *filière*. Attention will be paid to the visual representation of the Resistance as well as its counterpart, Collaboration. This *filière* foregrounds a critical historical moment in French history, investigating to some extent its sources in France's past and its effects on France today.

Outcomes: at the end of this *filière*, it is intended you will:

- have a greater understanding and appreciation of a complex period
- gain a critical knowledge of the issues, events, and personalities involved
- be able to marshal a critical argument with regard to the way that Collaboration and Resistance are interpreted in literature and the visual arts

- be able to develop and perfect presentational skills and groupwork, and to produce written exercises on the topic

Prescribed material:

Vercors, *Le Silence de la mer* (Livre de poche, 1994).
 Film: Louis Malle, *Lacombe Lucien* (scenario available).

Assessment: essay in French (90%), attendance and participation mark (10%)

OR

3. Érotisme et pouvoir

Tutor: Dr Patricia Berney

Does sexuality provide an escape from or an expression of sociopolitical and gender (in)equality? Can all sexual relationships be reduced to a struggle for power and control? These are some of the questions we will explore throughout this *filière*. Although we will refer to excerpts from theoretical texts on the subject of politics, class and sexuality, our primary focus will be a novel and film from 20th-century France. Set in the colonial context of French Indochina in the 1920s, *L'Amant* is the semi-autobiographical account of a young French girl's doomed affair with a much older and wealthier Chinese man. *Belle de jour* is the story of Séverine, a beautiful *femme bourgeoise* who seeks to escape the restrictions of her social class by acting out her masochistic fantasies. Each of the works studied provides a vision of sexual politics which reveals a great deal about life and love in contemporary society.

Outcomes: at the end of this course it is intended you will:

- have a greater understanding of the implied links between sexuality and sociopolitical context
- be able to formulate a critical argument on the subject of sexual politics
- be able effectively to compare literary and cinematic interpretations of the same work
- have enhanced analytical, presentational and group work skills

Prescribed material:

Excerpts from writings on sexual politics (dossier)
 Marguerite Duras, *L'Amant* (Éditions de minuit)
Belle de jour (film by Luis Buñuel)

Assessment : 1 essay in French (90%), attendance and participation mark (10%)

OR

4. Le Français des affaires 3

(compulsory for Management, Accountancy with French students or International Business students)

This *filière* is also open to **Single** or **Major** French students

Course tutor: Mr John Cooke

Course Convenor: Dr Dominique Jeannerod

This *filière* will introduce students to fundamental points about the French commercial environment and basic business vocabulary. The *filière* will be based on 4 units:

- Typologie des entreprises
- Création, croissance et déclin de l'entreprise
- L'Organisation de l'entreprise
- La Mercatique/Le Marketing

Outcomes: at the end of this course, it is intended you should:

- have acquired a range of business vocabulary, and be able to use these terms effectively in written and oral contexts
- understand the workings of French companies, some of the laws which regulate them, and the way in which they function within the marketplace

- have developed oral and written linguistic skills, particularly in the areas of comprehension, résumé and oral translation/synthesis
- have acquired a range of analytical, presentational and time-management skills

Prescribed material:

R.-J. Berg, *Parlons Affaires* (Harcourt Brace, 2005) & additional material on CAN-8

Assessment: 40% Language Exercises; 60% Essay

5. Le Français Juridique 3 (for Law with French students ONLY)

Tutor: Mr John Cooke

Course Convenor: Dr Dominique Jeannerod

This *filière* will introduce students to fundamental points about the French legal system and basic legal vocabulary, and provide an opportunity for discussion of topical issues with legal/judicial ramifications. It is particularly designed to prepare students for studying law at a French/Belgian university during their year abroad.

Outcomes: at the end of this course, it is intended you will:

- Be aware of some basic concepts of the French civil law system, and understand the workings of the French legal and judicial system
- Have acquired a range of legal vocabulary, and be able to draw on these terms and concepts when discussing contemporary legal issues
- Be able to contextualise a number of current debates in France, present these clearly and discuss them
- Have received a basic grounding in Legal French enabling you to study in a French/Belgian university next year
- Have acquired a range of analytical, presentational and time-management skills

Prescribed material:

A dossier supplied by French Studies

Assessment: 40% Language Exercises; 60% Essay

FRH2002 – French Studies D

Convenor: Dr Rosalind Silvester

Semester 2

Pre-requisite FRH2001 French Studies C

Hours per week: classes 4; private study 8

Aims: This module aims to enhance and reinforce linguistic and grammatical competence acquired in French Studies C by focusing on skills of prose translation and essay writing. Moreover, it aims to develop knowledge and understanding of aspects of French literature, history, linguistics or business/legal French, and improve communication skills and critical ability.

Learning Outcomes: At the end of this module, it is intended that you will:

- have further enhanced your knowledge and understanding of French grammar and syntax, acquired a broad range of vocabulary, and attained good levels of fluency and accuracy in both oral and written French
- have improved your ability to organise and synthesise material in order to present effective, sustained arguments in written French, and to translate passages from English to French requiring an in-depth knowledge of French grammar (e.g. subjunctives, passé simple)
- be able to engage in effective conversation on contemporary French cultural and social matters
- have furthered knowledge of key aspects of French linguistics, literature or history, or of business/legal French and be able to discuss and analyse a range of topics and texts
- have improved transferable skills in the following areas: IT skills (word-processing, use of the internet, PowerPoint, Queen's Online), independent learning, presentation, communication, time-management, groupwork, work-related and intercultural skills.

