



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

The School of Languages, Literatures and Cultural Studies

Literary Translation Handbook 2024-2025

MPhil | Diploma | Certificate

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General Information

The Postgraduate (PG) Programme in Literary Translation is a unique opportunity to develop a wide range of practical skills related to translation, while also building a strong understanding of the theory and history of translation thought and a keen critical eye. The programme is based in the Trinity Centre for Literary and Cultural Translation, Ireland's foremost centre for the study and practice of literary and cultural translation. Our students are ideally placed to build professional networks and to see the translation industry from the inside.

The course's name uses the term "literary". However, this should not be taken to indicate only novels and poems. In fact, the course's definition of "literature" is so broad as to include anything that involves human creativity, including video games, subtitles, speeches, comics, and songs.

Translation, and especially the kind of creative translation we develop as part of the MPhil in literary translation, has been a subject of huge interest in recent years, both within academia and in industry. At the same time, the demand for well-qualified translators continues to grow internationally, and this form of translation more than any other is coming to be valued as something that is not easily done by machines.

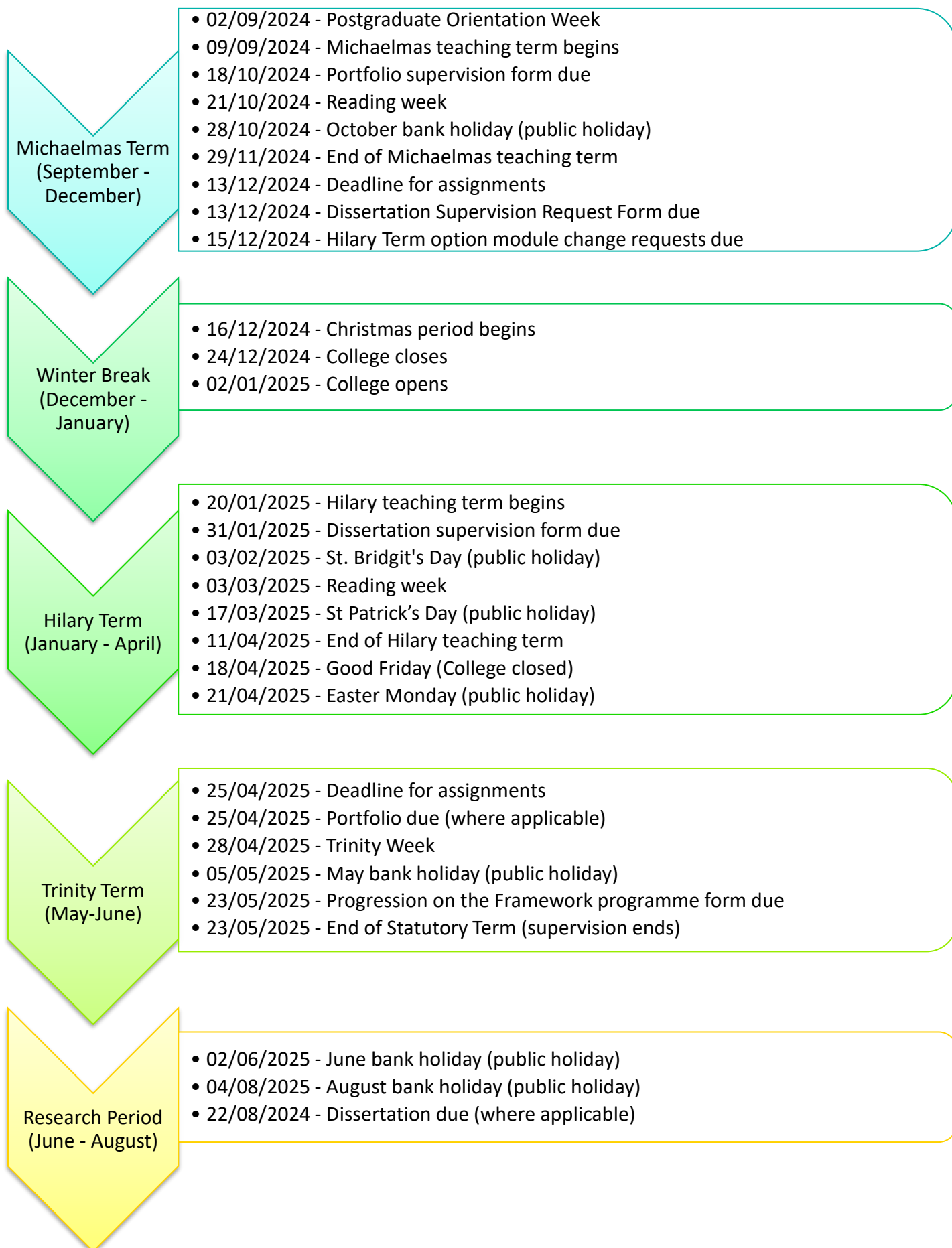
The PG Programme in Literary Translation equips you with the skill to apply translation theory to your literary translation practice in creative and original ways. You will craft a unique portfolio of translations under the guidance of academic and professional mentors. You will take part in team projects, aimed at simulating the realities of the translation industry, and you will be trained in the latest specialist translation tools.

On this varied and demanding course, you will be provided with a wealth of opportunities to develop your understanding of translation, expand your practical translation skills, and prepare either to work in translation or to undertake advanced research.

Diversity and Inclusion

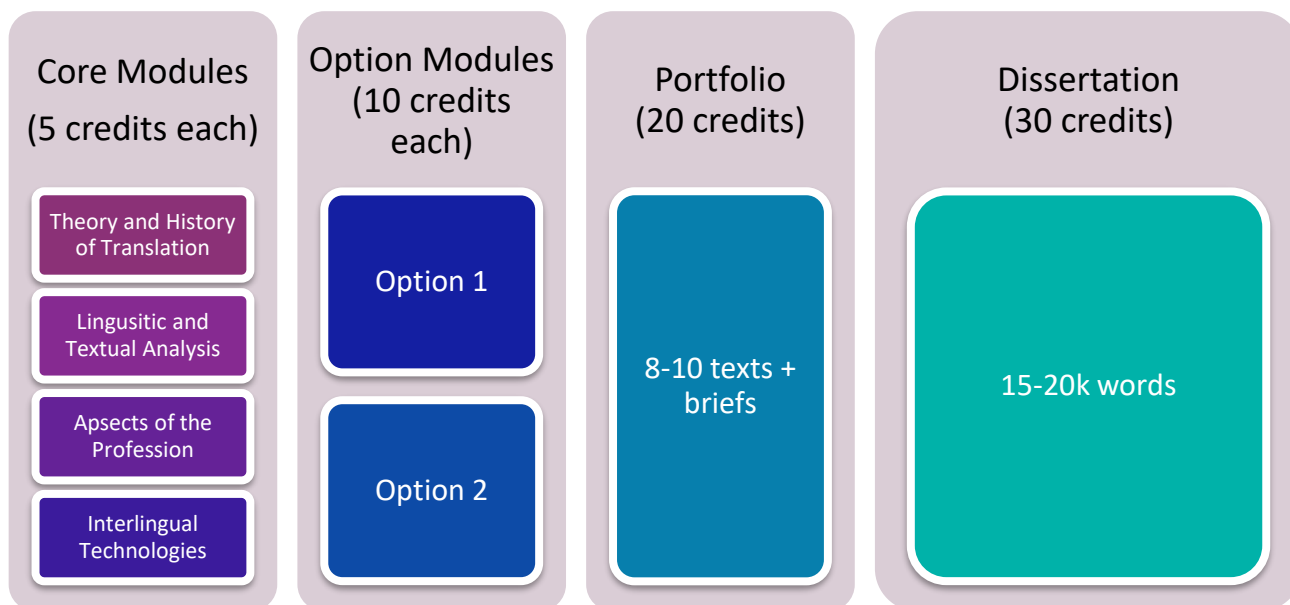
We welcome students from a diverse range of backgrounds and perspectives. We believe that diversity of ideas and knowledge enriches everyone's learning, provided we treat each other with dignity and respect. We strive to incorporate accessibility and inclusivity in our teaching and classrooms to ensure all students, regardless of (dis)ability, ethnicity, gender, sexuality, background or socio-economic status, have equitable opportunity to engage fully in their studies and achieve their learning goals. We endorse [Trinity's Dignity and Respect Policy](#), [Accessible Information Policy](#) and other [disability-specific policies and procedures](#), and the [aims and objectives](#) of the Trinity Inclusive Curriculum Project. Suggestions and feedback on how we can improve our accessibility and inclusivity are encouraged and appreciated. To provide feedback, please contact the Course Director, Dr James Hadley (HADLEYJ@tcd.ie).

