

Engineering Tripos Part IIB, 4M1: French, 2019-20

Module Leader

[Mr D Tual](#) [1]

Lecturer

Mr D Tual

Timing and Structure

Lent term. 7 lectures + seminars + coursework. Assessment: 100% coursework.

Prerequisites

Modules can be chosen by students with at least a B1/B2 (CEFR) level in the respective language (i.e. equivalent to AS or A-level). In any case, students wishing to take a language module must contact the relevant language coordinator in order to ensure they hold the necessary qualifications.

Aims

The aims of the course are to:

- improve understanding of French technology, society and culture.
- enable all students to consolidate their listening skills and practise their speaking skills in class, while particular emphasis will be put on reading and writing skills outside the class.

Objectives

As specific objectives, by the end of the course students should be able to:

- be confident in speaking/reading/writing whether in a general or work-related situation;
- use the language as a tool to improve understanding of technology, society and culture;
- analyse a topic/an issue in depth, compare all the elements at play, synthesise the major points and make a balanced judgement.

Content

Seminars (7 Lectures, various speakers, subject to changes)

- Les nanotechnologies dans les sciences de la vie
- Les Grandes Ecoles
- Visite et présentation du centre de recherche de Schlumberger (Cambridge West Site)
- Ingénieurs Sans Frontières
- Mai 68
- Mécanobiologie
- Les véhicules électriques et hybrides

Seminars

Associated with each lecture will be a one-hour seminar. This may be held before the lecture for preparation, or following the lecture for discussion purposes.

Format may vary.

Coursework

The students will prepare 3 major pieces of coursework:

- **Coursework activity #1 (30% marks)** for both language and content (50% language, 50%

Coursework	Format
<p>Coursework activity #1 Report</p> <p>A structured report of 900 words in the target language</p> <p><u>Learning objective:</u></p> <ul style="list-style-type: none"> • Analyse, synthesise and/or critically evaluate a topic presented and discussed in class (topic related to science, technology or the culture of the French-speaking world) • Express ideas in a logical and articulate manner using a range of structures and expressions appropriate to the task and expected at the level of proficiency in the target language 	<p>Individual</p> <p>Non-anon</p>
<p>Coursework activity #2 Report</p> <p>A structured report of 900 words in the target language</p> <p><u>Learning objective:</u></p> <ul style="list-style-type: none"> • Analyse, synthesise and/or critically evaluate a topic presented and discussed in class (topic related science, technology or the culture of the French-speaking world) • Express ideas in a logical and articulate manner using a range of structures and expressions appropriate to the task and expected at the level of proficiency in the target language 	<p>Individual</p> <p>Non-anon</p>
<p>Coursework activity #3 Oral presentation</p> <p>A structured oral presentation (10-15 minutes followed by questions)</p> <p><u>Learning objective:</u></p> <ul style="list-style-type: none"> • Analyse, synthesise and/or critically evaluate a topic presented and discussed in class (a topic related to science, technology or the culture of the French-speaking world) • Express ideas in a logical and articulate manner using a range of structures and expressions appropriate to the task and expected at the level of proficiency in the target language 	<p>Individual</p> <p>followed b</p> <p>Non-anon</p>

Examination Guidelines

Please refer to [Form & conduct of the examinations](#) [2].

UK-SPEC

The [UK Standard for Professional Engineering Competence \(UK-SPEC\)](#) [3] describes the requirements that have to be met in order to become a Chartered Engineer, and gives examples of ways of doing this.

UK-SPEC is published by the Engineering Council on behalf of the UK engineering profession. The standard has been developed, and is regularly updated, by panels representing professional engineering institutions, employers and engineering educators. Of particular relevance here is the ['Accreditation of Higher Education Programmes' \(AHEP\) document](#) [4] which sets out the standard for degree accreditation.

The [Output Standards Matrices](#) [5] indicate where each of the Output Criteria as specified in the AHEP 3rd edition document is addressed within the Engineering and Manufacturing Engineering Triposes.

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Links

[1] <mailto:dhpt2@cam.ac.uk>

[2] <http://teaching.eng.cam.ac.uk/content/form-conduct-examinations>

[3] <http://www.engc.org.uk/ukspec.aspx>

[4] <http://www.engc.org.uk/standards-guidance/standards/accreditation-of-higher-education-programmes-ahep/>

[5] <http://teaching.eng.cam.ac.uk/content/output-standards-matrices>