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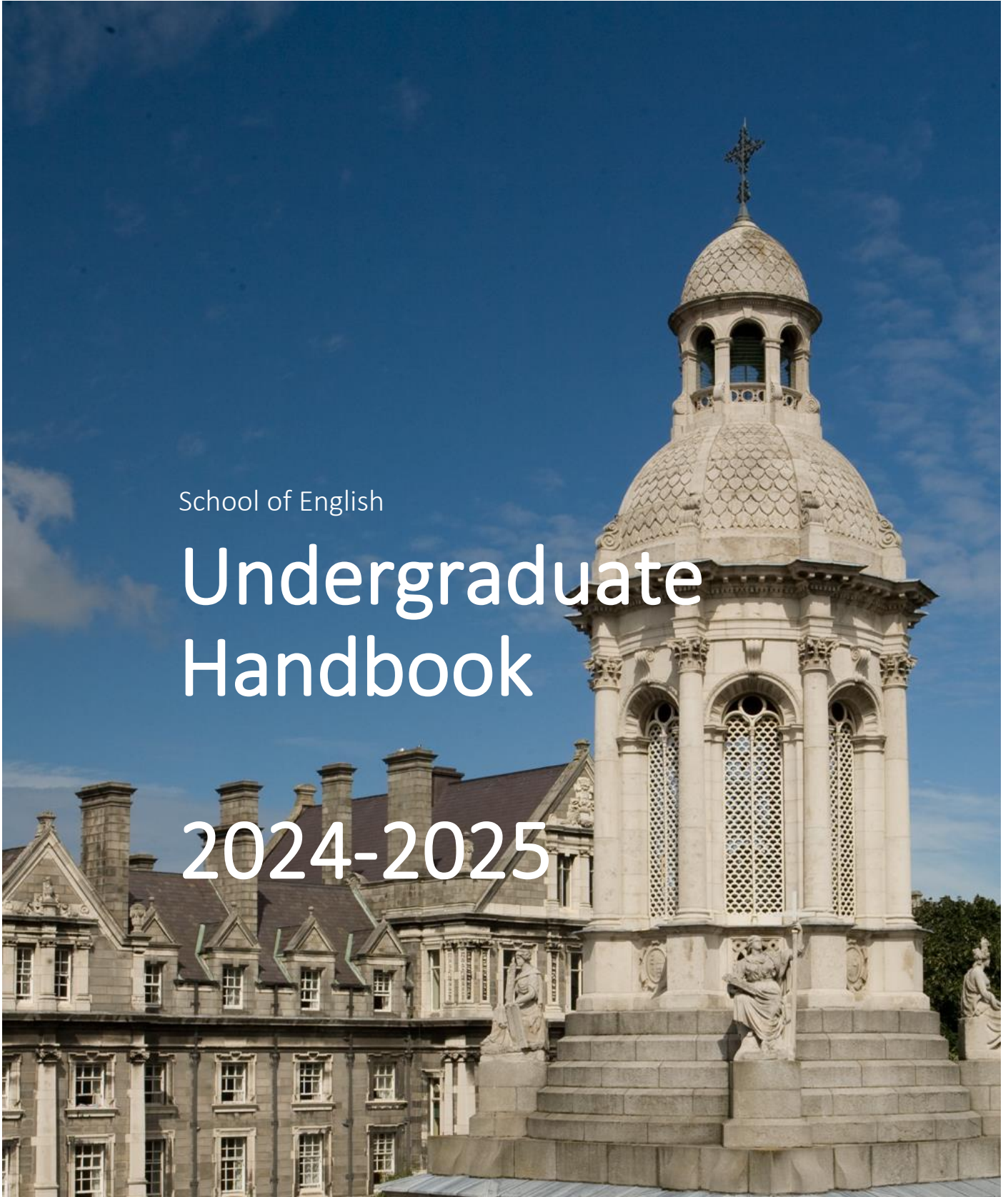Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

School of English

Undergraduate Handbook

2024-2025

Contents

Alternative formats of the Handbook can be made on request.

1. GENERAL COURSE INFORMATION

1.1 Introduction

We are delighted to welcome you to the School of English, Trinity College Dublin. This handbook provides information about the School and the programmes we deliver. It supplements information in the University Calendar. In the event of conflict or inconsistency between the General Regulations published in the University Calendar and information contained in our handbooks, the General Regulations prevail. The University Calendar is available at http://www.tcd.ie/calendar/.

More detailed information on individual modules is provided in the relevant module guides and on the Department web-site https://www.tcd.ie/english/. Detailed guides for each module are provided through Blackboard. As a student, you are expected to:

- Read this handbook carefully
- Check your Trinity e-mail account regularly
- To attend all classes
- To read for each class and come to seminars and tutorials prepared to contribute
- Know and meet your deadlines.

If you have a problem, to speak to someone about it: your module coordinator, year coordinator, Head of School, or College Tutor. We cannot promise that we can solve your problem, but we will do our best to help. If you are in any doubt about how the regulations affect you, consult a member of staff in the School or your College Tutor.

1.1.1 Abbreviations

The following abbreviations are used throughout this handbook:

JF – Junior Fresh (the first year of your degree)

JH – Joint Honours

JS – Junior Sophister (the third year of your degree)

OM – Open Module

SF – Senior Fresh (the second year of your degree)

SH – Single Honours

SS – Senior Sophister (the fourth year of your degree)

TE – Trinity Elective

1.2 Contact Details

1.2.1 Key Contacts

Head of School: Prof. Jarlath Killeen (killeej@tcd.ie)

Director of Undergraduate Teaching and Learning: Dr Mark Faulkner (MT): mark.faulkner@tcd.ie; Dr Julie Bates (HT): batesju@tcd.ie

Undergraduate Coordinator: Dr Amy Prendergast (prendea1@tcd.ie)

Disability Liaison Officer: Dr Seán Hewitt (shewitt@tcd.ie)

1.2.2 Administrative Staff

Name	Position	Email@tcd.ie	Room	Phone
Ruth Archbold	School Administrative Manager	archbolr@tcd.ie	4015	**4723**
Elaine Maddock	Undergraduate Programme Manager; Safety Officer	maddocke@tcd.ie	4016	**2301**
Sophia Ní Sheoin	**Trinity Oscar Wilde Centre Senior Executive Officer**	wilde@tcd.ie	OWC	**2885**
Annelise Berghenti	**Global and Communications Officer/Visiting Students**	ABERGHEN@tcd.ie	4016	**1839**

1.2.3 Academic Staff

Name	Position	Email	Room	Phone
Dr Julie Bates	Associate Professor in Irish Writing; Director of Undergraduate Teaching and Learning (2023-25) (on leave MT)	batesju@tcd.ie	4077	**1179**
Professor Terence Brown	Professor Emeritus	tbrown@tcd.ie		

Dr Jane Carroll	Associate Professor; Director of Postgraduate Teaching and Learning	jane.carroll@tcd.ie	4002	**4023**
Dr Clare Clarke	Associate Professor; Director of M.Phil. in Modern and Contemporary Literature	clare.clarke@tcd.ie	4004	**1934**
Professor Philip Coleman	Professor	pmcolema@tcd.ie	4020	**1907**
Dr Paul Delaney	Associate Professor; Director of PG Professional Development and Co-Ordinator of M.Phil. Programmes (HT); (on leave MT)	delanep@tcd.ie	4025	**3841**
Professor Aileen Douglas	Professor	adouglas@tcd.ie	4003	**2322**
Dr Mark Faulkner	Associate Professor; Director of Undergraduate Teaching and Learning (MT)	mark.faulkner@tcd.ie	4026	**3982**
Dr Will Fleming	Teaching Fellow	wfleming@tcd.ie		
Dr Tony Flynn		flynnto@tcd.ie		
Dr Carlo Gébler	Assistant Professor (Adjunct)	carlogebler@gmail.com	c/o OWC	**2885**
Professor Nicholas Grene	Professor Emeritus	ngrene@tcd.ie		
Dr Seán Hewitt	Assistant Professor in Literary Practice; Coordinator Study Abroad (Outgoing) (HT); Literary Arts Officer	shewitt@tcd.ie	4023	**1299**
Professor Darryl Jones	Professor of Modern British Literature and Culture	drjones@tcd.ie	5030	**TBC**

Dr Alice Jorgensen	Assistant Professor; Director of Global Relations and Visiting Students (MT) (on leave HT)	jorgena@tcd.ie	4006	**2475**
Professor Jarlath Killeen	Professor; Head of School (2022–25)	killeej@tcd.ie	4005	**2337**
Dr Rosie Lavan	Associate Professor (on leave)	lavanro@tcd.ie	4079	**1185**
Dr Frank Leahy		fleahy@tcd.ie		
Eoin McNamee	Associate Professor of Literary Practice; Director of Oscar Wilde Centre; Director of M.Phil. in Creative Writing	emcname@tcd.ie	OWC	**1360**
Dr Una Mannion	Assistant Professor in Literary Practice	umannion@tcd.ie	3160 OWC	**4397** **2885**
Professor Stephen Matterson	Professor (on leave MT)	smttrson@tcd.ie	4008	**1879**
Professor Chris Morash	Seamus Heaney Professor of Irish Writing; Athena SWAN Champion; EDI Chair and Liaison Officer	morashc@tcd.ie	OWC	**1400**
Dr Sinéad Moriarty	Assistant Professor in Children's Literature	moriars1@tcd.ie	4023	**1299**
Professor Andrew Murphy	1867 Professor of English; Director of PG Professional Development and	andrew.murphy@tcd.ie	4007	**3984**