Assessment:

Language Exam (2½ hrs): prose and essay = 50%

Oral exam = 20%

Filière (essay and presentation) = 30%

Course Organisation:

As with French Studies C, this module has three components: written language work (2 hrs per week), oral work (1 hr per week) and a *filière* (1 hr per week)

Language Classes – these classes focus on the exercises of prose translation and essay writing, as well as providing opportunity for intensive grammatical study and the broadening of vocabulary. Continuing to keep a vocabulary notebook will also help with this. Passages of contemporary English fiction and of journalism are set for translation into French. Essay questions covering a broad range of topics are offered for study, and strategies for convincing and fluent treatment of them are discussed. 6 pieces of marked written work are required in the course of the semester, with two of these completed as class tests in preparation for the May exam. As in French Studies C, marked work does not count towards the module assessment.

The set reference books for this course are *French Grammar and Usage Workbook*, by Hawkins and Towell and the *French Verb Book*, Collins.

Oral classes – the focus in this semester is on a range of practical oral skills which provide preparation both for residence abroad and for finding a job in a French-speaking country. You will practise advanced oral skills in a range of situations (opening a bank account, finding accommodation, dealing

with officials, how to make a phone call, etc.), as well as preparing a CV and a 'lettre de motivation'. The oral exam in May will take the form of a 'mock' interview in French. Job adverts will be made available, and you will submit a CV and 'lettre de motivation' applying for one of these in advance of the exam. At the beginning of the exam/interview, you will do a short presentation on your qualifications and suitability for the post, and then answer a range of questions.

Filières – These courses are taught and assessed in French. The following 5 *filières* are offered:

EITHER

1. Littérature et mythologie

Tutor: Prof Margaret Topping

Such gods and heroes of the classical world as Zeus, Hercules, Orpheus and Odysseus continue to populate the pages of newspapers and novels in the modern world. This *filière* seeks to understand why classical mythology continues to capture our imaginations and for what purposes French writers of the twentieth century as celebrated as Sartre, Gide and Camus have adopted and adapted these familiar tales. By examining a range of literary and journalistic examples, we will explore the continuing relevance of classical mythology to the modern world as a vehicle for political and social satire, philosophical enquiry, and an exploration of timeless human dilemmas and emotions.

OR

2. Langue et Pouvoir

Tutor: Dr Ros Silvester

This course looks at how language functions in maintaining and changing power relations in modern society. You will learn about ways of analysing the French language which can reveal the connections between language, power and ideology, and about how people can become more conscious of them. By means of a practical procedure for the critical analysis of discourse, you will study the language used in newspapers, magazines, advertisements, and administration.

Outcomes: at the end of the *filière* it is intended you will:

- become more conscious about how language works in different social situations
- be able to analyse a range of texts using linguistics
- be able to apply recent social theories about the language-power relationship to practical examples
- appreciate the interdisciplinary nature of this approach
- have acquired the ability to prepare and present work relating to both theory and practical analysis

Prescribed material:

A dossier of texts to prepare prior to each class.

Assessment: essay in French (80%), group presentation (20%)

OR

3. Algérie

Tutor: Dr Maeve McCusker

In this *filière* we will study one novel and one film dealing with Algeria's bloody struggle for independence (1954-1962). Both works deal with the trauma of this period, and with its political complexity. The novel *La Seine était rouge* takes place in contemporary Paris, and deals with third-generation memories of a particularly shameful event, the massacre by the French police of Algerians on a peaceful demonstration in October 1961. The film *La Bataille d'Alger*, made only a few years after Algerian independence and banned at the time by the French authorities, deals with a turbulent period in the independence struggle.

Outcomes: at the end of this course it is intended you will:

- have a knowledge of the French colonial enterprise and resistance to it
- be able to discuss a range of texts which exemplify differing standpoints
- be able to describe cinematic technique
- have enhanced analytical, presentational and groupwork skills

Prescribed material:

Text: Leïla Sebbar, *La Seine était rouge* (Actes Sud, 2009)
Film: *La Bataille d'Alger* (director: G. Pontecorvo)

Assessment : essay in French (80%), group presentation (20%)

Optional Modules

These modules are designed to allow students to specialise in areas where members of staff have particular expertise and, usually, research interests.

Semester 1

FRH2030	<i>French Noir</i>	Dr Dominique Jeannerod
FRH2031	<i>The Orient in French Literature</i>	Prof Margaret Topping
FRH2029	<i>Symbolism</i>	Dr Claire Moran

Semester 2

FRH2027	<i>Myth and Biography</i>	Dr Ros Silvester
FRH2011	<i>Renaissance and Reformation</i>	Dr John Lewis
FRH2025	<i>Modern Autobiography</i>	Dr Maeve McCusker

Full details of optional modules currently offered in the year are available from the Office.
Each module, whether in Semester 1 or 2, extends over all weeks of teaching, two hours per week.

Assessment varies per module. Individual tutors will supply more detailed information on the assessment of their optional module at the beginning of each course.

Science with Extended Studies in Europe

Students on this pathway take two half-modules in Level 2 (FRH2061 Language Studies for Science Students 1 and FRH2062 Language Studies for Science Students 2). These modules are essentially the Level 2 compulsory modules minus the cultural/linguistic/literary *filière*. The period of residence abroad is organised by the Science department in question, and there is no French component in Level 3.