Key dates 2024-25



Please also see Trinity's [Academic Year Calendar 2024-2025](#).

Course Structure



Year-long Modules

In addition to the Core and Option Modules, there are modules which are setup to assist students in producing their portfolio and dissertation. These modules are year-long modules, running in both terms.

Translation Portfolio

- Introduces students to the practicalities of translating in preparation for their own portfolios. The first term focuses on translation issues specific to literature.

Research Seminars

- Exposes students to a wide range of topics pertinent to producing outstanding research.

Core Modules

Michaelmas Term (Autumn)

Theory and History of Translation (5 ECTS)

- Examines the relationship between the theory and practice of translation by focusing on the history of the theories of translation.
- The module is assessed by a written assignment.

Linguistic and Textual Analysis (5 ECTS)

- Equips students with the linguistic and theoretic apparatus required to analyse both source texts and translations technically. Week by week, new topics pertinent to the study of translations are addressed through readings, quizzes, practical translation, discussions, and textual analysis.
- The module is assessed by one essay, in which students choose a theory they wish either to support or to challenge, and assemble the evidence required to do so along with their argument.

Hilary Term (Spring)

Interlingual Technologies (5 ECTS)

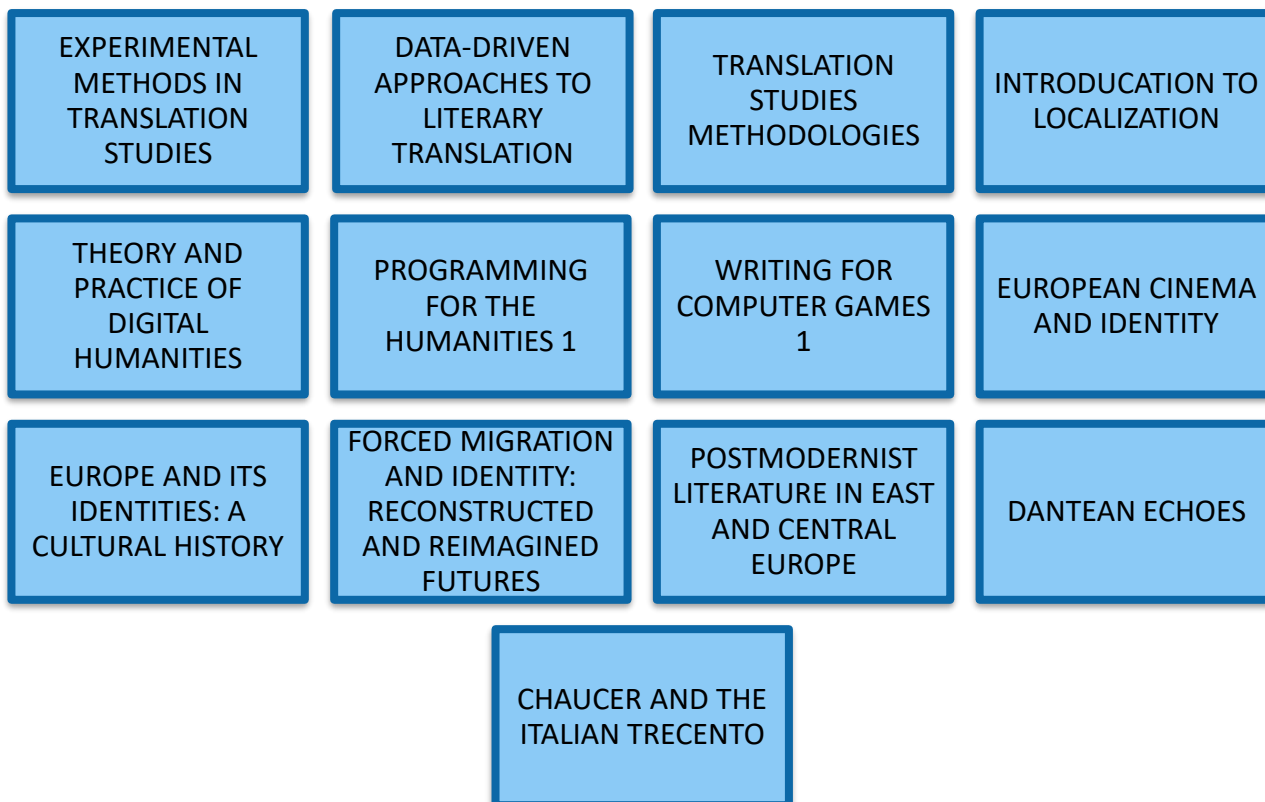
- Introduces students to a range of technologies that are used on a daily basis by professional translators. It gives students a foundational understanding of the mechanics of each form of technology, and then gives students the chance to familiarise themselves with the practicalities of the technology through practical exercises. This module is predominantly hands-on in nature, and heavily self-guided. It is assessed with a practical project in which each student acts both as a translator, and as a project manager for another student in the completion of a specific task.

Aspects of the Profession (5 ECTS)

- Provides students with an overall knowledge of the practical implications in the field of literary translation; equips them with the ability to assess career possibilities in literary translation; allows them insight into the editing process, the market realities, the professional networks available to literary translators, and career opportunities.

Option Modules

Michaelmas Term (Autumn)



Hilary Term (Spring)



Option Module Choices

Students are invited to make their optional module choices in August, in advance of the first teaching term (Michaelmas Term). Once students have chosen their option modules, those choices are final for the first term (Michaelmas Term), but some changes will be allowed for the second term (Hilary Term) (please see conditions below).

If a student notices an error in their option module enrolment, they must inform the [Course Administrator](#) immediately, and before classes have begun. Every effort will be made to correct these errors in the first week of Michaelmas Term.

Any other changes to Michaelmas Term module choices can only be requested during the first week of classes and only if there is a compelling case to make, normally borne out of necessity (such as work responsibilities, caring duties, commuting, or other hardship), but not simply out of desire. For a change of any kind, the student needs to make a case to the Director of Postgraduate Teaching and Learning (DPGTL), [Dr Jennifer Edmond](#), laying out their need.

After week 1 of classes, changes to module choices cannot be made in any but the most extreme circumstances, such as if there is something preventing a student from attending or completing the module they chose.

Students are allowed to petition to change their optional module choices for the Hilary Term. The following constraints apply to students wishing to change their Hilary Term option modules:

- The student must formally request the change before 15 December 2024, indicating the module they would like to leave and the one they would like to join.
- Before making the request, the student must have obtained written permission from the module convenor of the module they hope to leave, as well as the one they hope to join. This permission must be provided to support the request.
- The student must be aware that for technical reasons, it is not possible to accommodate all such requests.
- If a module is already full, a student will not normally be allowed to join it, unless another student has petitioned to leave the same module.
- Students are informed of the outcome of their request by the week before the teaching term starts.
- No changes are allowed once instruction has commenced (other than for reasons outlined above).

Auditing Modules

Students are welcome to request module coordinators let them audit modules. In this case, they do not get credit and do not have to complete assessment, unless the instructor feels this is essential to module delivery.

First preference for the allocation of places on postgraduate taught (PGT) modules goes to postgraduates on one of the School's taught courses (PGTs), who are taking modules for credit. Space allowing, second preference goes to postgraduate research students (PGRs) wanting to take modules for credit, followed by students (PGT and PGR) wanting to sit-in on a non-credit bearing basis (audit). Participation in this last category is, however, subject to the module convenor's agreement, based on their assessment of any potential negative pedagogical effect of admitting additional participants, and the student's willingness to participate actively, as defined by the module convenor.

Students on the Framework programmes (Postgraduate Certificate and Postgraduate Diploma routes) are not allowed to audit core modules they may be required to take for credit in subsequent parts of the Framework programme. Students are recommended not to audit more than one module per term.

Students who are auditing modules and who would like to receive formal confirmation of their participation are required to ensure the module convenor signs off on their attendance after each module meeting. A pro forma for this can be downloaded [here](#) or obtained from the [Course Administrator](#).