	Coordinator of M.Phil Programmes (MT)			
Professor Bernice Murphy	Professor	murphb12@tcd.ie	4010	**2547**
Professor Eilean Ní Chuilleanáin	Professor Emerita	enchllnn@tcd.ie	OWC	**1360**
Dr Brendan O'Connell	Assistant Professor; Coordinator of Capstone Projects; Coordinator of Columbia Dual Degree	oconneb2@tcd.ie	4039	**2597**
Dr Nathan O'Donnell		naodonne@tcd.ie		
Dr Stephen O'Neill	Teaching Fellow in 20th Century Literature	oneillsb@tcd.ie		
Dr Melanie Otto	Assistant Professor; Director of Global Relations and Visiting Students (HT) (on leave MT)	ottom@tcd.ie	4009	**1355**
Professor Eve Patten	Professor; Director of the Long Room Hub	epatten@tcd.ie		
Dr Kevin Power	Assistant Professor (on leave HT)	powerk9@tcd.ie	OWC	2944
Dr Amy Prendergast	Assistant Professor in Eighteenth Century Studies; Undergraduate Coordinator	prendea1@tcd.ie	5090	**2322**
Dr Björn Quiring	Associate Professor; Coordinator of School of English Trinity Elective (HT); Coordinator of Evening Lectures	quiringb@tcd.ie	4021	**1346**
Dr Margaret Robson	Teaching Fellow	robsonm@tcd.ie	5030	

Professor Ian Campbell Ross	Professor Emeritus	icross@tcd.ie		
Professor John Scattergood	Professor Emeritus	jscatter@tcd.ie		
Professor Sam Slote	Professor; Director of the M.Phil. in Irish Writing; Fire Officer	slotes@tcd.ie	4022	**1319**
Dr Mark Sweetnam	Assistant Professor; Associate Dean of Undergraduate Common Architecture	sweetnms@tcd.ie	4110	**3694**
Dr Ema Vyroubalová	Assistant Professor; Coordinator of Study Abroad (Outgoing) (MT); Coordinator of School of English Trinity Elective (MT); Athena SWAN Champion (on leave HT)	vyroubae@tcd.ie	5089	**4722**
Dr Tom Walker	Associate Professor; Head of Discipline	walkerto@tcd.ie	5016	**4353**
Dr Pádraic Whyte	Associate Professor; Director of Research; Director of M.Phil. in Children's Literature	whytepa@tcd.ie	4083	**1224**

1.2.4 Email

If anyone in the School wishes to contact you, they will usually do so using your TCD e-mail address. Get into the habit of checking this account regularly. College staff will use only your TCD address, and will sometimes need to communicate with you, for instance with information regarding your classes.

Erasmus/Exchange students please note the above regarding e-mail contact also applies to you.

Off-Books students please note if you do not have access to your TCD e-mail, it is your responsibility to inform the School of alternative contact information. It is also your responsibility to contact the School to ensure you are enrolled in modules for the year you return to College.

You should email Elaine Maddock (maddocke@tcd.ie) in the March before the September in which you expect to return to College explaining that you have been off-books and request information for how to enrol in option modules for the coming year.

1.3 Key Locations

1.3.1 Undergraduate Student Office (Arts Building, Room 4016)

Elaine Maddock is the Undergraduate Programme Manager for all undergraduate students. If the office is closed, Elaine can be contacted at maddocke@tcd.ie or by phone on 01 896 2301.

1.3.2 Blackboard

Blackboard Learn (mymodule.tcd.ie) is College's Virtual Learning Environment (VLE). Depending on your module, you can access lecture notes, online assignments and other activities through Blackboard. When you are enrolled on a module you will automatically gain access to the Blackboard site for that module. You will need your College username and password to access Blackboard.

1.4 Key dates

Academic Year Calendar 2024/25 The University of Dublin

Academic Calendar Week	Week beginning	2024/25 Academic Year Calendar		Term / Semester
UG continuing years / PG all years		UG new first years		
1	26-Aug-24	Reassessment * (Semesters 1 & 2 of 2023/24)	←Michaelmas Term begins/Semester 1 begins	
2	02-Sep-24		Orientation (Postgraduate, Visiting &); Marking/Results	
3	09-Sep-24	Teaching and Learning	←Michaelmas teaching term begins	
4	16-Sep-24	Teaching and Learning	Orientation (JF UG)	
5	23-Sep-24	Teaching and Learning	Teaching and Learning	
6	30-Sep-24	Teaching and Learning	Teaching and Learning	
7	07-Oct-24	Teaching and Learning	Teaching and Learning	
8	14-Oct-24	Teaching and Learning	Teaching and Learning	
9	21-Oct-24	Study/Review	Study/Review	
10	28-Oct-24	Teaching and Learning (Monday, Public Holiday)	Teaching and Learning (Monday, Public Holiday)	
11	04-Nov-24	Teaching and Learning	Teaching and Learning	
12	11-Nov-24	Teaching and Learning	Teaching and Learning	
13	18-Nov-24	Teaching and Learning	Teaching and Learning	
14	25-Nov-24	Teaching and Learning	Teaching and Learning	
15	02-Dec-24	Revision *1	Revision *1	
16	09-Dec-24	Assessment *1	Assessment *1 ~	←Michaelmas term ends Sunday 15 December 2024/Semester 1 ends
17	16-Dec-24	Christmas Period - College closed 24 December 2024 to 1 January 2025 inclusive		
18	23-Dec-24		Christmas Period - College closed 24 December 2024 to 1 January 2025 inclusive	
19	30-Dec-24			
20	06-Jan-25		Foundation Scholarship Examinations ^	
21	13-Jan-25	Marking/Results	Marking/Results	←Hilary Term begins/Semester 2 begins
22	20-Jan-25	Teaching and Learning	Teaching and Learning	←Hilary teaching term begins
23	27-Jan-25	Teaching and Learning	Teaching and Learning	
24	03-Feb-25	Teaching and Learning (Monday, Public Holiday)	Teaching and Learning (Monday, Public Holiday)	
25	10-Feb-25	Teaching and Learning	Teaching and Learning	
26	17-Feb-25	Teaching and Learning	Teaching and Learning	
27	24-Feb-25	Teaching and Learning	Teaching and Learning	
28	03-Mar-25	Study/Review	Study/Review	
29	10-Mar-25	Teaching and Learning	Teaching and Learning	
30	17-Mar-25	Teaching and Learning (Monday, Public Holiday)	Teaching and Learning (Monday, Public Holiday)	
31	24-Mar-25	Teaching and Learning	Teaching and Learning	
32	31-Mar-25	Teaching and Learning	Teaching and Learning	
33	07-Apr-25	Teaching and Learning	Teaching and Learning	
34	14-Apr-25	Revision (Friday, Good Friday)	Revision (Friday, Good Friday)	←Hilary Term ends Sunday 20 April 2025
35	21-Apr-25	Assessment *2 (Monday, Easter Monday)	Assessment *2 (Monday, Easter Monday)	←Trinity Term begins
36	28-Apr-25	Trinity Week (Monday, Trinity Monday) *2	Trinity Week (Monday, Trinity Monday) *2	
37	05-May-25	Marking/Results (Monday, Public Holiday)	Marking/Results (Monday, Public Holiday)	
38	12-May-25	Marking/Results	Marking/Results	
39	19-May-25	Marking/Results	Marking/Results	
40	26-May-25	Research	Research	←Trinity Term ends Sunday 1 June 2025/Semester 2 ends
41	02-Jun-25	Research (Monday, Public Holiday)	Research (Monday, Public Holiday)	
42	09-Jun-25	Research	Research	
43	16-Jun-25	Research	Research	
44	23-Jun-25	Research	Research	
45	30-Jun-25	Research	Research	
46	07-Jul-25	Research	Research	
47	14-Jul-25	Research	Research	
48	21-Jul-25	Research	Research	
49	28-Jul-25	Research	Research	
50	04-Aug-25	Research (Monday, Public Holiday)	Research (Monday, Public Holiday)	

51	11-Aug-25	Research	Research
52	18-Aug-25	Research +	Research +

Deadlines for the submission of assessments can be found on the Blackboard pages for your modules.

1.5 Timetable

The timetable of lectures and seminars is posted online at https://my.tcd.ie/. If you have problems with the timetable, please contact your Year Head or the Undergraduate Programme Manager.

1.6 Study Abroad/Erasmus

School of English students (in both Single and Joint Honours) who wish to participate in an exchange at another EU university are invited to apply for the programme. Students can participate in an Erasmus or non-EU exchange in their Junior Sophister year. In order to gain the fullest experience, we encourage you to go for a full academic year, but one-semester exchanges can be accommodated where appropriate.

If you are in JH, we would strongly advise you to contact the Study Abroad Coordinator in each subject to check if there are any issues or restrictions you should be aware of before you apply. Unlike the College-wide, non-EU exchanges, Erasmus exchanges are arranged by individual departments with their partner institutions throughout the EU. JH students are free to apply for exchanges arranged by either of their departments,but must have the approval of both departments to participate in an exchange, and will be required to keep both departments informed about the modules studied abroad. Please note that, in order to be eligible for an Erasmus exchange, you must attain at least a II.2 grade in your annual examinations in English.