Residence Abroad

All students in Humanities and Social Sciences (with the exception of those taking French as a Minor component in their pathway) normally go for an extended residence abroad between Level 2 and Level 3. Many of you will spend the academic year in a French-speaking country, and so could find yourselves in 'mainland' **France, Belgium, Switzerland** or **Canada** (Quebec), or in a more exotic destination such as **Réunion, Martinique, Guadeloupe** or **Guyana!**

The staff in charge of residence abroad, and who will provide all the detailed information, are

Dr John Lewis
Dr Dominique Jeannerod

In addition, before you leave, all students going to a French-speaking country will be allocated a **personal tutor** – this full-time member of staff will act as your point of contact during your time abroad, and be available to offer advice or assistance as required.

All students going to a French-speaking country will receive a **Residence Abroad Handbook** which contains valuable information on living and working abroad.

The **residence requirements** for your degree scheme are as follows:

➤ **Single or Major French, Joint French with a subject other than another modern language:** You will spend an academic year in a French-speaking country, normally as an assistant; the year abroad will be assessed as a module which will be weighted as 10% of your final degree mark.

➤ **Joint French with another modern language:** You have complete freedom to choose which country you spend your extended residence in; you will then have to spend a month in the country of your other language. If you elect to go to France (or a French-speaking country), you will apply for an assistantship in a school. You will also complete the Working and Studying Abroad module, which will be weighted as 10% of your final degree mark in French (those who elect to go to Spanish- or German-speaking countries will complete this module which will count towards their final degree mark in those subjects).

If you are studying two languages, you should note that under University regulations, the choice of where you spend your year abroad is entirely up to you – there is no requirement, for instance, that students who have taken a degree from beginner's level must spend an extended residence in a country where that language is spoken. This may be a factor which influences your decision, but you may also wish to take into account the availability of paid assistantships, accessibility, whether you already have contacts in the country who might make settling in there easier, the possibility of completing a work-based learning qualification, etc. Employment as an assistant is valuable experience which can be used in your CV even if you have no intention of entering the teaching profession.

➤ **Law with French:** you will follow specialist courses in Law at an appropriate French-speaking institution (in either France or Belgium). These will be organised by the School of Law. You will have work requirements for the School of Law during your residence abroad, but it will not count towards your final degree classification.

➤ **Accountancy/Management/International Business with French:** you will normally spend the academic year abroad on work placements in French-speaking countries, organised by the School of Management and Economics (or alternatively as a language assistant organised by French Studies). Such placements may, in some cases, last for 12 months. You may complete a City and Guilds Licentiate during your time abroad (organised by the School of Management and Economics), but your period of residence will not count towards your final degree mark.

➤ **Minor French:** you are required to spend one month in a French-speaking country between stages 2 and 3 of your degree. Unless you are studying major honours in another language, you are strongly encouraged to take instead an optional year in France and apply for an assistantship in a school, or organise your own work placement (before pursuing this latter course, you should speak to one of the Residence Abroad tutors).

Assistantships

Students going to France for their Residence Abroad (other than Law with French and Accountancy/International Business with French) will normally apply for language teaching assistantships in French schools. This option is also open to those wishing to apply for an optional year abroad. The French government has recently expanded the assistantship scheme with the result that most students who apply to be an assistant in France gain places.

You may also apply to be an assistant in another French-speaking country. Besides mainland France, posts are also available in Corsica, the Départements d'Outre-Mer (islands such as Réunion, Guadeloupe and Martinique, or in Guyana) and Belgium. Posts are also available in Switzerland and French-speaking Canada but students would not have their fees paid as is the case with European Union countries. The number of posts available in each country varies, as do length of contract and remuneration – full details will be distributed at one of the first-semester briefing meetings.

In France, the contract runs from 1st October – 30th April, and for 12 hours' work you receive an allowance of around € 890 (gross – a deduction will be made for Sécurité Sociale).

Application Procedure

After information sessions in the first semester, you will fill out the application forms which go to the British Council. As part of the application process, your tutors are required to fill out a reference form commenting on your suitability to be an assistant, and this is usually completed after a short informal interview and based on your tutors' assessment of your suitability (attendance at classes, reliability, participation in class discussions, academic performance, etc.). Once the forms have left Queen's, the process is managed entirely by the British Council. You may find that you are called for an interview as the French authorities sometimes come over to interview a selection of candidates in February.

Approximate Timetable

October	Initial briefing meeting for all students with residence requirements in France.
November	Briefing meeting for all those applying for assistantships in a French-speaking country. Applications for Assistantships processed and internal interviews arranged.
December 1	Final submission date of forms to British Council
February	Additional British Council interviews may take place.
May/June	Preparation sessions are organised for all students going to a French-speaking country to cover practical aspects of living abroad (accommodation, finance, travel, work, administrative matters, insurance, settling in, etc.). Details of provisional postings for assistantships are made known (you will find out to which <i>académie</i> in France you have been allocated).
Mid-May to late-July	Nomination papers with full details of your school are posted directly to you from France.
June	TEFL course organised in QUB.

Pre- and Post-departure support

We aim to provide as much support as possible both before and during your residence abroad. We organise a number of briefing and preparation sessions in the course of the year; you will also receive training for being an assistant, and you will have the opportunity to enrol on the TEFL course which is organised specifically for assistants; and a Residence Abroad Handbook with lots of useful practical information is distributed to all students going to a French-speaking country. We arrange to visit students in the first semester (normally in early November) at convenient venues. If you have any queries at all, please do not hesitate to contact one of the Residence Abroad tutors.

