SE TU

Ollscoil
Teicneolaíochta
an Oirdheiscirt

South East
Technological
University

Module Descriptor

French Upper Intermediate 1 (B2.1a) (Computing and Mathematics)

French Upper Intermediate 1 (B2.1a)
(A17653)

Short Title: French Up. Interm. 1 (B2.1a)
Department: Law and Criminal Justice Studies
Credits: 5 **Level:** Intermediate

Description of Module / Aims

To facilitate students' language learning to meet an Upper Intermediate level commensurate with CEFR B2.1

Programmes

		stage/semester/status
FREN-0071	BSc (Hons) in Software Systems Development (WD_KDEVP_B)	4 / 7 / E
LANG-0075	BSc in Software Systems Development (WD_KCOMC_D)	3 / 6 / E
FREN-0005	Bachelor of Business (Hons) (WD_BBUSI_B)	2 / 3 / E
FREN-0008	BA (Hons) in International Business (WD_BINTB_B)	2 / 3 / E
	BSc (Hons) in Construction Management and Engineering (WD_CCONM_B)	3 / 5 / E
	BSc (Hons) in Quantity Surveying (WD_CQTSU_B)	3 / 5 / E
	BEng in Civil Engineering (WD_ECIVE_D)	3 / 5 / E
LANG-0075	BA (Hons) (WD_HARTS_B)	2 / 3 / E
	BA (Hons) in Culinary Arts (WD_HCULA_B)	2 / 3 / E
LANG-0075	BA (Hons) in Psychology (WD_HPSYC_B)	2 / 3 / E
	BA (Hons) in Tourism Management (WD_HTOMA_B)	2 / 3 / E
	BA (Hons) in Hospitality Management (WD_OHOSM_B)	2 / 3 / E

Indicative Content

- A compendium of language exercises and tasks from the prescribed textbook Savoir-faire Le français a' l'universite'.
- Vocabulary for special purpose
- a. News items
- b. Aspects of French society: economy, ecology, education
- c. Parlons français, c'est facile webdocs
- d. Comprehension and stylistic study of literary texts
- e. Synonyms and antonyms
- f. Indicative and subjunctive modes
- g. Logical connectors
- h. Adjectives and prepositions - verbs with prepositions
- i. Collocations and idioms

Learning Outcomes

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

1. Speaking: Develop an argument supporting views with opinion and relevant examples on a wide range of topics; Use an appropriate register of language and non-verbal behaviour.
2. Writing: Write short passages conveying information using a register appropriate to context with more complex structures and lexis in order to successfully complete a variety of tasks. Describe situations, express and respond to opinions.
3. Listening: React to extended discourse with concrete topics, signposted by explicit markers.
4. Reading: Comprehend longer texts in a broader range of genres.

Learning and Teaching Methods

- Interactive seminars, variety of media (traditional print, audio and video materials, online language learning resources and may also include:Tandem Learning, Content & Language Integrated Learning, Self-directed learning, Blended learning, European Language Portfolio, Transferable skills, Online learning resources...

Learning Modes

Learning Type	F/T Hours	P/T Hours
Lecture	36	
Independent Learning	99	

Assessment Methods

	Weighting	Outcomes Assessed
Continuous Assessment	100%	
In-Class Assessment	35%	2,3,4
Assignment	35%	1,2,3,4
Oral Examination	30%	1,3,4

Assessment Criteria

> 70%: The student has demonstrated the ability to understand, produce, apply and manipulate the specified language areas at a proficient level. The student has evidenced a high degree of consistency and accuracy across the skills areas.

60–69%: The student has demonstrated the ability to understand, produce, apply and manipulate the specified language areas at a competent level. The student has evidenced consistency and accuracy across the skills areas.

50–59%: The student has demonstrated the ability to understand, produce, apply and manipulate the specified language areas at a functional level. The student has evidenced some consistency and accuracy, but has also evidenced some imbalance across the skills areas.

40–49%: The student has demonstrated the ability to understand, produce, apply and manipulate the specified language areas at a basic level. Only when presented with tasks that are highly structured in nature or when the knowledge is isolated has the student evidenced any consistency or accuracy. Significant imbalance is evident across the skills areas.

< 40%: The student has not demonstrated the ability to understand, produce, apply or manipulate the language at even a basic level in the skills areas.

Essential Material(s)

- "Parlons français, c'est facile." http://parlons-francais.tv5monde.com/webdocumentaires-pour-apprendre-le-francais/p-1-lg0-Accueil.htm
- "websites." www.figaro.fr
- "websites." www.french.about.com
- "websites." www.lemonde.fr
- "websites." www.leparisien.fr
- Anjelvin, G. *Savoir-faire. Le français à l'université* . London: Routledge, 2009.
- Blondeau, N. and F. Allouache. *Littérature progressive du français. Niveau intermédiaire.*. Paris: Clé, 2003.
- Coffman Crocker, M.E. *Schaum's Outline of French Grammar*. New York: McGraw Hill, 2014.
- Jubb, M. and A. Rouxeville. *French Grammar in Context*. London: Arnold, 2003.

Supplementary Material(s)

- "L'étudiant.fr." www.letudiant.fr
- "Le point du FLE." www.lepointdufle.net.fr
- "TV5 Monde." http://www.tv5monde.com/