The Study Abroad Co-Ordinator (Outgoing) for the academic year 2024-25 is Dr Ema Vyroubalova (vyroubae@tcd.ie) in MT and Dr Seán Hewitt (shewitt@tcd.ie) in HT. They can be contacted through their email. They will offer information sessions on Erasmus and non-EU programmes to Senior Fresh students during MT. The list of Erasmus exchanges available through the School of English can be found here: https://www.tcd.ie/English/international/outgoing-erasmus/.

2. STUDENT REPRESENTATION

The School of English Committee, the body which governs the School, and decides issues of academic courses, assessment and examining, includes elected student representatives. Student input on School decisions is invaluable, and we strongly encourage the participation of all students in elections. These elections are convened by the Students' Union.

Student Partnership Policy

3. TUTORIAL SERVICE

Your College Tutor, who may not be in the School of English, is your main adviser on both academic issues and personal matters. He or she is appointed by College. You can get help with problems specifically relating to modules in English from your Year Head. If you don't know who your College Tutor is, you can find out by emailing the Senior Tutor's Office: stosec@tcd.ie.

3.1 Teaching in the School of English

Teaching in the School of English is delivered by lectures and tutorials, in the Fresher years, and by seminars in the Sophister years.

Lectures are supported by tutorials. JF and SF students will have seven tutorials in each course (exceptions are Origins of English 1 and 2, which have nine language classes). Each tutorial will consider one of the texts or topics that have been the focus of lectures. Tutorials are small groups and offer you the opportunity to discuss and develop your own ideas. It is very important, therefore, that you do the assigned reading for your tutorials and attend ready to participate in discussion. Attendance at tutorials is mandatory. If there are exceptional circumstances that mean you cannot attend you should notify your tutorial teacher and year head as soon as possible.

Our Sophister options are delivered through seminars. Each seminar will meet for 2 hours each week of term (apart from study week).

3.2 Programme Architecture

The JF year is designed to introduce you to the discipline of English. If you are studying English on its own (Single Honours) you will take ten compulsory modules. If you are combining English with another subject (Joint Honours) you will take four compulsory modules. The Trinity Joint Honours website contains valuable and clear information. You will find details of JH structure for each year in the relevant handbooks on the TJH website.

Descriptions of the modules can be found on the School of English website.

In your senior fresh (SF) year you will have the opportunity to choose between a number of different pathways. Your choice of pathway will determine the mix of modules that you will take and which of the possible degree outcomes (Single Honours, Joint Honours, Major with Minor) you are eligible for. It is therefore very important that you select carefully from the available options.

The College website offers a useful 'pathway tool', which outlines the choices available and the implications of these choices for the outcome of your degree.

3.2.1   Choosing your pathway (SF)

In the SF year, you may take EITHER 20 or 40 ECTS of English modules. The remaining 20–40 credits are made up from your second subject and/or Open Modules (OM)/Trinity Elective (TE) modules.

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                    ┌─────────────────────────┐
                    │   JF: 60 ECTS English (SH)   │
                    └─────────────────────────┘
                         │              │
          ┌──────────────────────┐  ┌──────────────────────┐
          │  SF: 40 ECTS English  │  │  SF: 40 ECTS English  │
          │   20 ECTS OM/TE      │  │  20 ECTS New Minor   │
          └──────────────────────┘  └──────────────────────┘
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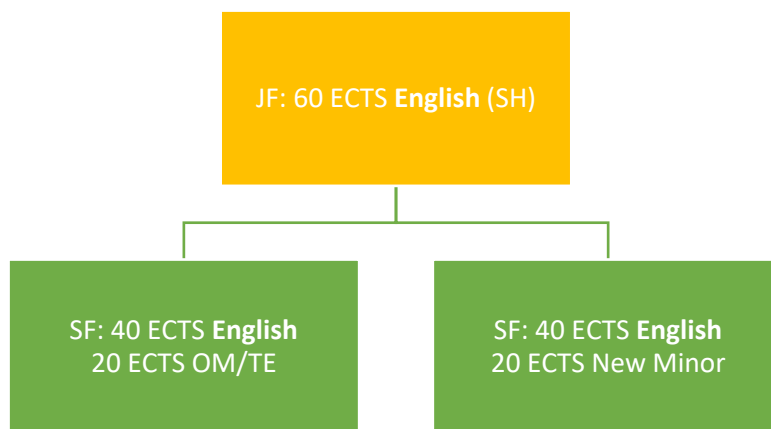
Students who enter through the **Single Honours programme** have the option to take 20 ECTS in Elective and/or Open modules. Alternatively, you can apply to take 20 ECTS in a second subject, which you may be allowed to do if space is available and depending on your JF results. Guidance on the modules to be taken for your second subject will be available from the School in question.
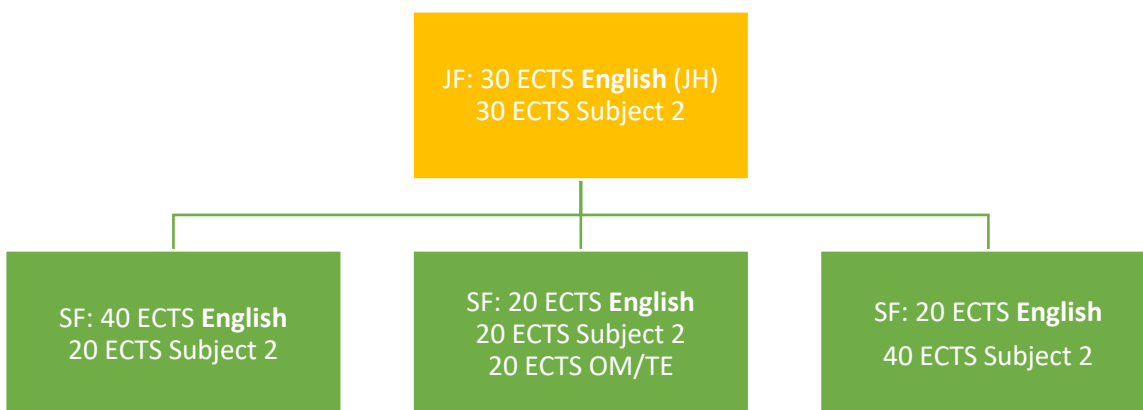
Students who enter through the **Joint Honours programme** have the option to take either 20 or 40 ECTS of English in the Senior Fresh year. Your remaining credits will be taken in your other subject and/or in Elective and Open Modules. In order to graduate with Single Honours in English you must take 40 ECTS of English in SF.

If you are taking Elective and Open modules, you must take at least one 5 ECTS Trinity Elective and at most two over the course of your degree. You may take only one Elective per term. The other credits are to be filled with Open Modules, as available.

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                    ┌─────────────────────────┐
                    │  JF: 30 ECTS English (JH)  │
                    │   30 ECTS Subject 2       │
                    └─────────────────────────┘
              │              │              │
   ┌──────────────────┐ ┌──────────────────┐ ┌──────────────────┐
   │ SF: 40 ECTS English │ │ SF: 20 ECTS English │ │ SF: 20 ECTS English │
   │  20 ECTS Subject 2  │ │  20 ECTS Subject 2  │ │  40 ECTS Subject 2  │
   │                     │ │  20 ECTS OM/TE      │ │                     │
   └──────────────────┘ └──────────────────┘ └──────────────────┘
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3.2.2 Choosing your Pathway (JS)