City and Guilds Licentiateship

Students going to a French-speaking country as assistants (or on other work placements) are now able to enrol for the City and Guilds Licentiateship, a work-based learning qualification available to students who have completed two years of Higher Education. The Licentiateship is assessed by means of a portfolio completed during the assistantship, a report and a presentation. Further details will be given out during information sessions, or you can contact Dr John Lewis (via the French office) who organises this scheme.

Assessment

Satisfactory completion of residence abroad is a requirement for progression to Level 3 French – failure to complete the required period of residence in a French-speaking country will result in you being refused permission to register for Level 3 French modules. All students on BA programmes who spend their residence abroad in French-speaking countries will be registered on the **Working and Studying**

Abroad module (FRH3050) which will be weighted as 10% in your final degree classification (for joint-honours students this will apply only to the French part of your classification).

FRH3050 Year Abroad module

The 'Working and Studying abroad' module is taken by all students studying a language as part of a Single, Major or Joint Honours degree. Single and Major Honours students will spend the year in a French-speaking country, while Joint students with another language have a choice. Staff in the School will talk later in the year to all Level 2 students taking the module which will involve completion of a learning journal, extended written pieces of work relating to the year abroad, and an oral examination on your return. The module counts as 10% of your degree.

Further details on the assessment of the year abroad will be distributed in the course of first semester.

The residence abroad is therefore **not** a 'year out'. It is an integral part of the course and a vital investment:

- You will select optional modules and *filières* for Level 3 in the course of your residence abroad (usually in the spring). Your residence abroad therefore provides the opportunity for crucial advance reading and other preparation.
- In broader terms, your residence abroad enables you to take stock of academic weaknesses and areas for improvement (especially linguistic ones) and to set about addressing them in a particularly conducive environment. It is a unique opportunity to build on and improve achievements in Level 2 with a view to enhancing your performance in the second stage of your final assessment in Level 3.
- In a longer perspective, this academic year is invaluable as 'pre-professional' training, in that it cultivates a host of strengths and qualities which might ultimately attract potential employers: not only foreign language skills and a more extensive cultural understanding, but independence of mind, initiative, responsibility, breadth of human awareness, confidence, maturity and adaptability. Our graduating students have frequently commented on the value of this experience in job and course applications and, eventually, in professional life.

Students spending one month in France

All students studying for a joint-honours degree involving two languages, and students taking French as a minor subject, are required under University regulations to undertake an approved placement prior to commencing stage 3 study. These notes are intended to make these options clear, and explain the levels of support available. The member of staff in charge of the summer residence and work placements in French-speaking countries is **Dr John Lewis**.

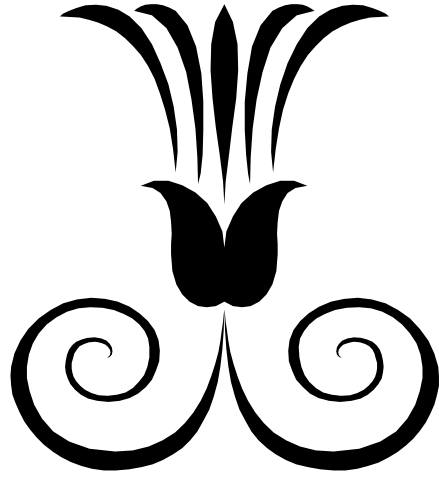
1. Work Placements : You may wish to make arrangements for fulfilling residence requirements by securing a summer job or work placement in the relevant country. These may be arranged with help from the University Careers' Service, job adverts, but must be approved by French Studies. For students taking this option, a contribution to travel costs to the country will be paid by the University. Anyone interested in exploring this possibility should speak to one of the Residence Abroad tutors. You are advised to obtain such a work placement as early as possible, certainly before March when arrangements for the vacation course are made.

2. Optional Year Abroad : Minor-honours students for whom an extended period of residence abroad is not obligatory are nonetheless encouraged to consider applying to spend a full academic year

abroad, whether in a work placement or as an English-language assistant in secondary schools. For further details please contact one of the Residence Abroad tutors.

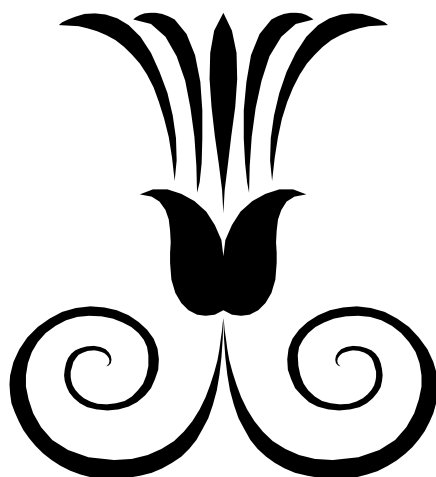
3. Vacation Courses : These should take place in the July or August preceding stage 3, and should last 4 weeks. The University will cover some of the expenses, but, if you choose this option, you must be prepared to cover some of the travel and living expenses yourself. Those spending their extended residence in either German- or Spanish-speaking countries are advised to save money from their salaries and Erasmus grants for their obligatory residence in France.

You are reminded that successful completion of this period of residence abroad is a prerequisite for entry into stage 3.



LEVEL 3

INFORMATION



French Studies Level 3 Information

Welcome back to your final year of undergraduate study in French Studies. We hope that you all have enjoyed your period of residence abroad in France, whether it was for a full academic year or for one month, and that it has been a pleasant and profitable time for you - and equally, that you will quickly readjust to life at Queen's, especially as there are examinations as early as November. In Level 2 you will already have completed 6 full modules, and therefore already have half a degree! You should have received and returned to the office a form giving your choice of modules for Level 3, and registered online in the past few weeks.