Translation Portfolio

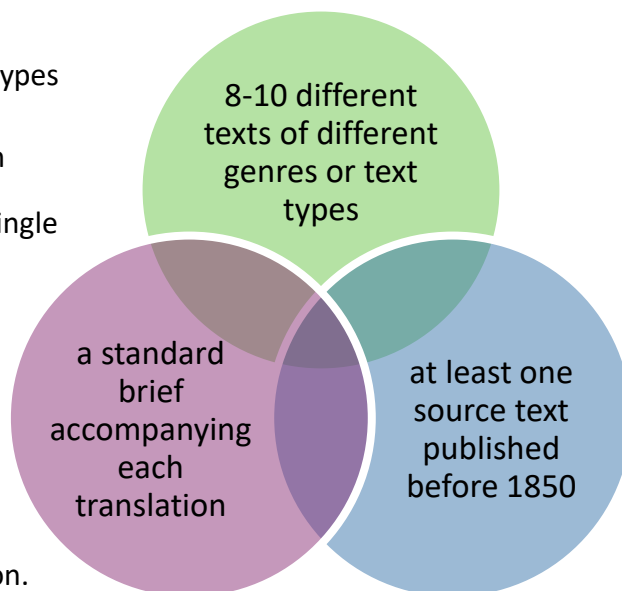
The portfolio is a sizeable body of translated work, produced to professional standards, which is completed by all students on the PG Diploma and MPhil pathways. It is important that students discuss and confirm the content of portfolios with portfolio supervisors as early as possible. Students have individual supervision amounting to six hours with their academic supervisors while compiling this portfolio. Students should start working on their portfolios as early as possible.

The portfolio consists of:

- 8-10 different texts of different genres or text types
- at least one source text published before 1850
- a standard brief accompanying each translation

Students may include more than one translation of a single source text, provided that the two translations differ significantly. Students may translate from and into any literary genre (broadly conceived). Such genres and text types include but are not limited to: poetry, narrative, essay, (auto) biography, theatre, film (subtitles or dubbing scripts), journalism, interviews, speeches. Students may also translate using the full range of modalities of literary translation, including literal translation, free translation, adaptation, imitation.

Students may also translate a text into a genre or text type that differs from that of their source text. In such cases, the translations will be counted as separate texts for the purposes of marking. Alternatively, they may choose to create two versions of the same translation using the same strategy, in which case the translations will be counted as a single text for the purposes of marking. Students may include translations produced for other modules as part of their portfolios only where those translations have not been submitted for assessment.



Scale

Students may translate in either direction within their language pairs and are encouraged to do so. Students may also choose to translate between more than one language pair. Each language pair represented in their portfolio requires at least one supervisor. Students translating from languages that use alphabetic writing systems should produce portfolios no longer than 10,000 words of source text, accompanied by the students' own translations.

Those translating from languages using character-based systems such as Chinese, Japanese, and Korean should produce portfolios of up to 28,000 characters of source text, accompanied by the students' own translations. Students working in multiple directions or using multiple language pairs are advised to keep the average length of their source texts to between 1000-1250 words in the case of alphabetic source languages, and 2800-3500 characters in the case of character-based source languages.

Briefs

Each translation in a portfolio is accompanied by a [brief](#). This is a form containing highly condensed information on the source text, the goal in translating, the strategy employed, critical reflections, and a bibliography.

It is strongly suggested that students do not begin translating before first considering the goal they have for their translations and how they will reach that goal (their strategy). This is because the brief and the translation each count for 50% of each element of the portfolio. But writing a goal

and strategy after the translation has been produced is generally much more difficult than the other way around. Moreover, it is important to share your goals and strategy for each translation with your supervisor(s) so that they can help you refine them and make sure that the translation is doing what you want it to do.

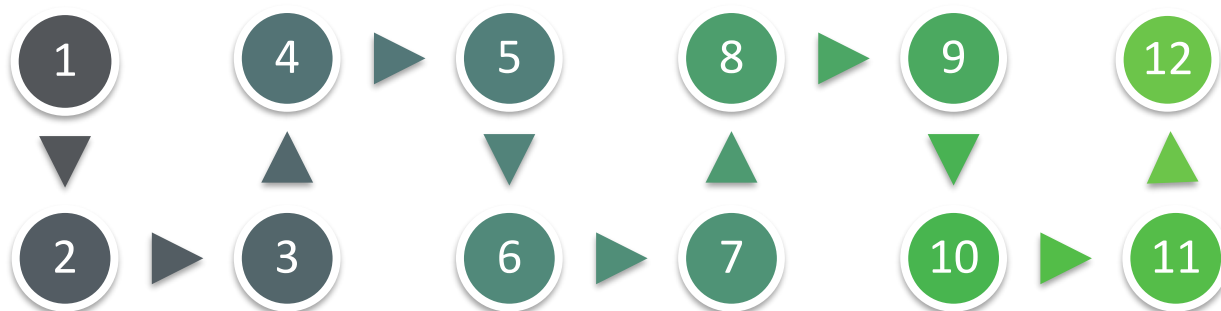
Supervisors

Each portfolio is supervised by at least one member of academic staff. Students are encouraged to approach potential supervisors proactively. A list of the main supervisors can be found on the last page of this handbook. In order to start the selection process, the [Portfolio Supervision Request Form](#) should be filled out by the student. Supervisors are allocated on first-come first-served basis with priority given to those who have already received verbal agreement from supervisors to undertake the supervision. The Portfolio Supervision Form is due just after reading week in Michaelmas term. Once it has been completed, students will be contacted about their supervisors. Once they have been contacted, it is students' responsibility to make contact with supervisors and make a preliminary plan for their meetings. This preliminary plan needs to be submitted on the signed [Portfolio Supervision Form](#). This form is due just after reading week in Michaelmas term.

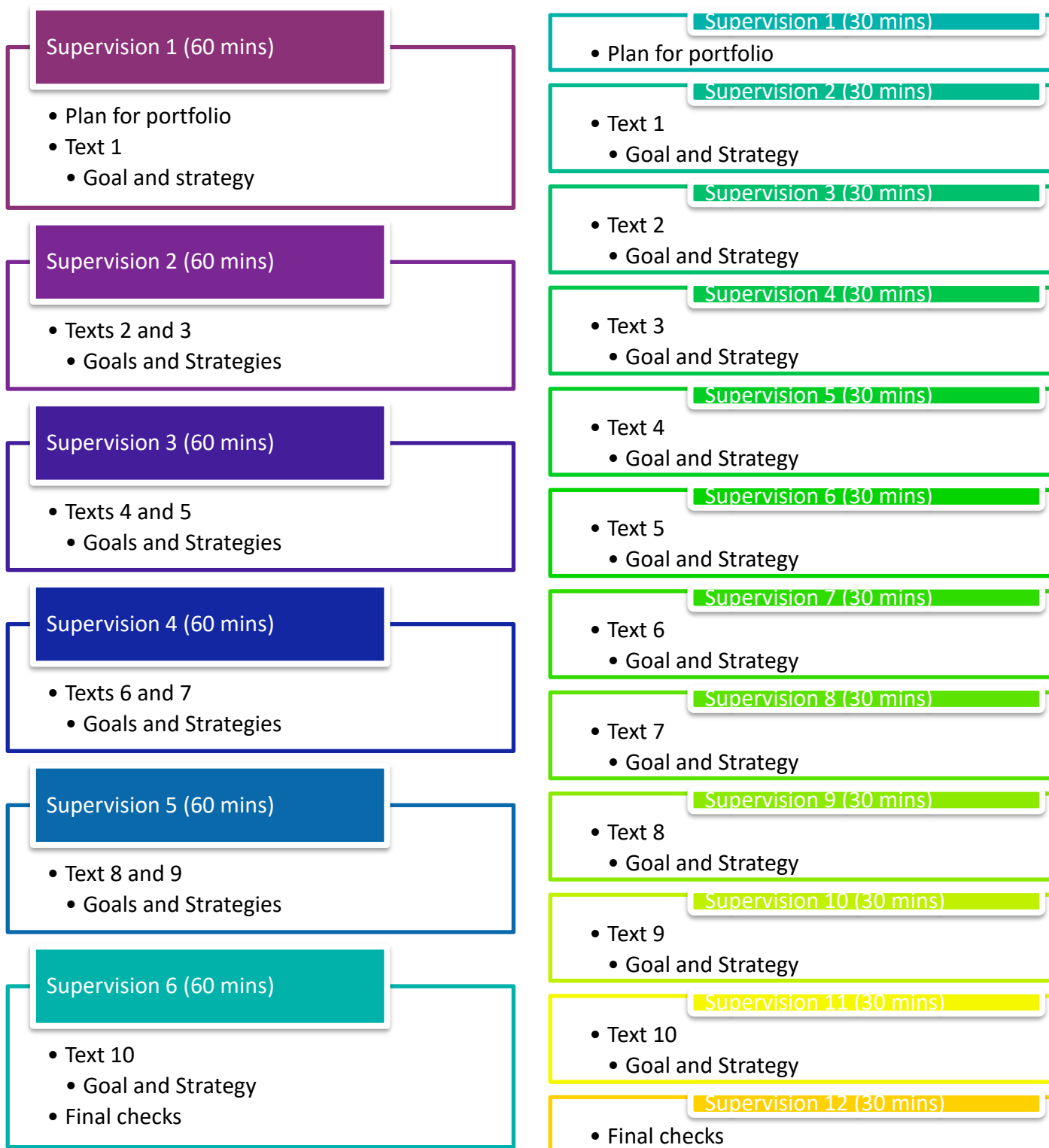
This form includes spaces for the student's and supervisor's signatures, as well as spaces for a working schedule of meetings. It is important to fill out the form in full, including the schedule. It is accepted that the schedule is open to change, but it is not acceptable to write 'TBC'. Specific dates and times must be decided on. The reason this is important is because supervisors' time is short, and in practice, if a definite schedule is not decided on early, the student generally misses out on supervision hours, because the supervisor has so many other calls on their time. For this reason, any forms that are not filled out in full are returned to the student for completion.