For your JS year, you will choose modules according to your intended exit qualifications. Students enrolled in the **Single Honours programme** can graduate either with a Single Honours award in English or with a major degree in English and a minor in a second subject.

```
                    SF: 40 ECTS English
                         20 ECTS
                       Minor/OM/TE

    JS: 50 ECTS English        JS: 40 ECTS English
    SS: 60 ECTS English        SS: 40 ECTS English

     Single Honours              Major Award in
        English                     English
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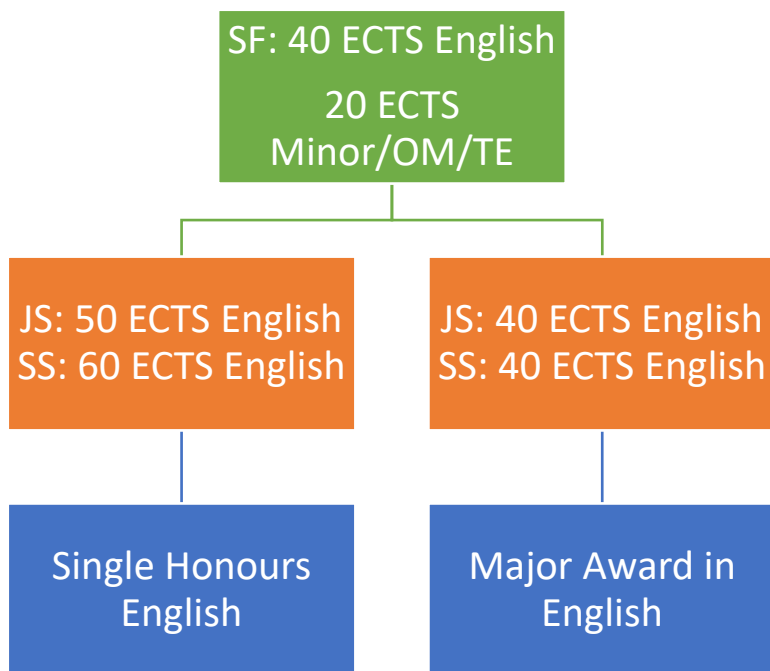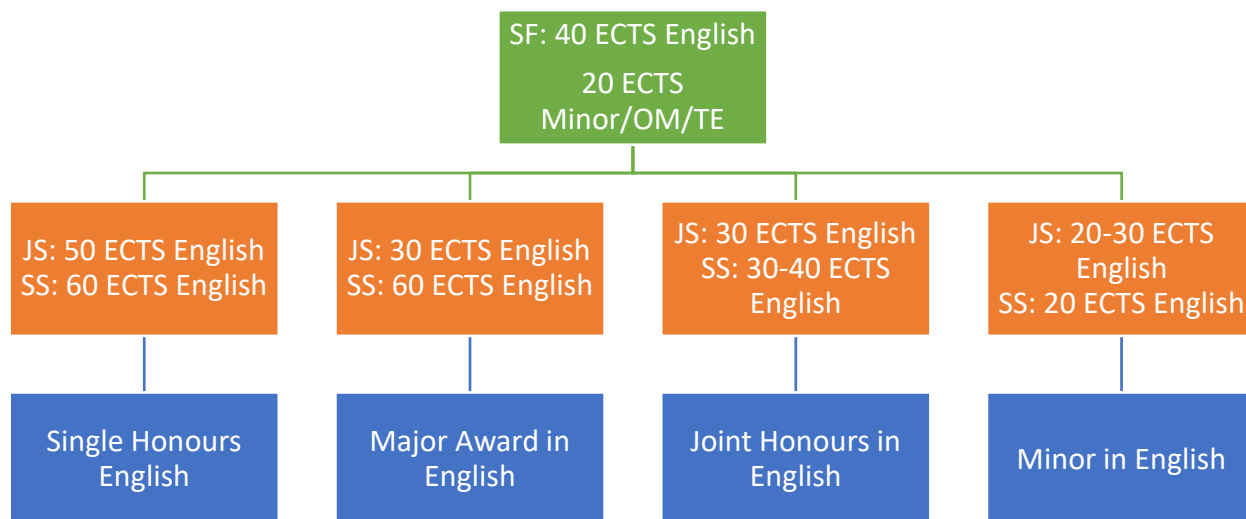
Students enrolled in the **Joint Honours programme** can graduate with Single Honours, Major with Minor, or Joint Honours degree.

- For a Single Honours degree, you must have taken 40 ECTS in English in SF. You must take 50 credits of your main subject in JS and 60 (including the capstone dissertation) in SS; the remaining 10 credits may be made up of modules in your Minor Subject or Open Module(s) or Trinity Elective(s)
- For a Joint Honours degree, you must take 30 credits of each subject in JS and 20 credits of each in SS; the capstone dissertation may be in either subject or both
- For a Major/Minor degree, you may either take 30 credits of each subject in JS and 60 credits of the Major subject in SS (dropping the Minor subject after JS), or 40 credits of the Major subject and 20 credits of the Minor subject in JS, and 40 credits of the Major subject (including the capstone dissertation) and 20 of the Minor subject in SS.