Level 3 Course Advisers

One of the following should be consulted if any questions arise concerning practical details of Level 3 courses (e.g. enrolments, timetables, course components, examinations and assessment):

Dr John Lewis (Rm 201, 10 Univ Sq) j.lewis@qub.ac.uk

Please feel free to talk to any member of French Studies staff. Consultation times are on the Level 3 noticeboard.

FRH3050 - Working and Studying Abroad

This section is relevant for Joint, Major and Single BA Hons students who spent the full year in France.

There will be an oral examination early in November based on the Learning Journal together with the three interim reports sent to French Studies completed during the year abroad. This oral examination is worth 40% of the Working and Studying Abroad module which counts overall for 10% of your total degree mark.

Assessment of FRH3050

1. Written portfolio (60%)
 - a learning journal documenting and reflecting on your personal experience of living and working abroad, addressing learning strategies, personal development and cultural awareness, including pre-departure and interim reports = **10%**
 - An overview report of 3000 words = **50%**
2. Oral presentation (40%)
 - A study of some aspect of the country of residence, presented in the target language (10 minutes), followed by questions and discussion (10-15 minutes).

More details about the oral will be circulated nearer the time.

Course content
FRH3001 – French Studies 3

Course Organisation:

The Level 3 core course is now taking the form of a double module. There are three components in each semester's work: written language work (2 hrs per week), oral work (1 hr per week) and a *filière* (1 hr per week). You should be doing approximately 8 hours of private study every week.

The assessment of this double module over the two semesters is as shown in the table below:

Semester 1		Semester 2	
Language	25%	Language	25%
<i>Filière</i>	15%	<i>Filière</i>	15%
		Oral	20%
Total	40%	Total	60%

The double module therefore carries a 'weighted' mark and totals 100% over the two semesters. This is a conflation of the marks from both semesters. In your final profile, this module counts as a double module.

Convenor: Dr John Lewis **Semester 1**
Pre-requisite: FRH2002
Hours per week: classes 4; private study 8

Aims: This part of the module aims to develop advanced knowledge of the French language with a view to producing effective and sophisticated oral and written work. In addition, it aims to enhance cultural and intercultural awareness, critical thinking skills, and knowledge of the culture and society of a French-speaking country acquired during residence abroad.

Learning outcomes: At the end of this part of the module, it is intended that you will:

- have broadened and deepened your knowledge of French grammar and syntax, acquired an extensive range of vocabulary, demonstrated the ability to translate accurately and with flair/sensitivity from French to English and to write elegant, sophisticated, and accurate French
- have enhanced skills involving written and oral comprehension, and the synthesis, marshalling, and organisation of facts and material
- be able to express an argument articulately and cogently in French, using appropriate register, style and idiom
- be able to sustain high-level discussion in French on a range of academic, cultural, and topical issues, demonstrating good levels of fluency, intonation and pronunciation
- have gained an understanding and knowledge of important periods, movements and personalities in French linguistic, literary, artistic, and cultural history, and be able to discuss and analyse, at a sophisticated level, a range of texts and other forms of artistic expression
- have enhanced transferable skills in the following areas: advanced IT skills (word-processing, use of the internet, PowerPoint, Queen's Online), independent learning, presentation, communication, time-management, groupwork.

Assessment:

Language Exam (3 hrs): translation from French and résumé = 25%
Filière (essay and presentation) = 15%

Language Classes – these classes focus on translation and résumé skills. You are trained to translate accurately from French to English, and to plan and write summaries, or *résumés*, in French of a passage usually chosen from the French press. Practice translations and résumés are contained in your class dossier and are taken from contemporary journalism. Exercises are marked and assessed by the tutors during the semester, but they do not count towards the final degree.

Oral Classes - these aim to train you to speak accurately and fluently in French, to express a range of different ideas and opinions about subjects that are typical in contemporary France, and to organise material in an oral presentation, with a view to the oral examination in May. Please see the Level 3 oral dossier for full details of the 'sujets de réflexion' and the format of the oral examination.

FILIÈRES – five filières will be offered:

EITHER

1. Théâtre du Grand Siècle

Tutor: Dr John Lewis

The 17th century in France is known as the 'Classical Century'. In the theatre of the time, some of the greatest tragic and comic dramatists produced works which have never been surpassed, and which bear interesting and easy comparison with Shakespeare's theatre. In tragedy, Pierre Corneille and Jean Racine based their drama on mythological and Biblical topics, exploring the psychological tensions in the conflict between love and duty, or the inherently flawed nature of human beings dominated by passions which blind them to reason. By contrast the comic drama of Molière evolved from stereotypes taken from Italian 'Commedia dell'Arte' (originally similar to the 'Punch and Judy' shows), but which then explored and ridiculed the social and religious excesses of the time. This 'filière' gives a taste of both contemporary tragedy and comedy, exploring contemporary theatrical conventions and manners, and situating the three great dramatists in their times.

Prescribed material:

Texts studied (in any edition):

Corneille, Horace

Racine, Phèdre

Molière, Le Tartuffe

Assessment: 1 essay in French (80%), group presentation (20%)

OR

2. Régions d'écritures

Tutor: Dr Peter Tame

This *filière* looks at two regions (the Cévennes and Provence) in the south of France as the background of two fictional texts, one a novel and the other a film. It will examine and analyse representative fictional portraits of French men and women, regional France, and life in the French provinces in the early nineteenth century and in the early twentieth century.