A student must have at least one supervisor for every language pair they use in the portfolio. If the student is using more languages than a single supervisor works with, multiple supervisors may be called on. Whether there is one or multiple supervisors, the total number of supervisory hours per portfolio is six. How these six hours are divided between supervisors is left to the discretion of the student. If more than one supervisor is involved, a separate supervision form is completed for each supervisor.



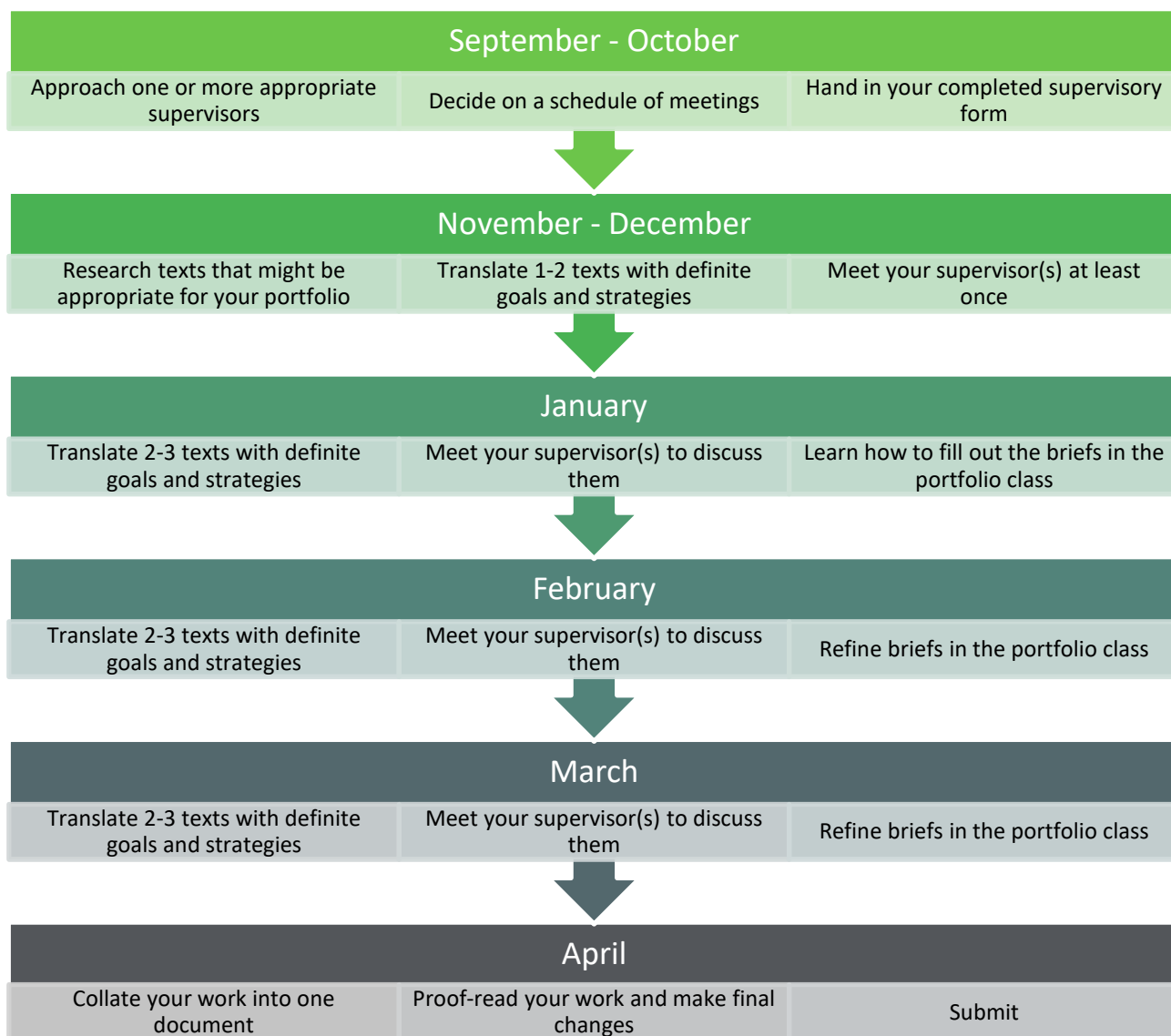
In addition, it is not necessarily required for the student to organise six whole hours of supervision. Many students find it more beneficial to have twelve, half-hour sessions, since this will allow for a brief, focused discussion of every text in the portfolio, whereas six, one-hour sessions tend to be less focused, and do not necessarily allow for every one of the 8-10 text to be discussed. With this situation in mind, it is also possible to combine 30-minute and 60-minute supervisions if that is acceptable to both the student and the supervisor.



It is strongly recommended that students start working on their portfolios and meeting their supervisors before the winter break.

In planning for a supervision, you should email your translation, together with a draft of your goals and strategy to your supervisor no later than one week before the supervision is scheduled to take place. This will allow them the time to look at your work and make comments. In practice, this means that your time during the supervision-proper is used most efficiently on talking through the results, rather than with the supervisor reading your work.

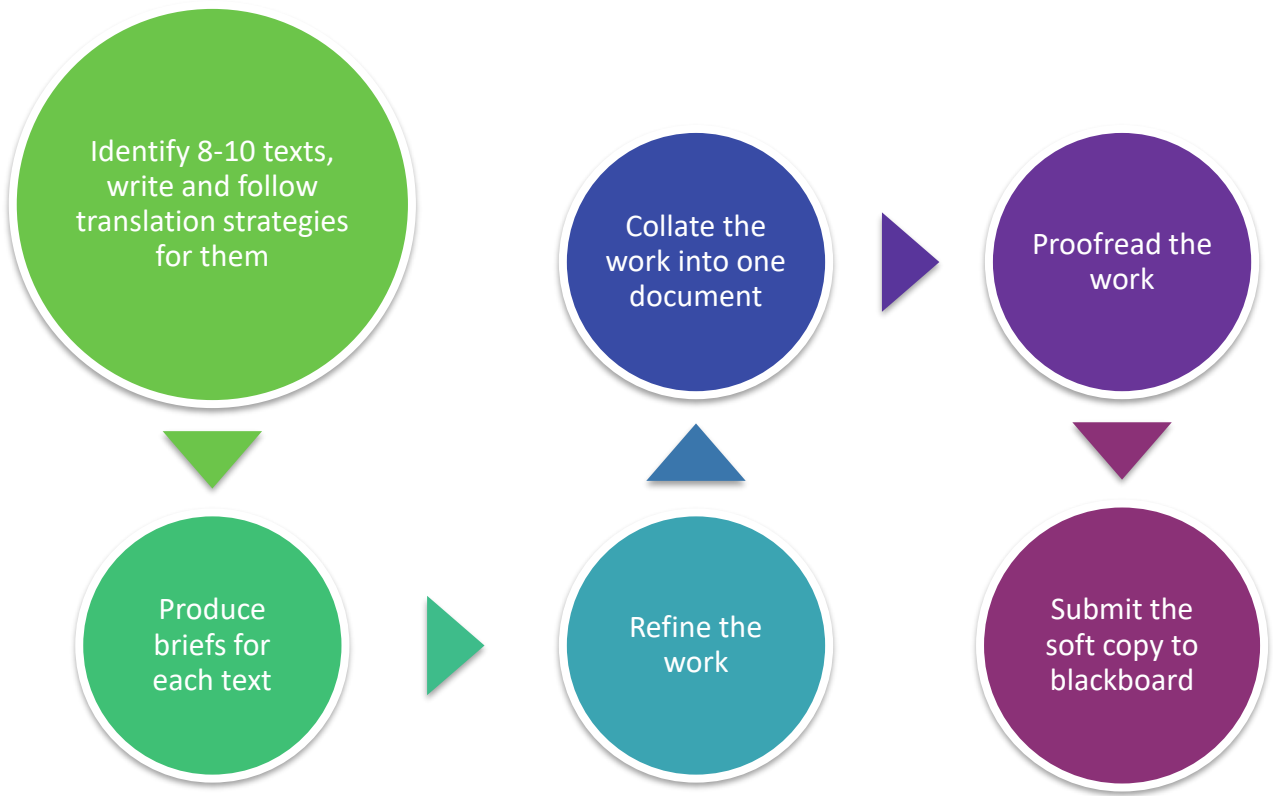
While you should share your goals and strategies with your supervisors, it is strongly recommended that you focus your attention in the supervisions on the translations-proper. This is because the portfolio class in the Hilary Term focuses almost entirely on producing and refining the briefs. Below is a suggestion for how your portfolio work might proceed:



Submission

When preparing the work for submission, the whole portfolio must be collated into one document. Each brief must precede its respective translation. Each translation must be presented along with its source text so that both can be seen at the same time. If, in your brief, you refer to specific lines in the texts, line numbers must be included in your translation. You may choose to use [this template](#) to help you in this process.

The finished product should be submitted in electronic form to blackboard before the deadline.



Dissertation

The dissertation is a substantial body of academic work of between 15,000 and 20,000 words. It offers students the opportunity to explore a subject of their choosing in some detail under the supervision of a subject specialist. Given the size and importance of the dissertation, it is strongly advised that students devote plenty of time to planning and producing the dissertation from an early stage in the course.

There are two forms that a dissertation may take:

Theoretical Dissertation

- The student takes some theory, philosophy, or hypothesis and tests it, or applies case study methodologies to the study of a phenomenon pertinent to literary translation in context.

Translation and commentary

- The student takes some theory, philosophy, hypothesis and tests it with a translation, especially produced for the purposes. In a translation & commentary dissertation, up to 50% of the work submitted may consist of translation. The translation and commentary is not a replica of the portfolio; instead, it uses a practical experiment in translation to exemplify some creative notion, theory, or paradigm that the student has put forward. The commentary can be all introduction; or an introduction and concluding/discursive section; or can be intercalated in between segments of translation. The source text should be included in an appendix to the dissertation.

Supervisors

Each dissertation is supervised by at least one member of academic staff. Students are encouraged to discuss their projects with potential supervisors. A list of the main supervisors can be found in this handbook. In order to start the selection process, the [Dissertation Supervision Request Form](#) should be filled out by the student. Supervisors are allocated on first-come first-served basis with priority given to those who have already received verbal agreement from supervisors to undertake the supervision. The Dissertation Supervision Request Form is due at the end of Michaelmas term. Once it has been completed, students will be contacted about their supervisors. After being contacted, it is students' responsibility to reach out to supervisors and make a preliminary plan for their meetings. This preliminary plan needs to be submitted on the signed [Dissertation Supervision Form](#). This form is due early in Hilary term.

This form includes spaces for the student's and supervisor's signatures, as well as spaces for a working schedule of meetings. It is important to fill out the form in full, including the schedule. It is accepted that the schedule is open to change, but it is not acceptable to write 'TBC'. Specific dates and times must be decided on. The reason this is important is because supervisors' time is short, and in practice, if a definite schedule is not decided on early, the student generally misses out on supervision hours, because the supervisor has so many other calls on their time. For this reason, any forms that are not filled out in full are returned to the student for completion.

A student may choose to split their supervision between two supervisors. This generally occurs most in the case of a translation & commentary-style dissertation, where one supervisor is a

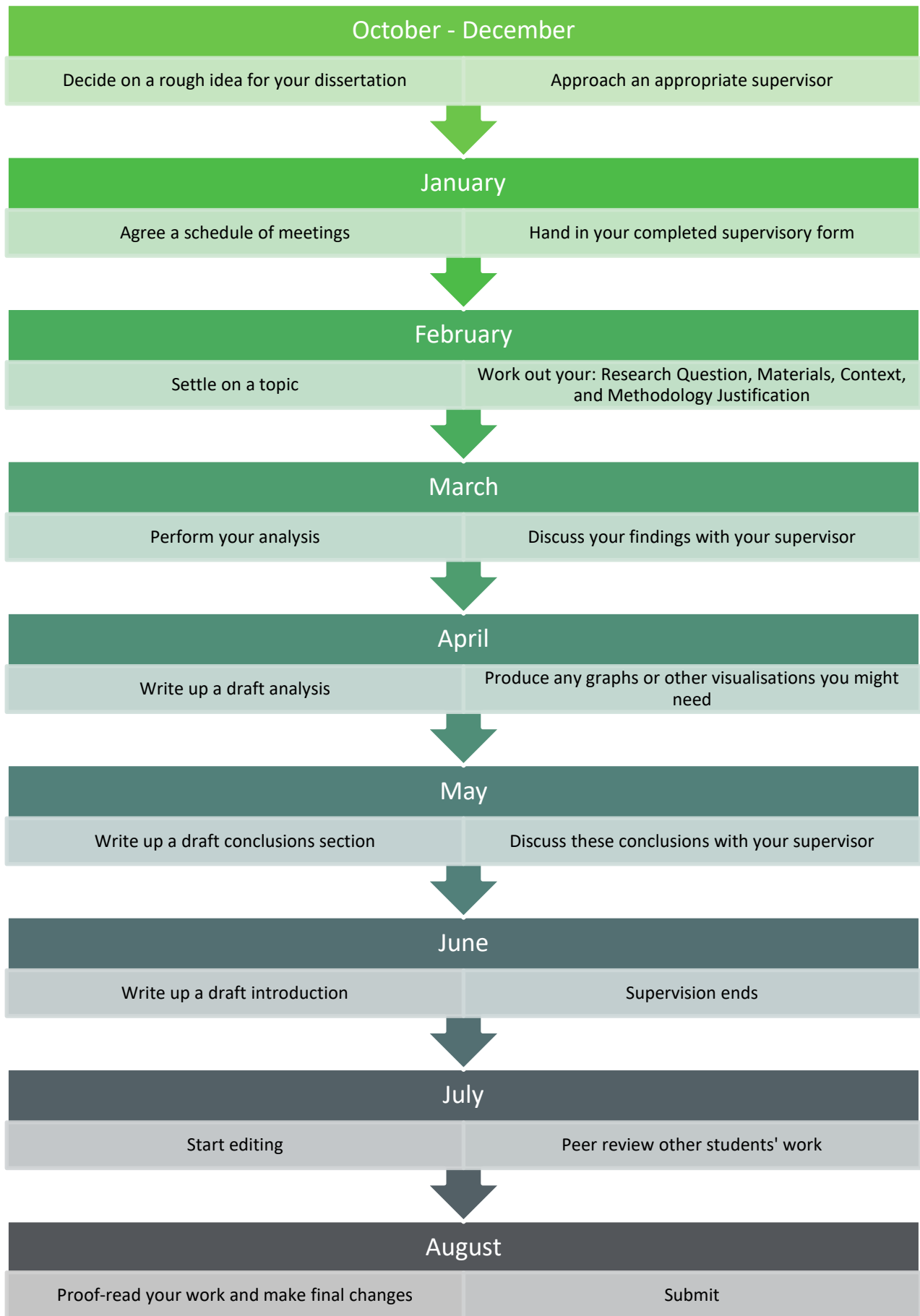
specialist in the language, and the other is a specialist in translation theory. Whether there is one or multiple supervisors, the total number of supervisory hours per dissertation is six. How these six hours are divided between supervisors is left to the discretion of the student.

In addition, it is not necessarily required for the student to organise six whole hours of supervision. Many students find it more beneficial to have twelve, half-hour sessions, since this will allow for a brief, focused discussion at regular intervals. Often students de-prioritise the dissertation below the portfolio during the Hilary Term, because it has a later deadline. However, the dissertation is the most important part of the degree structure. Moreover, supervision ends at the end of the statutory term, only a few weeks after the deadline for the portfolio and several months before the deadline for the dissertation. Therefore, it is strongly recommended to start working on it early, and to work steadily on it throughout Hilary Term to make the best use of the supervision you have. With this situation in mind, some students find that many short supervisions allow them to make sure their work is progressing steadily.