```
                    SF: 40 ECTS English
                    20 ECTS
                    Minor/OM/TE
```

JS: 50 ECTS English SS: 60 ECTS English	JS: 30 ECTS English SS: 60 ECTS English	JS: 30 ECTS English SS: 30-40 ECTS English	JS: 20-30 ECTS English SS: 20 ECTS English
Single Honours English	Major Award in English	Joint Honours in English	Minor in English

NB: Available pathways are subject to change and may be subject to capacity.

For a general overview of your pathways and degree awards use the Trinity 'pathway tool' here.

3.3 Programme Structure and Workload

3.3.1 Junior Fresh (JF)

The structure of your JF year will vary according to whether you are studying English as single honours (SH) or joint honours (JH).

3.3.1.1 Junior Fresh, Single Honours (JF SH)

Students in JF SH follow ten modules, all of them compulsory. You can find brief descriptions of each of the modules in Section 4.4, below, and more detailed descriptions and reading lists can be found on the School website.

- Two 10 ECTS modules are assessed by a combination of a 1000-word essay and an exam
- Two 5 ECTS modules are assessed by exam
- Two 5 ECTS modules are assessed by a 1500–2000 word essay
- Two 5 ECTS modules are assessed through continuous assessment.

All modules are assessed in the semester in which they are taught.

All modules are taught by lectures and tutorials, with the exception of Origins of English 1 & 2, which are taught by lectures and weekly language classes.

Michaelmas Term		Hilary Term	
Module	**Credits**	**Module**	**Credits**
ENU11008 Genres: Introduction to Literary Studies (Dr Tom Walker) **ESSAY and EXAM**	10	**ENU11003** Irish Writing (Dr Paul Delaney) **ESSAY and EXAM**	10
ENU11009 Imagining the Middle Ages (Dr Brendan O'Connell) **ESSAY**	5	**ENU11004** Early Modern Literature: Themes, Texts and Context (Dr Mark Sweetnam and Dr Ema Vyroubalova) **ESSAY**	5
ENU11010 Origins of English 1 (Dr Alice Jorgensen) **CONT ASSESSMENT**	5	**ENU11005** Origins of English 2 (Dr Mark Faulkner) **CONT ASSESSMENT**	5
ENU11001 Shakespeare (Prof Andy Murphy) **EXAM**	5	**ENU11006** Cultures of Retelling (Lecturer TBC) **EXAM**	5
ENU11002 Writing Childhoods (Dr Jane Carroll) **ESSAY**	5	**ENU11007** Pulp: Introduction to Popular Literature (Dr Bernice Murphy) **ESSAY**	5

3.3.1.2 Junior Fresh, Joint Honours (JF JH)

Students in JF JH follow four modules, shared with JF SH, all of them compulsory. See Section 4.4, below, more detailed descriptions and reading lists can be found on the School of English website.

- Two 10 ECTS modules are assessed by an essay and an exam
- Two 5 ECTS modules are assessed by an assignment
- All modules are assessed in the semester in which they are taught.
- All modules are taught through lectures and tutorials.

Michaelmas Term		Hilary Term	
Module	**Credits**	**Module**	**Credits**
Genres: Introduction to Literary Studies (Dr Tom Walker) **ESSAY and EXAM**	10	Irish Writing (Dr Paul Delaney) **ESSAY and EXAM**	10
Imagining the Middle Ages (Dr Brendan O'Connell) **ESSAY**	5	Early Modern Literature: Themes, Texts and Context (Dr Ema Vyroubalova and Dr Mark Sweetnam) **ESSAY**	5

3.3.2 Senior Fresh (SF)

As outlined in Section 4.1.1 above, your choice of degree pathway at the end of your JF year will determine whether you take 20 or 40 ECTS in English in SF.

3.3.2.1.1 SF JH Students taking 20 ECTS of English

If you take 20 ECTS of English, your SF year will look like this:

Michaelmas Term	Hilary Term
Two of the following modules including **at least one** of the asterisked modules: *Writing the Body, 1690-1800: Gender, Race, and Power *Reading the Victorians: Literature, Culture, History	**Two** of the following modules including **at least one** of the asterisked modules: *British Romantic Literature, 1789-1830 *Modernisms: Making it New Postcolonial Literature: An Introduction to Key Debates and Texts

Michaelmas Term	Hilary Term
US American Identities: Harlem Renaissance to the Present Fundamentals of Literary Theory	Imagining the Contemporary: No future?
10 ECTS Subject 2	**10 ECTS Subject 2**
10 ECTS Open/Electives	**10 ECTS Open/Electives**

Alternatively you may choose to take 20 ECTS per term in your other subject (without Open/Elective modules).

3.3.2.1.2 SF JH Students taking 40 ECTS of English

If you take 40 ECTS of English, your SF year will look like this:

Michaelmas Term	Hilary Term
Writing the Body, 1690-1800: Gender, Race, and Power Reading the Victorians: Literature, Culture, History US American Identities: Harlem Renaissance to the Present Fundamentals of Literary Theory	British Romantic Literature, 1789-1830 Modernisms: Making it New Postcolonial Literature: An Introduction to Key Debates and Texts Imagining the Contemporary: No future?
10 ECTS Subject 2	**10 ECTS Subject 2**

3.3.2.1.3 SF JH STUDENTS DECIDING TO SWITCH TO SINGLE HONOURS IN EITHER SUBJECT

Students who wish to graduate with a Single Honours degree in English must ensure that they are taking 40 ECTS in English in their SF year. In that case they may take 40 ECTS (20 credits per

term) in English in SF year, plus 10 ECTS per term of Trinity Electives and Open modules. Please be aware that if you choose to give up either of your subjects at the end of first year you will not be able to have that subject as part of your final degree.

3.3.3   Sophister Options
The shape of your sophister years will be determined by the pathway you have chosen. If you have chosen to exit with a Single Honours degree in English, you must take 50 credits in English in JS and 60 (including the capstone dissertation) in SS; the remaining 10 credits may be made up of modules in your Minor Subject or Open Module(s) or Trinity Elective(s).

For a Joint Honours degree, you must take 30 credits of each subject in JS and 20 credits of each in SS; the capstone dissertation may be in either subject or both.

For a Major/Minor degree, you may either take 30 credits of each subject in JS and 60 credits of the Major subject in SS (dropping the Minor subject after JS), or 40 credits of the Major subject and 20 credits of the Minor subject in JS, and 40 credits of the Major subject (including the capstone dissertation) and 20 of the Minor subject in SS.

The School of English offers a wide range of modules, covering the entire range of English literature from the Middle Ages to the contemporary. A full listing of Sophister modules, along with course descriptors and details of assessment can be found on the School of English website.

3.4 Learning Outcomes
Detailed information concerning the content, aims and objectives, required reading, bibliographies, assessment practices and learning outcomes for each module will be provided during the first week of term. Updated information is also available on the School website (www.tcd.ie/English), and dedicated materials for some modules are also provided in the Blackboard online learning system.

3.5 Registration for Pathways
Registration for JF students on Year 2 pathway for Academic Year 23/24

Students in Year 1 of English will be invited during the Trinity term to select the year 2 pathway, which may include taking up a new subject as a minor (SH programmes only) in Year 2; taking Open Modules & Trinity Electives, and/or core-optional modules.

Students will be advised of how they will do this and where they will find relevant module information several weeks before they are invited to register. Timetabling may restrict the availability of modules to individual students.

Note that students who defer or repeat any assessment at the supplemental session will not be able to choose their modules until the second round of OME opens in September.

Registration for SF students on Year 3 pathway for Academic Year 25/26

Students in Year 2 of English will be invited during the Trinity term to indicate their preferences for Year 3 of their studies, including Trinity Electives and Open Modules as per their course structure.

Students will be advised on how to do this, and where to access the relevant module information several weeks before they are invited to register. Timetabling may restrict the availability of modules to individual students.

Note that students who defer or repeat any assessment at the supplemental session will not be able to choose their modules until the second round of OME opens in September.

Registration for JS students on Year 3 pathway for Academic Year 25/26

Students in Year 3 of English will be invited during the Trinity term to indicate their preferences for Year 3 of their studies, including Trinity Electives and Open Modules as per their course structure.

Students will be advised on how to do this, and where to access the relevant module information several weeks before they are invited to register. Timetabling may restrict the availability of modules to individual students.

Note that students who defer or repeat any assessment at the supplemental session will not be able to choose their modules until the second round of OME opens in September.

3.6 Coursework Requirements

Details of the assessment of modules are provided on Blackboard (mymodule.tcd.ie) and on the School website.

3.7 Capstone Project

The capstone project is an important part of the final year of your degree. It is the common element across all degree exit routes and is weighted at 20 ECTS. It requires a significant level of independent research by the student.

The capstone should:

- be an integrative exercise that allows students to showcase skills and knowledge which they have developed across a range of subject areas and across the four years of study
- result in the production of a significant piece of original work by the student
- provide students with the opportunity to demonstrate their attainment of the four graduate attributes: to think independently, to communicate effectively, to develop continuously and to act responsibly

For 2024-25 the School of English is offering three models for this 20-credit capstone to its Senior Sophister students. These models are the **dissertation model**, a **creative writing model**, and an **open collections model**, founded on a project based in College archives or special collections in conjunction with the Library.

The three models are explained in detail in the Capstone Project Handbook.

3.7.1 General timeline for allocation of capstone projects to Junior Sophister Students

For students wishing to apply for the **Creative Writing Model**:

Week 3-4 MT 2024: virtual webinar/meeting to explain the Creative Writing Capstone model, how to write a proposal, the process of supervisor allocation and to answer questions. A list of sample topics/titles of past Creative Writing capstone projects will be available at this meeting.

Week 7 MT 2024: **Creative Writing proposals must be submitted by email to the Undergraduate Programme Manager Elaine Maddock by noon, on Friday of Week 7:** maddocke@tcd.ie .

"Creative Writing Capstone Project Proposal" as the subject line of your email.

The proposal should be around 500 words long and should give a clear idea of the subject and scope of the work planned.

Students are also required to submit a sample of recent creative writing of around 1,000 words and a short covering letter detailing their Creative Writing experience.

Forms for the proposals will be emailed to you and will also be available on School website: https://www.tcd.ie/English/. **Friday noon of MT Week 7 is the deadline for submission.**

Week 11 MT 2024: **students receive response/ allocation by email from the Undergraduate Programme Manager.**

Week 13 HT 2025: students should contact their allocated supervisors to discuss their individual research plans. Over the summer you should begin to work on your project, as advised by your supervisor.

For students wishing to apply for the **Open Collections Model**:

Week 1 HT 2025: virtual webinar/meeting to explain the Open Collections model, how to write a proposal for it, the process of supervisor allocation and to answer questions. A list of sample archival/collections projects will be available at this meeting.

Week 2 HT 2025: Students considering applying for the **Open Collections** model should **email and/or meet with an appropriate member of staff** during an office hour to discuss their ideas and get feedback.

Week 3 HT 2025: **Open Collections proposals must be submitted by email to the Undergraduate Programme Manager Elaine Maddock by noon, Friday of Week 3:** maddocke@tcd.ie .

Week 6 HT 2025: students receive response/ allocation from the capstone project committee/Sophister Office via email.

Week 13 HT 2025: students should contact their supervisors to initiate their individual research plans. Over the summer you should begin to work on your research materials, as advised by your supervisor.

Please use "Capstone Project Proposal" as the subject line of your email.

The proposal should be around 500 words long.

The proposal should provide a context for the work proposed and demonstrate critical engagement with appropriate material. It should include an indicative bibliography.

Forms for the proposals will be emailed to you and will also be available on School website: https://www.tcd.ie/English/. **Friday of Week 3 HT at 12 noon is the deadline for submission.**

Week 6 HT 2025: **students receive response/ allocation by email from the Sophister office**.