L'Auberge de l'abîme tells the story of a young soldier (Lieutenant Armand) who, after Napoleon's 'Grande Armée' has been disbanded after the defeat at Waterloo in 1815 and when the monarchy has been restored, kills a young man in self-defence in the Cévennes as he is making his way home from the wars. He takes refuge from the man's companions in one of the deep limestone caves of the Cévennes region (l'abîme de Bramabiau) where he finds himself trapped.

The hostility of the local people prolongs his imprisonment there where, despite the help of a local doctor (the only person who knows the caves) and the loving care lavished on him by the doctor's daughter, he soon dies. The girl also dies with him in the caves because the doctor, her father, suffers a fatal stroke in the 'auberge de l'abîme' (the inn situated near the caves of Bramabiau) and cannot get to the young couple to save them.

In the first volume of *L'Eau des Collines* by Marcel Pagnol, entitled *Jean de Florette*, Jean and his family who are town-dwellers come to settle in a dry region of Provence near Marseilles. Two locals, César Soubeyran and Ugolin, his nephew, have blocked the spring on their land so as to discourage anyone from living there. They want the property for themselves. The film shows Jean's family as it struggles to make a living against all the odds - against the plans of their neighbours, against nature, drought and the weather. Jean eventually dies in an accident caused by explosives as he tries to find water deep in the ground. His wife and daughter are left destitute, finding themselves obliged to sell their house and land at a low price to the covetous neighbours.

The main characters of both texts are to some extent victims of fate and of the harsh environment. The regions are therefore essential components of the stories in terms of characters, themes (love, suffering, death, and so on), and plots. The *filière* will focus primarily on:

1. the historical periods involved - the works will be studied in close detail with the aim of relating them to their historical and cultural context.
2. the regional and social background - the influence of the social and geographic environment will be analysed so as to illuminate the psychological motivations and relationships of the characters involved.

Outcomes: at the end of this *filière*, it is intended you will:

- have a greater understanding and appreciation of the influence of regional environment on individuals and social groups in specific parts of France in the nineteenth and twentieth centuries.
- gain a critical knowledge of the historical and social issues involved
- be able to marshal a critical argument with regard to the periods and regions involved.
- be able to develop key transferable skills, in presentation and group work, IT, written exercises and time-management.

Prescribed material:

André Chamson, *L'Auberge de l'abîme* (Paris, Grasset, 1933) 'Cahiers rouges' series (copy available from office)

Marcel Pagnol, *Jean de Florette*, film by Claude Berri; novel (Paris, Editions de Fallois: Fortunio. 1988).

Assessment: 1 essay in French (80%), group presentation (20%)

OR

3. Migration et Cultures

Tutor: Professor Margaret Topping

This *filière* focuses on the construction of migrant identities through a range of contemporary cultural media. With a particular emphasis on migratory movements from the Maghreb in the post-1970 era, we will study three examples of cultural production that engage with questions of identity and home/belonging and which thus allow us to reflect on the ideological dynamics of travel between cultures and the related debates on multiculturalism, integration, exile, diaspora and alterity. Our first example will be Franco-Algerian writer Mehdi Charef's 1983 novel, *Le Thé au harem d'Archi Ahmed* which dramatizes, in tragic-comic terms, the sense of alienation from both 'home' and 'host' cultures felt by the 'Beur' generation. We will then consider Philippe Faucon's 2000 film *Samia* in which the social fracture experienced by many migrants/ethnic minorities living in the Parisian *banlieues* is a central theme. The final part of the *filière* moves forward to the post-2000 decade in which a new generation of visual artists is celebrating hybrid cultural identities in ways that also mark a productive challenge to notions of Frenchness. We will study the video

installation of Franco-Algerian Zoulikha Bouabdellah, *Dansons*, and the *performances-défilés* of Franco-Moroccan artist Majida Khattari in which the Muslim burqa is 're-fashioned' for performances recalling catwalk shows. In conceptual terms, the *filière* thus progresses from a vision of migrant identities that foregrounds alienation and a lack of belonging to an acceptance of genuinely transcultural identities.

OUTCOMES: At the end of this *filière*, it is intended you will:

- have developed an understanding of the shifts in migrant cultural formations in the post-1970 era;
- be able to demonstrate a high level of critical awareness of the materials studied in terms of their form, structure, themes, and context;
- have developed skills in presenting arguments and justifying your viewpoint in a structured, logical and coherent manner;
- have acquired transferable skills in group work, presentation, independent study and time management.

Prescribed Material:

Novel : Mehdi Charef, *Le Thé au Harem d'Archi Ahmed* (Paris: Mercure de France, 1983)

Film : Philippe Faucon, *Samia* (2000)

Visual arts : Zoulikha Bouabdellah, *Dansons* (2003; video installation)

Images from Majida Khattari's 'performances-défilés' (1999 to present)

Assessment: One essay in French (80%); group presentation (20%)

OR

4. Le Français des affaires 5

compulsory for students of **Management, Accountancy and Business**; but also open to **Single** or **Major** French students

Tutor: Mr John Cooke

Course Convenor: Dr Dominique Jeannerod

This *filière* is designed for single or major honours French students who have spent a year studying Management, Finance and/or Accounting at a French university, worked on a placement in France, or as an Assistant(e) in a French school. It will provide an opportunity to discuss topical issues with commercial/industrial/financial ramifications, and will enhance professional language skills through translation work.