Whatever work pattern a student decides on, it is strongly recommended that students planning, working on their dissertations, and meeting their supervisors during Hilary Term. Therefore, thinking on the dissertation and potential supervisors needs to begin in Michaelmas Term, soon after the Portfolio supervision forms are handed in.

Supervision is expected to take place during the supervisor's office hours. In planning for a supervision meeting, you should write some text and email it to your supervisor no later than one week before the supervision is scheduled to take place. This will allow them the time to look at your work and make comments. In practice, this means that your time during the supervision-proper is used most efficiently on talking through the results, rather than with the supervisor reading your work.

Below is a suggested structure for how your dissertation work might progress:



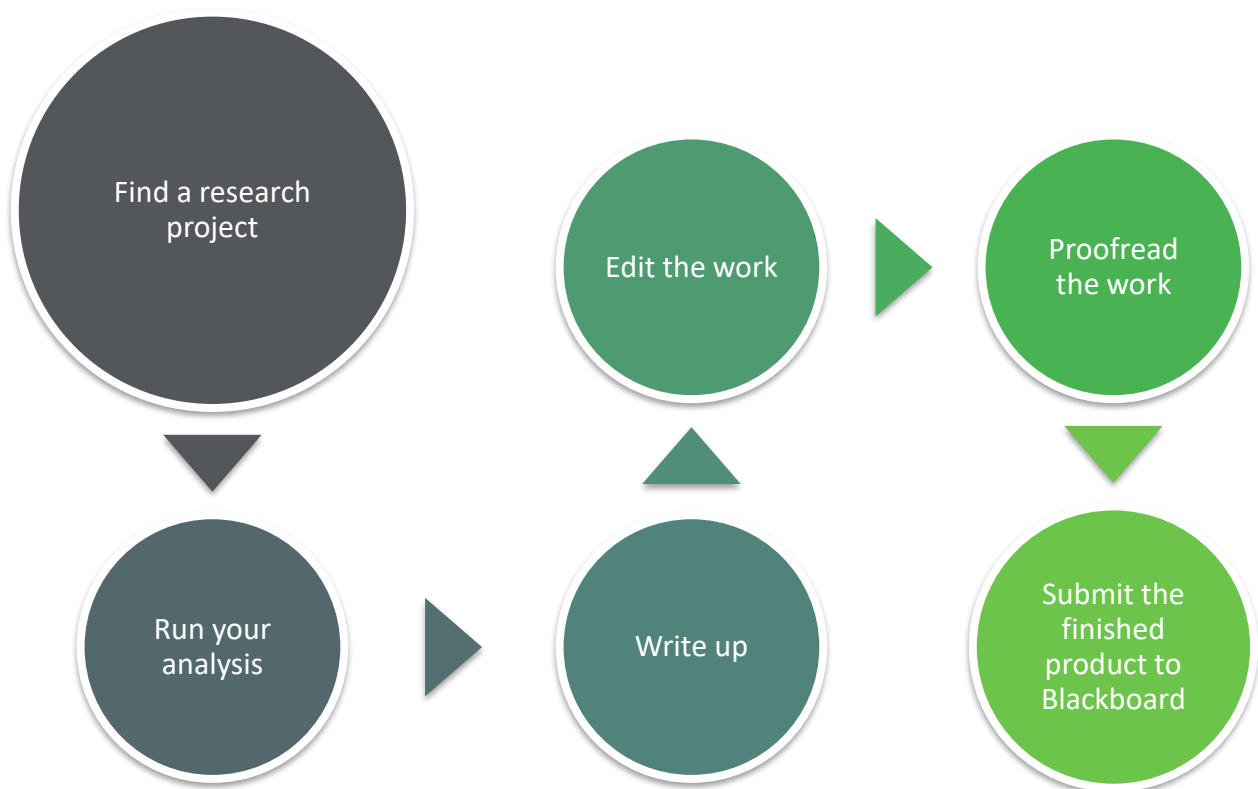
Submission

When preparing the work for submission, you should pay special attention to the various style guidelines associated with dissertations (see House Style below). You may choose to use [this template](#) to help you in this process.

The abstract, acknowledgements and any appendices do not count towards a dissertation's word count. However, all other parts of the dissertation, including bibliography, introduction, and any footnotes are included in the word count.

The finished product should be submitted electronically to blackboard. We also encourage students to submit a copy of their dissertation on Trinity's Access to Research Archive (TARA) (a link is provided for this on Blackboard in the same place as the dissertation is submitted).

The dissertation is due by the deadline (see the 'Key Dates' section of this handbook). Please note that, as with all assignments on this course, deadline extensions are only granted in exceptional cases and require supporting documentation (for more details on extensions, see the 'Regulations and Guidelines' section below).



Course Learning Outcomes

On successful completion of this programme, students should be able to:

- identify translation problems within them, employ literary creativity to apply translation strategies and formulate a justifiable translation approach, then produce target texts
- use both the source and target languages to a high level of competency, exhibiting skills in employing language variation, especially within literary language
- analyse texts according to their literary genre and stylistic features, and apply literary techniques in producing and editing target texts with specific stylistic features
- search the internet and other reference material to apply critical apparatus in documenting source texts and differentiating between text editions
- use intercultural skills and intertextual skills to analyse culture-specific elements, and situate source and target texts
- negotiate successfully the professional landscape of literary translation today, through use of professional associations, relationships with publishers, literary funds, financial, ethical, and legal aspects of translating, networking, further education, and entrepreneurship
- select viable methods to assess translations, by applying evaluative skills and comparing translations, then subsequently self-reflecting on the success of the process
- use research methodologies and academic skills to analyse translation techniques with the technical language of translation theory
- describe schools of thought in translation studies.