Week 13 HT 2025: students should contact their allocated supervisors to discuss their individual research plans. Over the summer you should begin to work on your research materials, as advised by your supervisor.

For students planning to do the **Dissertation Model**:

The entire application process for the Dissertation model occurs in HILARY TERM in the JS year.

The Dissertation model capstone is the most popular capstone model and the School has greatest supervisory capacity in the dissertation model. It is the also the default model in the sense that students whose applications for the Creative Writing and/or Open Collections models have been unsuccessful automatically have to apply for the Dissertation model.

Pease note you cannot choose or request your supervisor. Supervisors will be allocated with care--all staff are qualified to supervise UG dissertations and you may be allocated a supervisor who works outside of your dissertation topic.

2024-25

Week 4-5 HT 2025: Online meeting/webinar for JS students to explain the Dissertation model, how to choose a topic, how to write a proposal, and to answer questions

Weeks 5-6 HT 2025: **email and/or meet with an appropriate member of staff** during an office hour to discuss your proposal (i.e. if you want to write on Irish poetry, please contact a member of staff who specializes in that area)

: The dissertation capstone project proposals submitted to the Undergraduate Programme Manager Elaine Maddock by email: maddocke@tcd.ie .

Please use "Capstone Project Proposal" as the subject line.

The proposal for the dissertation model should be a paragraph or two (around 500 words in total). It should provide a context for the work proposed and demonstrate critical engagement with appropriate material. It should include an indicative bibliography.

Forms for the dissertation proposal will be emailed to you and will also be available on School website: https://www.tcd.ie/English/. Friday of HT Week 9 at 12 noon is the deadline for submission.

Week 12 HT 2025: students receive response/ allocation by email from the Sophister Office.

Week 13 HT 2025: students should contact their supervisors to discuss their individual research plans. Over the summer you should begin to work on your research materials, as advised by your supervisor.

Capstone Project Contacts:

Capstone Project	Name	Email
Dissertation	Dr Brendan O'Connell	oconneb2@tcd.ie
Creative Writing	Dr Carlo Gébler	carlogebler@gmail.com
	Una Mannion	umannion@tcd.ie
	Eoin McNamee	emcname@tcd.ie
	Dr Kevin Power	powerk9@tcd.ie
Open Collections	Dr Julie Bates	batesju@tcd.ie

See also:

Capstone website

Policy on Good Research Practice

3.8 Marking Scale
School of English: Grade Descriptors
The following are the agreed School guidelines on standards for marking assessment essays, standards equivalent to those used in examinations:

I (70—100%): First class written work will normally be characterised by consistent evidence of all of the following: an excellent understanding of appropriate texts and/or up-to-date scholarship and/or criticism and/or theory; an exceptional ability to deploy relevant knowledge in the service of an argument which manifests independent (even, on occasion, genuinely

original) thought; the ability to employ accepted scholarly procedures relating to the integration and attribution of sources, footnoting, and bibliography, as well as an exceptional control of written English—including grammar and spelling—along with an appropriately extensive lexical range.

II.1 (60—69%): Upper second class written work will normally be characterised by consistent evidence of all or most of the following: an extremely competent understanding of appropriate texts and/or scholarship and/or criticism and/or theory; a notable ability to deploy relevant knowledge in the service of an argument which manifests independent thought; the ability to employ accepted scholarly procedures relating to the integration and attribution of sources, footnoting, and bibliography, as well as an extremely sound control of written English—including grammar and spelling—along with an appropriate lexical range.

II.2 (50—59%): Lower second class written work will normally be characterised by consistent evidence of most or all of the following: a reasonably competent understanding of relevant texts and/or scholarship and/or criticism and/or theory; signs of an ability to deploy knowledge directed specifically to the question being answered; evidence of a serious attempt to employ scholarly procedures relating to the integration and attribution of sources, footnoting, and bibliography, as well as a generally sound control of written English— including grammar and spelling—along with a reasonably extensive lexical range.

III (40—49%): Third class written work will normally be characterised by evidence of a basic competence in relation to relevant texts and/or scholarship and/or criticism and/or theory, as well as signs of an appropriate attempt to direct the knowledge available to the question being answered. There may be evidence of deficiencies in one or more of the following areas: deployment of scholarly procedures concerning the proper integration and attribution of sources, footnoting, and bibliography; grammar and/or spelling; appropriate lexical range.

F1 (30—39%): Written work in the F1 range will normally fail to display even basic competence in relation to the ability to construct an answer to the question posed, based on knowledge of some relevant texts and/or appropriate scholarship and/or criticism and/or theory. Even work which does reveal such basic competence may fall into the F1 category, if there are excessive deficiencies in any one or more of the following areas: deployment of scholarly procedures concerning the proper integration and attribution of sources, footnoting, and bibliography; grammar and/or spelling; appropriate lexical range.

F2 (0—29%): Written work in the F2 range will reveal some or all of the weaknesses noted under F1, but to a greater, perhaps even extreme, extent.

3.9 Deadlines and Extensions
Deadlines:

An assignment submitted without an extension within seven days of the deadline will automatically have its grade reduced by 10 marks. Once seven days after the deadline have passed, if an extension has not been granted, a fail mark (0) will be returned for the assignment.

Extensions:
The mechanism for requesting an extension is to contact the Undergraduate Coordinator, Dr Amy Prendergast (prendea1@tcd.ie) Visiting Students should contact the Director of Global Relations and Visiting Students Dr Alice Jorgensen (jorgena@tcd.ie) in MT and Dr Melanie Otto (ottom@tcd.ie) in HT.

Acceptable reasons for extension requests are:
- Illness: supporting documentation is required, such as a medical certificate or letter from the Disability Service or Counselling Service
- Exceptional personal circumstances: in this instance you need to make a request through your College Tutor

Extension requests will not be considered in relation to clashing deadlines or extra-curricular activities. Except in truly exceptional personal circumstances, extension requests will not be considered on the day of a deadline, be granted retrospectively or be offered on top of prior extensions.

3.10 Attendance Requirements

College regulations state that students 'must take part fully in the academic work of their class throughout the period of their course' (*Calendar* H5), and the ECTS calculation for all modules in English includes a proportion of credits for attendance and participation. Students are therefore expected to participate fully in all modules throughout the year, and should communicate with staff or their Tutor if anything prevents their attendance. Staff will keep a record of attendance, whether sessions take place face-to-face or online.

3.11 Absence from Examinations

If you think you are too ill to sit an examination:

- See your doctor and obtain a medical certificate giving the dates and reason for your absence

- Contact your College Tutor as soon as possible. If you do not know who your College Tutor is, you will find their contact details in your my.tcd.ie record

- Your Tutor may apply for you to defer one or more examinations to the Supplemental Session.

If you become ill during an examination tell the Chief Invigilator who will arrange for you to be taken to the Medical Centre.

If there is any other grave reason why you may not be able to take your examinations (e.g. *ad misericordiam* reasons) contact your College Tutor and discuss your options. See further details in the [College Calendar, Part II, Conduct of Examinations and Submission of Assessed Work (§§ 34-56), pp. 35-7.](#)

3.12 External Examiners

The School of English external examiners are Prof Diana Wallace, Professor of English Literature, University of South Wales and Dr Stephen Kelly, Senior Lecturer in English, Queen's University Belfast.

3.13 Progression Regulations

In order to pass and rise with their year, students must obtain credit for the academic year by satisfactory attendance at lectures and tutorials and by carrying out, submitting and sitting the required assessment components. In addition, students must pass the year by achieving, at a minimum, an overall credit-weighted average pass mark (minimum 40 per cent) for the year at course level, and either:

    a. accumulate 60 credits by achieving a pass mark in all modules, or

    b. pass by compensation. All modules and components are compensatable. In order to pass a year by compensation, students:

        (1) are required to obtain a minimum of 50 credits at grade pass or above and obtain a module mark of at least 35 per cent in any remaining module(s);

        (2) may accumulate a maximum of 10 credits at qualified pass (QP) where the mark lies between 35-39 per cent.

The same compensation regulations apply at the reassessment session as at the annual end- of-year court.

Students are required to present for reassessment at the reassessment session when:

    a. they obtain in excess of 10 credits at qualified pass (QP) (i.e. marks between 35-39 per cent);

    b. they fail any module (i.e. achieve a mark below 35 per cent);

    c. they do not obtain an overall pass for the year at course level;

    d. or any combination of *(a) – (c)*.

Students who pass a module at either Semester 1 or 2 are not permitted to be reassessed in order to improve their performance.

Students who fail in one or both subjects at the supplemental examination may be permitted to repeat the year in both subjects.

What this means: a JF JH student who fails any module with a mark under 35, or who fails more than ten credits at 35-39, has failed the year. That student will retake examinations and resubmit failed essays and assessments for the failed modules in the supplemental examination session. Students who do not pass at the supplemental examination session are permitted to repeat the year. Students may repeat any given year of the degree only once.

All assessed work must be submitted. Absent work will be marked at zero. You may only pass a module if you submit all assessed elements.

Students are entitled to view their examination scripts when discussing their examination and assessment performance with examiners. Students can view their exam scripts and markers' comments on Blackboard once marks have been published.

See also:

Calendar, Part II, General Regulations & Information

Calendar, Part II, Part C

3.14 Awards

Your degree award (Single Honours, Major with Minor, Joint Honours) will depend on the choice made within the your programme of study. Upon successful completion of your studies you will be conferred with a Bachelor in Arts (Moderatorship) award. For more information see Section 4.1 above and Trinity Pathways.

References/Sources:

National Framework for Qualifications

3.15 Graduate Attributes

Trinity's courses in English have been designed to foster the attainment of Trinity's graduate attributes of thinking independently, communicating effectively, developing continuously, and acting responsibly.

The ability to **think independently** is fostered at all stages of English in the approaches taken to teaching and learning, as well as the methods of formative and summative assessment used within the School. Small group teaching – in tutorials during the Fresher years and seminars during the Sophister years – is a vital part of the School's ethos, and encourages students to develop their powers of independent critical thought from the beginning of the degree. The emphasis on continuous, formative assessment also plays a crucial role in producing graduates who are exceptionally adept at thinking independently. This culminates in the capstone project, a significant piece of research carried out by each student as an independent research project.

Enabling our graduates to **communicate effectively** is central to the degree. Over the four years of the course, students have constant opportunities to develop their verbal communication skills, both written and oral. They are taught to think clearly, use language accurately and impactfully, to argue rigorously, and to present their work appropriately. These skills are developed through presentations, essays, collaboration through group- and teamwork, and opportunities for the acquisition and development of digital skills.