Outcomes: at the end of this *filière*, it is intended you will:

- have enhanced your understanding of the workings of the French economy and the French commercial world generally
- have improved your range of commercial vocabulary and be able to draw on relevant terms and concepts when discussing contemporary commercial/industrial/financial issues and when translating commercial documents
- be able to contextualise commercial/industrial/financial debates in France, present them clearly, and discuss them
- have acquired a range of analytical, presentation and time-management skills

Prescribed material: *A dossier of texts* (to be distributed in the first class)

Assessment: 40% language exercises; 60% essay

OR

5. Le Français Juridique 5

for Law with French students ONLY

Tutor: Ms Fionnuala Connolly

Course Convenor: Dr Dominique Jeannerod

This *filière* is designed for students who have spent a year studying Law at a French or Belgian university, and will provide an opportunity to discuss topical issues with legal/judicial ramifications, and to enhance professional language skills through translation work.

Outcomes: at the end of this *filière* it is intended you will:

- Have enhanced your understanding of the French civil law system
- Have improved your range of legal vocabulary, and be able to draw on these terms and concepts when discussing contemporary legal issues and when translating legal documents
- Be able to contextualise current legal debates in France, present these clearly and discuss them
- Have acquired a range of analytical, presentational and time-management skills

Prescribed material:

A dossier of material will be supplied by French Studies.

Assessment: 20% Language exercises; 20% presentation, 60% essay.

FRH3001 – French Studies 3

Convenor: Dr John Lewis

Semester 2

Pre-requisites: FRH2002

Hours per week: classes 4; private study 8

Aim: This part of the module aims to develop an advanced knowledge of the French language with a view to producing accurate and idiomatic translations, as well as a sophisticated level of oral expression. It further aims to enhance cultural and intercultural awareness, critical thinking skills, and knowledge of French culture and society.

Learning Outcomes: At the end of this part of the module, it is intended that you will:

- have refined your knowledge and understanding of French grammar and syntax, acquired an extensive range of vocabulary, demonstrated the ability to translate accurately and with flair/sensitivity from English to French and demonstrated the ability to write elegant, sophisticated, and accurate French
- have enhanced skills involving written and oral comprehension, and the synthesis, marshalling, and organisation of facts and material
- be able to express complex arguments articulately and cogently in French, using appropriate register, style and idiom
- be able to deliver a response to stimuli in French, respond to questions, and sustain high-level discussion on a range of academic, cultural, and topical issues
- have gained further understanding and knowledge of important periods, movements and personalities in French literary, artistic, and cultural history, and be able to discuss and analyse, at a sophisticated level, a range of texts and other forms of artistic expression
- have enhanced transferable skills in the following areas: advanced IT skills (word-processing, use of the internet, PowerPoint, Queen's Online), independent learning, presentation, communication, time-management, groupwork.

Assessment:

Language Exam (3 hrs): translation (English to French) and essay = 25%
Oral exam = 20%
Filière (essay and presentation) = 15%

Course Organisation:

This part of the module has three components: written language work (2 hrs per week), oral work (1 hr per week) and a *filière* (1 hr per week)

Language Classes – the written-language part of this course features prose and essay work. You are trained to translate accurately from English to French. You are also trained to write essays, in which you are encouraged to develop an argument and a counter-argument, usually on a subject that is topical, to structure and illustrate your essays, and to draw effective conclusions. Practice exercises are set in the course of the teaching semester, of which two are done in class under examination conditions. These exercises are marked and assessed by the tutors, but they do not count towards the final degree.

Oral Classes – See Oral dossier for full details.

FILIÈRES – five *filières* will be offered:

EITHER

1. *Paris*

Tutor: Dr Claire Moran

This interdisciplinary *filière* will discuss the depiction of Paris in the work of the Impressionist painters and Symbolist poets. An introduction to the history of the city and its monuments will be followed by an analysis of the nineteenth-century artistic and literary movements which made Paris a world centre of art and culture. The course will focus on the idea of Paris as ‘Capitale de la modernité’, where artists and writers sought modern means to reflect a modern world. We will consider the socio-political changes, as well as the scientific discoveries and technological inventions which characterized the period and which encouraged artists and writers to find a new means of seeing and representing reality. Through a close study of selected paintings and poems, we will see how the city emerges not only as a constant subject and source of inspiration, but also as a dynamic creative force which challenges literary and pictorial conventions.

Outcomes: at the end of this *filière*, it is intended you will:

- Have developed skills to understand and analyse both visual works of art and poetic texts
- Have built up a comprehensive assessment of Paris as a cultural entity
- Be able to think critically about Modernism as a literary and artistic movement
- Be able to present comparative studies in Word and Image
- Be able to draw upon relevant primary and secondary resources in order to present structured and cohesive arguments in oral and written form
- Have developed transferable skills in the use of Powerpoint and visual resources, as well as in group work and time-management.

Prescribed material: Dossier (available from French Studies)

Assessment: 1 essay in French (80%), group presentation (20%)

OR

2. *Marginalités*

Tutor: Dr Nigel Harkness

The two texts included in this *filière* – *Sans toit ni loi* and *Un an* – deal with the issues of vagrancy and social marginality, and with the lives of two ‘sans domicile fixe’, but in very different ways. Varda uses cinematic techniques to blur the boundaries between realism and fiction, documentary and mythology, whereas Echenoz employs subversive narrative strategies to depict uncertain encounters and to problematise the whole issue of perception. This course aims to study the representation of the notion of *marginalité* in these two texts and the numerous issues – personal, social, psychological, artistic/cinematic – which emerge from it. These will include questions of identity, vagrancy, alienation, perception and the relationship between literature/cinema and society.