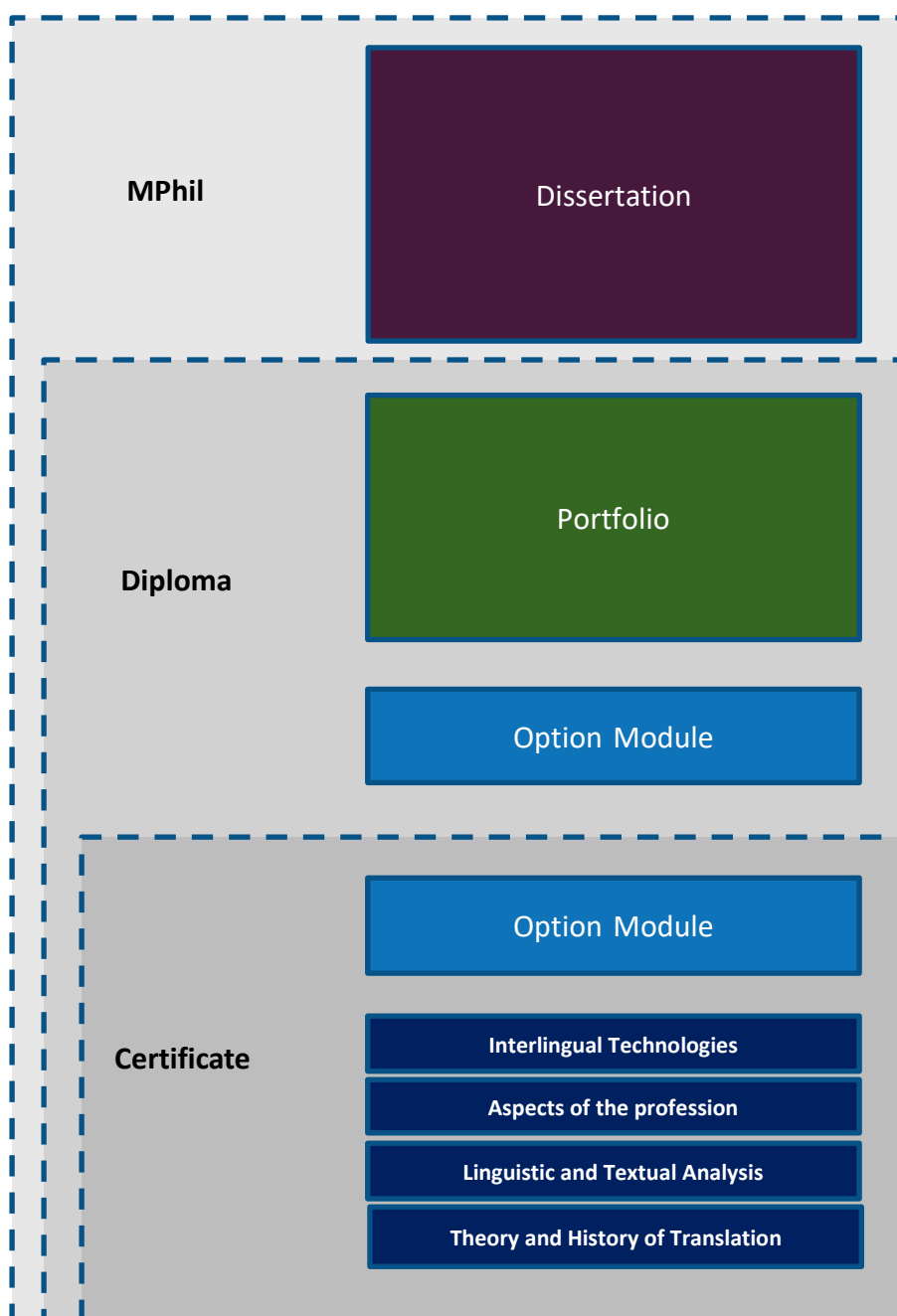
Entry and Exit Routes

Literary Translation offers a number of different entry routes: Certificate, Diploma and MPhil:

- Certificate - 30 credits
- Diploma - 60 credits
- MPhil – 90 credits

The entry route of any given student is decided at the point of applying to the course. It cannot be changed during the course of study.

The Certificate, Diploma and MPhil entry routes can be stacked, meaning that a student may complete one and then another within 5 years. That means if a student takes the certificate one year, they can build on this the next year by completing the additional work required of the diploma and finish with that higher qualification. They may then choose to trade in their diploma, complete the dissertation, and finish with the full master's degree. Effectively, this can be used as a way to complete the degree part-time, over the course of two or three years.



Progression from Certificate to Diploma and from Diploma to MPhil

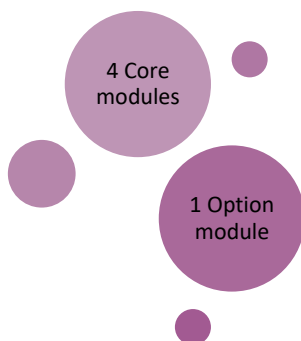
Students who applied for either the Certificate or Diploma route are known as “Framework” students. Students on the Certificate route can exit the course with the PG Certificate, or continue on the framework to complete the PG Diploma or full Master’s (MPhil) degree. Students on the Diploma route can exit the course with the PG Diploma or continue on the framework to complete the full Master’s (MPhil) degree. In May, the framework students are sent a ‘[Postgraduate Progression on the Framework Programme Form](#)’ where they indicate whether their intention is to continue onto the next level of the framework or to graduate with the award achieved that year.

It is essential that students respond to this form by the due date. If a student on the Framework programme does not respond to the Postgraduate Progression Form or otherwise inform the course administrator of their intention to progress to the next level in the upcoming academic year, their record will be finalised with their current award.

After being finalised with their current award, Framework Students are permitted to return within five years to continue to the next stage (Postgraduate Diploma or MPhil). In this case, students rescind the award they have received and continue onto the next stage of the course. Students wishing to return must reach out to the [course administrator](#) before 1st April. They will then be sent the ‘[Postgraduate Progression on the Framework Programme Form](#)’ which must be returned by the due date for the student to be readmitted to the course from the next September.

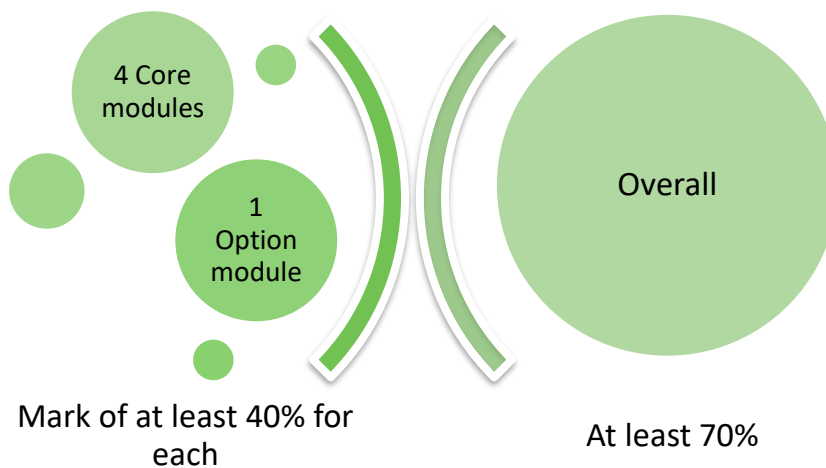
Certificate

A student enrolled on the certificate route is required to complete the four core modules (20 credits) and one option module (10 credits) in order to be recommended for the award:



Overall mark of at least 40%

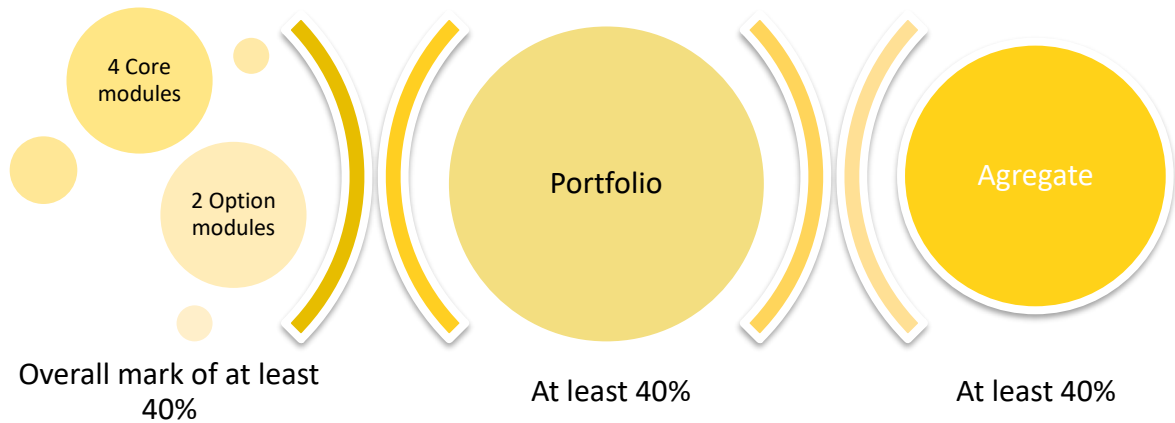
Postgraduate Certificate with Distinction may be awarded if a student has achieved an overall mark of 70% or over and has passed all elements. A Distinction cannot be awarded if a student has failed any module during the course.



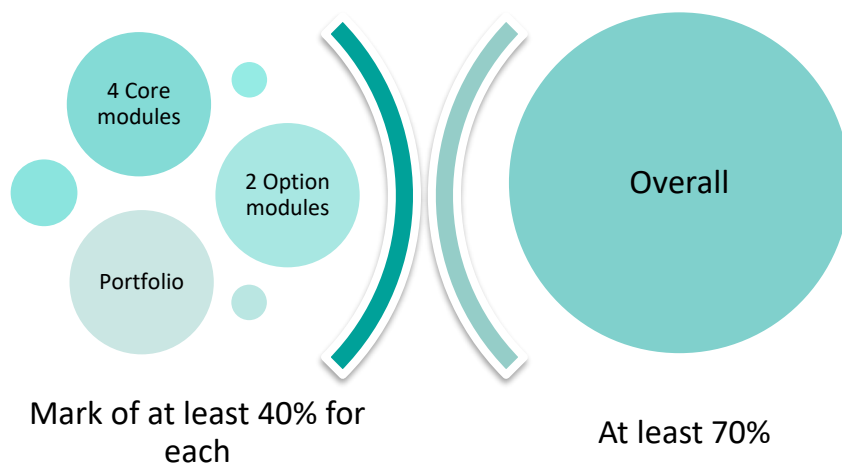
Diploma

A student enrolled on the diploma route is required to have completed the four core modules, two optional modules and the portfolio in order to be recommended for the award.