The field of English studies is dynamic and developing. The nature of the field is reflected in the School's curriculum: our teaching is continuously being updated to reflect new discoveries in disciplinary knowledge, and innovations in methodological approaches. The study of English literature is presented as open-ended and evolving, ensuring that our students are equipped to **develop continuously**.

Literature plays a vital and unparalleled role in revealing how human beings understand, and have understood, our world and our place within it. The study of literature allows us to explore fundamentally important human concerns: including such issues as religion, belief, society, ethics, and science. As trained readers, our students gain the analytical skills to critically interrogate how the discussion of these issues has been, and is framed, and as readers of literature they learn the necessity of empathy and understanding. These skills produce graduates who are unusually well equipped to **act responsibly**.

3.16 Student Feedback and Evaluation

The School of English seeks feedback on undergraduate modules through meetings each term between the Director of Undergraduate Teaching and Learning and the class representatives. Individual lecturers and teaching assistants may also, at their discretion, ask students to complete evaluation forms. The School welcomes student feedback and would encourage you to fill in such forms and to respond to your reps when they ask for comments.

Schools are required to report on the implementation of undergraduate modules and postgraduate course evaluations through the Annual Faculty Quality Report, including the percentage of modules and courses evaluated, the response rate, repeat issues arising from evaluations, actions taken and methods to close the feedback loop to students. The results of these surveys are used to inform the School or Programme Self-Assessment Report (SAR) for quality reviews and influence policy development and change at local and institutional level.

If you have a concern or complaint with any aspect of your course in English, you are welcome to contact the lecturer responsible, the Head of Freshers, the Director of Undergraduate Teaching and Learning, or the Head of Discipline. Alternatively you may wish to talk in the first instance to your class reps or your College Tutor and ask them to talk to the School on your behalf. For College policies see the following resources:

- Academic Policies – https://www.tcd.ie/teaching-learning/academic-policies/

- Student Complaints Procedure – https://www.tcd.ie/about/policies/Student%20Complaints%20Procedure.php

- Dignity and Respect Policy – https://www.tcd.ie/equality/policy/dignity-and-respect-policy/

4. ACADEMIC WRITING

4.1 Stylesheet and Word counts

A copy of the School of English stylesheet and details of the wordcount for each of your modules can be found on the Blackboard page for that module.

Penalties will apply to essays which exceed the word count. If an essay exceeds the prescribed word count by 10% or more, five marks will be deducted. Where the word limit is expressed as a range (e.g. 2000-2500 words), the penalty will be applied if the upper limit has been exceeded by 10% or more. The word count includes footnotes but not the bibliography.

4.2 Plagiarism and Referencing Guide

All students must complete the online tutorial on avoiding plagiarism 'Ready, Steady, Write', located here. Please also view the guide to academic integrity and avoiding plagiarism here.

4.3 University regulations on plagiarism

Plagiarism is interpreted by the University as the act of presenting the work of others as one's own work, without acknowledgement. Plagiarism is considered as academically fraudulent, and an offence against University discipline. The University considers plagiarism to be a major offence, and subject to the disciplinary procedures of the University.

Plagiarism can arise from deliberate actions and also through careless thinking and/or methodology. The offence lies not in the attitude or intention of the perpetrator, but in the action and in its consequences.

Plagiarism can arise from actions such as:

a. copying another student's work;

b. enlisting another person or persons to complete an assignment on the student's behalf;

c. quoting directly, without acknowledgement, from books, articles or other sources, either in printed, recorded or electronic format;

d. paraphrasing, without acknowledgement, the writings of other authors.

Examples (c) and (d) in particular can arise through careless thinking and/or methodology where students:

a. fail to distinguish between their own ideas and those of others;

b. fail to take proper notes during preliminary research and therefore lose track of the

sources from which the notes were drawn;

c. fail to distinguish between information which needs no acknowledgement because it is firmly in the public domain and information which might be widely known, but which nevertheless requires some sort of acknowledgement;

d. come across a distinctive methodology or idea and fail to record its source.

e. All the above serve only as examples and are not exhaustive.

Students should submit work done in co-operation with other students only when it is done with the full knowledge and permission of the lecturer concerned. Without this, work submitted which is the product of collusion with other students may be considered to be plagiarism.

4.4 Avoiding plagiarism

Students should ensure the integrity of their work by seeking advice from their lecturers, Tutor, or supervisor on avoiding plagiarism. A general set of guidelines for students on avoiding plagiarism is available on https://libguides.tcd.ie/academic-integrity

If plagiarism is suspected, in the first instance, the Director of Teaching and Learning (Undergraduate), or their designate, will write to the student, and the student's Tutor advising them of the concerns raised. The student and Tutor (or, if the student prefers, a representative from the Students' Union) will be invited to attend an informal meeting with the Director of Teaching and Learning (Undergraduate), or their designate, and the lecturer concerned, in order to put their suspicions to the student and give the student the opportunity to respond. The student will be requested to respond in writing stating his/her agreement to attend such a meeting and confirming on which of the suggested dates and times it will be possible for them to attend. If the student does not in this manner agree to attend such a meeting, the Director of Teaching and Learning (Undergraduate), or designate, may refer the case directly to the Junior Dean, who will interview the student and may implement the procedures as referred to under conduct and College regulations.

If the Director of Teaching and Learning (Undergraduate), or designate, forms the view that plagiarism has taken place, he/she must decide if the offence can be dealt with under the summary procedure set out below. In order for this summary procedure to be followed, all parties attending the informal meeting must state their agreement in writing to the Director of Teaching and Learning (Undergraduate), or designate. If the facts of the case are in dispute, or if the Director of Teaching and Learning (Undergraduate), or designate, feels that the penalties provided for under the summary procedure below are inappropriate given the circumstances of the case, he/she will refer the case directly to the Junior Dean, who will interview the student and may implement College procedures.

If the offence can be dealt with under the summary procedure, the Director of Teaching and Learning (Undergraduate), or designate, will recommend one of the following penalties:

- **Level 1:** Student receives an informal verbal warning. The piece of work in question is inadmissible. The student is required to rephrase and correctly reference all plagiarised elements. Other content should not be altered. The resubmitted work will be assessed and marked without penalty;

- **Level 2:** Student receives a formal written warning. The piece of work in question is inadmissible. The student is required to rephrase and correctly reference all plagiarised elements. Other content should not be altered. The resubmitted work will receive a reduced or capped mark depending on the seriousness/extent of plagiarism;

- **Level 3:** Student receives a formal written warning. The piece of work in question is inadmissible. There is no opportunity for resubmission.

Provided that the appropriate procedure has been followed and all parties are in agreement with the proposed penalty, the Director of Teaching and Learning (Undergraduate) should in the case of a Level 1 offence, inform the course director and where appropriate the course office. In the case of a Level 2 or Level 3 offence, the Senior Lecturer must be notified and requested to approve the recommended penalty. The Senior Lecturer will inform the Junior Dean accordingly. The Junior Dean may nevertheless implement College procedures.

If the case cannot normally be dealt with under the summary procedures, it is deemed to be a Level 4 offence and will be referred directly to the Junior Dean

See also:

Calendar, Part II, General Regulations & Information, 'Plagiarism'

Academic Integrity homepage

Ready Steady Write tutorial

Coversheet declaration

Levels and consequences of plagiarism

5. SCHOLARSHIPS AND PRIZES

5.1 Foundation Scholarships

A limited number of valuable Foundation Scholarships are offered each year on the basis of a College-wide competitive examination, which is held in January. Students can enter for this examination only in the SF year, although exceptions may be made in exceptional cases. If you are thinking of sitting the Scholarship examination, you should consult with the Director of

Teaching and Learning (Undergraduate) or with any member of staff early in MT of the year you want to enter. Formal notice must be given before November 2024 on a prescribed form that can be downloaded from the Examinations Office website: http://www.tcd.ie/vp-cao/teo/vpindexexams.php. A meeting for students planning to apply for Foundation Scholarship will be held in MT, to clarify issues in relation to the examination. For further information on Scholarship see **Calendar, Part II, Foundation and Non-Foundation Scholarships**

5.2 Prizes, Medals and Other Scholarships

Several prizes are offered to students of English on the basis of the annual examinations: Composition Prizes, the Robert Wallace Henry Exhibition (for the highest marks in JF), the Costello Prize (for the best woman student in SF), the Richard F. Littledale Prize (for the highest marks in SF JH, and another for the highest marks in SF SH), and the Prize in Old and Middle English (for the highest marks in English language in the Fresher years). These are all automatically awarded on the basis of marks achieved.

There are also some prizes of special interest to students of English awarded on the basis of specially submitted work. The details of these prizes are below. Few of these prizes are worth a great deal in terms of money, but they have prestige value and add distinction to a curriculum vitae. Students who have an interest in the subjects prescribed should seriously consider entering for them, and should contact the Head of Discipline.

5.2.1 SCHOOL OF ENGLISH PRIZES

http://www.tcd.ie/English/undergraduate/sophister/prizes.php

Title	Details
ANNE O'CATHASAIGH PRIZE	This prize was founded in 2003 in memory of Anne O'Cathasaigh and is awarded annually for an essay (c. 5,000 words) on W.B. Yeats. Value, €400. Essays should be submitted to the Senior Lecturer by 31st January 2025. Topic for 2025: Yeats and Money
BRONTË PRIZE	This prize was founded in 1921 by a bequest from Miss A.G. Woolson of Portland, U.S.A. It is awarded triennially by the Board on the recommendation of a committee for the best essay on either (a) an English author of Irish descent, or (b) the seats of learning in Ireland prior to 900 a.d. The committee consists of the Regius Professor of Greek and the Professors of Latin and English Literature. A candidate must be of Irish birth or have been domiciled in Ireland for at least ten years. The candidate must also be an undergraduate of the University or a graduate

	of not more than five years' standing. The next award will be made in 2025. Value, €1,905.
COMPOSITION PRIZES IN MODERN LANGUAGES	Composition prizes are awarded each year to Junior and Senior Fresh students in the School of English (2 prizes), the Departments of French (6), Germanic Studies (6), Hispanic Studies (4), Irish and Celtic Languages (4), Italian (4), and Russian and Slavonic Studies (4), following two-subject moderatorship, European studies, computer science and language and single honour courses. If sufficient merit is shown, two additional prizes may be awarded in English and in French. One prize for composition in English is awarded to Sophisters. Value, €40 each. Each prize may be divided between students of equal merit.
COSTELLO PRIZE IN ENGLISH LITERATURE	This prize derives from the bequest made in 1954 by Miss Louisa G. Costello. It is awarded annually to the woman student who achieves the best performance in the annual Senior Fresh examination in Trinity term in English. Value, €45.
COTTER PRIZE IN MODERN LANGUAGES	This prize was founded in 1953 by a bequest from W.E.P. Cotter. It is awarded annually to the most highly placed unsuccessful Joint Honours candidate for scholarship in modern languages and literature. Value, €75.