Outcomes: at the end of this course it is intended you will:

- be able to think critically about issues pertaining to the social phenomena of ‘exclusion’ and ‘marginalité’, and the artistic representation of these
- be able to draw on relevant primary and secondary resources in order to present a structured and cohesive argument in oral and written form
- have further developed key transferable skills in IT, oral presentation, groupwork and time-management

Prescribed material:

Agnès Varda, *Sans toit ni loi* (film, 1985)

Jean Echenoz, *Un an* (Minuit, 1997)

Assessment: 1 essay in French (80%), group presentation (20%)

OR

3. *Lois et Principes de la République*

Tutor: Dr Dominique Jeannerod

(NB compulsory for Law with French students, open to all students except those obliged to take *Le Français des affaires*)

This interdisciplinary *filière* (Law, Politics, History, Cultural Studies) explores the legal, political and ideological foundations of French Republicanism. The focus will be placed on a period still considered the heyday of civil liberties and republican spirit, the Third Republic (1870-1940). A trial, the landmark Dreyfus case and three crucial legislations (on unions, on freedom of association, and on secularism) will be studied and the reasons for their enduring legacy will be assessed and discussed. Legal texts and original documents will be reviewed in light of the reactions they have created in the press and in literature, through a variety of media, posters, cartoons, manifestos, pamphlets, and extracts from diaries. Oral presentations will focus on related topics, such as women’s rights, political struggles and scandals.

Outcomes: Students should, after completion of this course :

- Have acquired a global understanding of key concepts of French defense of Human Rights and political culture
- Have developed a familiarity with some fundamental legal texts and an ability to contextualize them within historical, political, and ideological debates
- Be able to think critically about the process of legislation and the role of political decisions
- Be able to analyse different kinds of texts (such as court sentences, laws, parliamentary speeches, archives, political propaganda) and draw upon relevant primary and secondary sources in order to present structured and cohesive arguments in oral and written form
- Have developed transferable skills in group work, time-management and in the use of PowerPoint.

Prescribed material:

Dossier (available from the School Office)

Madeleine Rebérioux, *La République radicale, 1899-1914*, Points Histoire, Seuil, 2000
Emile Zola, *L'Affaire Dreyfus : La Vérité en marche*, Paris, Flammarion, 1994

Assessment: 1 essay in French (80%) ; Group presentation (20%)

OR

4. Le Français des Affaires 6

Tutor: Mr John Cooke

(NB compulsory for Management, Accountancy and Finance with French students; this filière is also open to Single or Major French students)

Course tutor: Mr John Cooke
Jeannerod

Course convenor: Dr Dominique

This filière is designed for single or major honours French students who have spent a year studying Management, Finance or Accounting at a French University, or as an Assistant(e) in a French school, and who have completed the filière 'Le Français des Affaires 5' in Semester 1 of Level 3. It will provide a further opportunity to discuss topical issues with commercial/industrial/financial ramifications, and will enhance professional language skills through translation work, comprehension, résumé-writing and essay-writing.

Learning Outcomes: at the end of this course it is intended you will:

- have developed and enhanced your understanding of the workings of French companies and the French commercial world generally
- have improved your range of commercial vocabulary and be able to draw on relevant terms and concepts when discussing contemporary commercial/industrial/financial issues and when translating commercial documents
- be able to contextualise commercial/industrial/financial debates in France, present them clearly and discuss them
- have acquired a range of analytical, presentation and time-management skills

Prescribed material: *A dossier of texts* (to be distributed in the first class)

Assessment: 40% language exercises; 60% essay

Optional modules

These modules are designed to allow students to specialise in areas where members of staff have particular expertise and, usually, research interests.

Semester 1

FRH3015	<i>The Structure of Modern French</i>	Mr Colin Mills
FRH3011	<i>The Literature of War</i>	Dr Peter Tame
FRH3029	<i>Francophone Chinese</i>	Dr Ros Silvester

Semester 2

FRH3022	<i>Feminist Fiction?</i>	Dr Nigel Harkness
FRH3028	<i>Modernism</i>	Dr Claire Moran
FRH3031	<i>Contemporary French Travel Narratives</i>	Prof Margaret Topping

Full details of optional modules currently offered in the year are available from the Office, or from our website www.qub.ac.uk/lla

Each module, whether in semester 1 or 2, extends over ten weeks of teaching, two hours per week.

Assessment varies per module. Individual tutors will supply more detailed information on the assessment of their optional module at the beginning of each course.

After graduation

Since this is your final year, you will also be applying for jobs, further courses or training schemes. This can be very time-consuming in a busy year. You should therefore approach potential referees and prepare your CV at an early stage. Remember also that, although you should be working hard and systematically towards your examinations, you are also in a good position to play a role in French Society activities. Experience and initiative shown outside the degree programme will broaden your mind and improve your job prospects, as well as making French Studies a more active and a livelier place.

MA Courses

MA courses within the School which may be of interest to graduates are: the MA/Diploma in French, the MA/Diploma in Modern French Studies: Culture and Memory, and the MA/Diploma in French and Linguistics. They are available both on a full-time and on a part-time basis. French Studies organises an **information session** for interested students in December each year. Information leaflets and application forms are available in the Office all year round.