DR HENRY HUTCHINSON STEWART LITERARY SCHOLARSHIPS	These scholarships were founded in 1884 by a bequest from Henry Hutchinson Stewart. Two scholarships, value €500 and €400, are awarded annually to those students who have obtained the highest aggregate of marks in the two-subject moderatorship examinations and whose major subject was a modern language (English, French, German, Irish, Italian, Russian, Spanish). At least one scholarship is reserved for a student whose minor subject was also a modern language. If holders are engaged on full-time postgraduate study in the area of modern languages, the scholarships are increased to €4,445 and €3,175, and renewed at this level for a maximum of a further two years.
EDWARD MILLINGTON STEPHENS PRIZE	This prize was founded in 1972 by a bequest from Mrs L.M. Stephens. The prize will be awarded annually for an essay on some aspect of the Anglo-Irish literary movement. Value, €166. Essays should be submitted to the Head of Discipline in the School of English by 31st January 2025. Topic for 2025: Collaboration

PRIZE IN OLD AND MIDDLE ENGLISH	This prize is awarded annually to the student obtaining the highest marks in English language in the Fresh years. Value, €30.
RICHARD F. LITTLEDALE PRIZE	This prize was founded in 1892 by subscription in memory of Richard F. Littledale. The prize is divided and is awarded annually for the highest marks, without loss of class, at the Senior Fresh honours examination in English to a Senior Fresh student in SH English and to a Senior Fresh student of English in two-subject moderatorship. Value (division I) SH€350; (division II) two-subject moderatorship, €350
ROBERT WALLACE HENRY EXHIBITION	This exhibition was founded in 1946 by a gift from Mrs A. Wallace Henry. It is awarded to the student who gets the highest marks in English at the annual Junior Fresh honours examination. Value, €25.
SHERIDAN PRIZE	This prize was founded by a gift from an anonymous donor in 1961. It is awarded annually on the recommendation of the Professor of English Literature for an essay on some aspect of the English language after 1400, by a student below M.A. standing. The Professor of English Literature will announce the topics for the following year before the end of Trinity term. Essays should be submitted to the Head of Discipline in the School of English by 31st January 2025. Value, about €200. Topic for 2025: Dialect
VICE-CHANCELLOR'S PRIZE	These prizes are awarded annually for the best compositions on proposed topics in prose or verse in English, Greek, Irish and Latin. They are open to all students on the College books under M.A. standing, but a student cannot obtain a prize oftener than twice in succession, or more than three times in all. The examiners are the Professor of English Literature, the Regius Professor of Greek, the Professor of Irish and the Professor of Latin. The topics for compositions are announced before 1 June. Compositions, with fictitious signatures and accompanied by sealed envelopes containing the names of the essayists and of their Tutors, essays must reach the Head of Discipline of the School of English by 31 January 2025. No prize is given of more than €80; prizes of less amount and more than one in each kind of composition, may be awarded on the recommendation of the examiners. Topics for 2025: Prose: Ambiguity Poetry: Solemnity

WILLIAM AND MARY ATKINS MEMORIAL FUND	This fund was established in 1980 under the Board's trusteeship by a bequest from Iris Olive Atkins. The income is used to support two needy students, one in modern languages and one in English. Applications should be made to the Secretary of the Financial Assistance Committee.

6. EMAIL PROTOCOL FOR STUDENTS

Every student in the School has a TCD email address. You should check your College email daily during teaching term as your lecturers and tutors will use it to communicate important information. If away from Trinity on Erasmus or on an exchange you should still check your TCD mail periodically.

6.1 Sending emails

Email is a useful way of contacting lecturers and administrators with queries about course work, to arrange an appointment, or to request a letter of recommendation. Email within College is essentially work related, and it is appropriate to be relatively formal.

6.2 Subject Lines

When sending email, please fill in the subject line so as to indicate the purpose of the email. This will help the recipient to answer your query and to recover the email subsequently if necessary.

6.3 Forms of address

As a courtesy, emails should address recipients by name. If you are using titles (Ms.; Mrs.; Mr.; Dr; Professor) these should be accurate. If you are unsure as to a name or title this can be checked on the School website.

6.4 Introduce yourself

If you are writing to a member of staff for the first time, make sure your complete name and student number appears somewhere in the email. If your email relates to a particular module, include the module code and title.

6.5 Expectations re response

Responses to email should only be expected during normal working hours (that is, 9-5.00 Monday to Friday).

6.6 Requests for Transcripts/Letters of Recommendation

If you are emailing a request for a transcript or a letter of recommendation, please allow at least ten days for your request to be processed. Such requests will be expedited if you include your student number in your email.

6.7 Be secure

Beware of phishing; never divulge account details and do not click on links from unknown sources.

7. FREQUENTLY ASKED QUESTIONS

Who should I contact if I need an extension?

The mechanism for requesting an extension is to contact the Undergraduate Coordinator, Dr Amy Prendergast (prendea1@tcd.ie). Visiting Students should contact the Director of Global Relations and Visiting Students, Dr Alice Jorgensen (jorgena@tcd.ie) in MT and Dr Melanie Otto (ottom@tcd.ie) in HT.

Acceptable reasons for extension requests are:
- Illness: supporting documentation is required, such as a medical certificate or letter from the Disability Service or Counselling Service
- Exceptional personal circumstances: in this instance you need to make a request through your College Tutor

Extension requests will not be considered in relation to clashing deadlines or extra-curricular activities. Except in truly exceptional personal circumstances, extension requests will not be considered on the day of a deadline, be granted retrospectively or be offered on top of prior extensions.

What do I do if I miss a deadline?

An assignment submitted without an extension within seven days of the deadline will automatically have its grade reduced by 10 marks. Once seven days after the deadline have passed, if an extension has not been granted, a fail mark (0) will be returned for the assignment.

What happens if I exceed the wordcount?

Penalties will apply to essays which exceed the word count. If an essay exceeds the prescribed word count by 10% or more, five marks will be deducted. Where the word limit is expressed as a range (e.g. 2000-2500 words), the penalty will be applied if the upper limit has been exceeded by 10% or more. The word count includes footnotes but not the bibliography.

What if I fail an assessment?

In the event of failing an assessment, you should contact your Tutor, who will be able to advise you about the courses of action available to you.

How and when can I take a year abroad?

You can chose to take a year or a semester abroad as part of the School's Erasmus programme. Erasmus exchanges normally take place in JS, but exceptions to this are possible. If you are a JH student, we strongly advise you to contact the Study Abroad Coordinator (Outgoing) in each of your subjects to check if there are any issues or restrictions you should be aware of before you apply. JH students are free to apply for exchanges arranged by either of their departments, but must have the approval of both departments to participate in an exchange, and will be required to keep both departments informed about the modules studied abroad. Please note that, in order to be eligible for an Erasmus exchange, you must attain at least a II.2 grade in your annual examinations in English.

The Study Abroad Coordinator (Outgoing) is Dr Ema Vyroubalova: vyroubae@tcd.ie (MT) and Dr Seán Hewitt: shewitt@tcd.ie (HT). They will advise you about Erasmus programmes in your Junior Sophister year.

What if I'm unhappy with my mark?

Once essays have been marked and returned, students are encouraged to discuss their performance with the marker concerned. If you believe the mark given to an essay is inappropriate, you should discuss your work with the marker. Once you have done this, if you still feel that the mark is inappropriate, you can make your case to the Director of Undergraduate Teaching and Learning, Dr Mark Faulkner: mark.faulkner@tcd.ie (MT); Dr Julie Bates: batesju@tcd.ie (HT). The DUTL may arrange for another marker to review the essay. In order to make your case, you must explain in 300-500 words why you consider the mark inaccurate. **Students are warned that in the case of any essay that is assessed by another marker, the mark can go up or down. Students must submit such a request to the DUTL within one week of receiving the mark for their essay.**

Who is the School contact for an application to Student Cases?

In some instances, your Tutor may require this information to make an application on your behalf. The School contact for English is the School Administrative Manager, Ruth Archbold (archbolr@tcd.ie).

I have been selected for the world clay pigeon shooting championships, and it clashes with my Irish Writing tutorial. How do I get permission to miss a class?

If you need to miss a class in special circumstances, you should contact your Year Head.

8. POLICY ON TEACHING AND EQUALITY, DIVERSITY AND INCLUSION

The School of English strongly supports Trinity's strategic commitment to the promotion of equality, diversity and inclusion. Staff in the School are required to adhere to all the college's policies around issues of equality, diversity and inclusion, including engaging with appropriate training. The School also encourages its students to engage with the training made available to them in relation to these areas by Trinity's Equality Office. This training and further information

about the college's policies can be found on their website: https://www.tcd.ie/equality/. The School acknowledges, however, that texts studied in its modules may contain forms of representation or language that engage in and portray prejudice and discrimination of various kinds. Fostering the ability to engage critically with such texts, and the complex and challenging debates and deliberations to which they give rise, is an essential part of the School's educational mission. So too is instilling knowledge of the historical and sociolinguistic dimensions of what has and has not been considered offensive. As a community committed to open, respectful and responsible discussion, the School recognises that the direct quotation of discriminatory, derogatory terms from texts in lectures, seminars and tutorials should generally be avoided. It supports the right of its members to respond critically, openly and vigorously to ideas or opinions that they oppose, while affirming its commitment to fostering a robust intellectual environment in which all members can freely participate. The School also recognises the complexities of debates about teaching and questions of equality, diversity and inclusion, and undertakes to continue to work towards a better understanding of the issues involved.

9. ETHICAL APPROVAL FOR RESEARCH

Trinity's Policy on Good Research Practice (2021) states that:

> Because of the particular risks associated with certain types of research, ethics approval is required. These include research involving human subjects, their data, the use of human biological material, research on genetically modified organisms, and research conducted on animals …. In line with IUA research integrity guidelines, College advocates that all research must be planned and carried out with adequate safeguards that protect the welfare and rights of all connected to the research and their data and incorporates the principle of sustainability and sustainable development insofar as possible.

Therefore, if any student wishes to conduct an interview with an author, a publisher, etc, as part of their studies, then they must apply for Ethical Approval. Your Lecturer/Module Coordinator/ Supervisor should be contacted in the first instance - they will be able to supply the relevant form and to offer guidance on how to apply for Ethical Approval. Undergraduate students will be required to fill out a form. The form should then be signed by the supervisor and emailed to the School's Director of Research. The School's Research Ethics Committee (made up of the Director of Research, the Head of Discipline, and the Director of Postgraduate Teaching and Learning) will then review and process the application.

Deadlines for submission of forms:

7 October 2024

11 November 2024

24 Jan 2025

21 Feb 2025

Resources:

- [College Policies on Research Ethics](#)
- Data Protection at Trinity: Trinity's [Data Protection Policy and Handbook](#). Official Trinity templates for the required consent forms and PILs can be found [here](#).
- GDPR [training is provided by the Data Protection Office](#) for all those processing or conducting or supervising research involving Personal Data of Participants