A student enrolled on the MPhil route student who successfully completes all other requirements of the MPhil, but does not proceed to the dissertation stage, or fails to achieve the required mark of 40% in the dissertation, will be recommended for the award of Postgraduate Diploma:

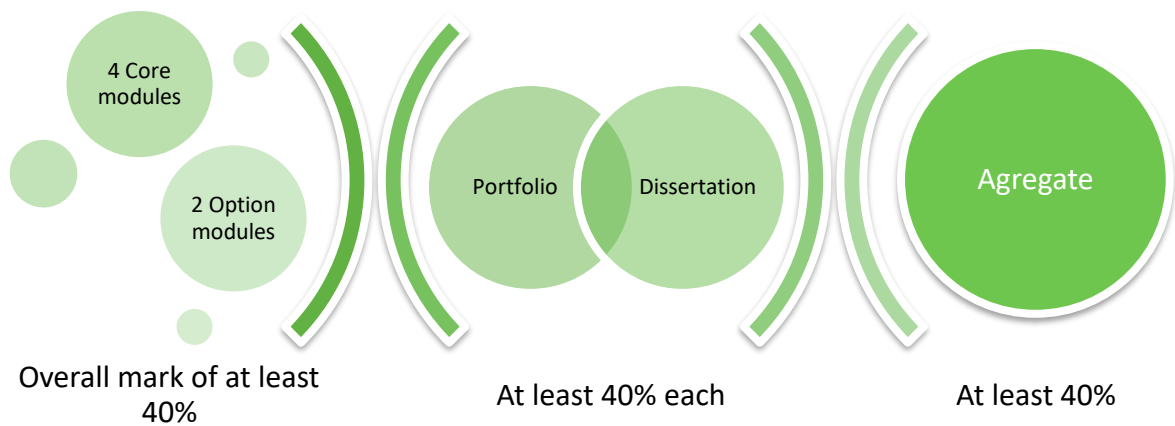


A distinction may be awarded if a candidate has achieved an overall mark of at least 70% and passed all components.



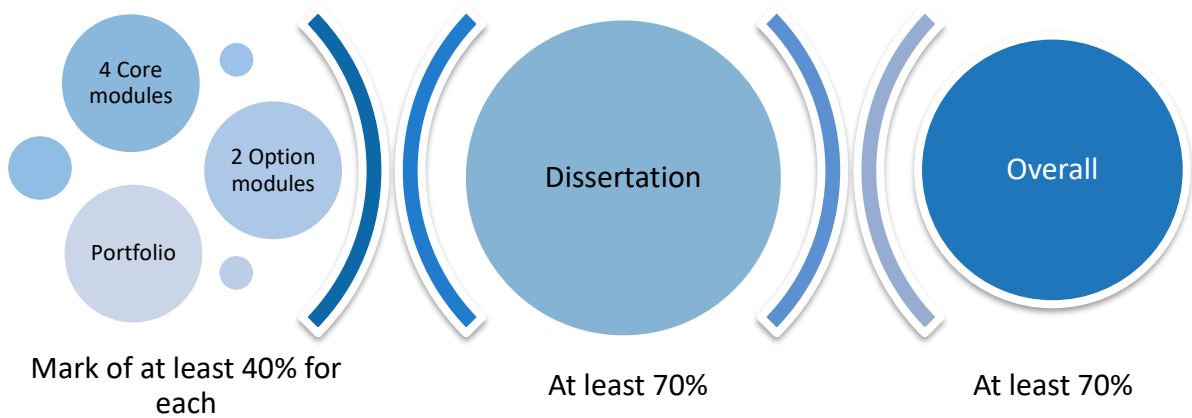
M.Phil

In order to qualify for the award of M.Phil., students must obtain an overall mark of at least 40%, and a mark of at least 40% in the dissertation and a mark of at least 40% in the portfolio and an aggregate mark of at least 40% in core and optional modules (40 credits).



Please note that a student that does not complete the dissertation or does not receive a passing mark for their dissertation will be moved onto the diploma route.

A distinction may be awarded if a candidate has achieved an overall mark of at least 70%, passed all components and achieved a mark of at least 70% for the dissertation.



Regulations and Guidelines

Assignment Submission

Students are required to submit their assignments by the deadline indicated for each individual module.

The assignments for each module are submitted online, using the blackboard site for that module, in the format specified by the module convenor (MS Word or PDF).

Assignments for each module must be accompanied by a completed [submission sheet](#).

Plagiarism

When writing or presenting your work, it is important always to avoid using other people's ideas or words as if they were your own. At its worst, this is plagiarism, a form of intellectual dishonesty and fraud and as such is considered a very serious offence by TCD. You have always to credit and acknowledge all your sources of information (printed, virtual or listened to). It is clearly plagiarism if you simply transcribe (or cut and paste) somebody else's text (essay, translation, etc.) without specifying (usually in an appropriate footnote) your source very clearly. The offence may not always be intentional, but even when it is not done deliberately, it can still count as an offence and you may be technically guilty of plagiarism leading - at worst - to your expulsion from the College. The reasons for this and Trinity's policy on plagiarism are explained in [an online repository](#), hosted by the Library.

Postgraduate students are required to complete the online tutorial Ready, Steady, Write (<https://libguides.tcd.ie/academic-integrity/ready-steady-write>), which contains some interesting analyses of borderline cases. In addition, all cover sheets, which you must complete when submitting assessed work, now contain the following declaration:

I have read and I understand the plagiarism provisions in the General Regulations of the University Calendar for the current year, found at: <http://www.tcd.ie/calendar>

I have also completed the Online Tutorial on avoiding plagiarism at:
<https://libguides.tcd.ie/academic-integrity/ready-steady-write>

AI tools (chatGPT and similar) and Assessed Coursework

Generative AI tools, including but not limited to ChatGPT as a writing aid for assessed work is neither encouraged nor forbidden. In the context of translation experiments, it may be entirely legitimate to assess outputs produced by these tools, next to alternatives. However, any and all use of this technology must take place in accordance with the principles of best practice:

- Any use of generative AI systems must be treated like any other source of information. Any ideas or information derived from AI systems need to be indicated in the bibliography of the assignment, in the same way as ideas or information derived from scholarly books would be referenced.
- Wording that is generated by AI tools verbatim must be treated like a quotation of a human author, placed in quotation marks and referenced appropriately.
- Translations produced by AI tools must be treated in the same way as translations produced by a human translator, indicated appropriately and glossed (if necessary).

Citations of ChatGPT, for example, follow this format:

Creator. Date of Access. Platform/Tool used. Accessed at: URL. Prompt: “Text of prompt entered.”

For example:

Open AI. Accessed 5th Jan 2023. ChatGPT. Accessed at: <https://openai.com/blog/chatgpt/>. Prompt: “How reliable are the sources for Enheduanna's poetry?”

If multiple prompts are used, each prompt requires its own citation.

Assessment cover-sheets ask you to state whether you have used ‘artificial intelligence’ or not in producing the work. This question must be answered, whether or not you have included references within the work itself. Answering this question incorrectly is counted as a breach of academic integrity.

When answering ‘yes’, the full text provided by the generative AI system is included as an appendix to your work, so that the marker can see the full context, in the same way that they would be able to do if you were drawing on the transcript of an interview you had conducted.

Failure to adhere to this principle of fully acknowledging the use of generative AI tools in a transparent manner constitutes a breach of the College plagiarism policy and is subject to the disciplinary actions associated with that policy.

Grading

The final degree only has three possible classifications: fail, pass, and distinction. However, each component of the degree is graded according to the university's general scale. The pass mark is 40%.



In general, the four pass bands above are to be interpreted as follows:

I	(70+)	Demonstrates a full understanding of key issues, an ability to construct a detailed argument on the basis of that understanding, and a capacity for developing innovative lines of thought
II.1	(60-69)	Demonstrates a full understanding of key issues and an ability not only to construct a detailed argument on the basis of that understanding, but to generate additional insights
II.2	(50-59)	Demonstrates a full understanding of key issues and an ability to construct a detailed argument on the basis of that understanding
III	(40-49)	Demonstrates an adequate understanding of key issues and an ability to construct a basic argument.

Deadlines

Each assignment has a specific deadline associated with it. If this deadline is not clear to you, it is your responsibility to find out when the deadline is. After checking any written instructions you may have been given, including the blackboard site for the module, the most reliable way of finding out the deadline is to email the convenor of the module directly.

Occasionally, the unexpected can happen during your course. Extensions to deadlines can be issued in extreme circumstances if such unexpected things occur. Such cases are called “ad misericordiam appeals” (please see below). Normally the maximum extension that can be granted is two weeks in length. If a student encounters an issue that requires them to take more substantial amounts of time from their studies, they may apply to go off-books, which means they pause their studies where they are and resume them the following year. Whether requesting an extension or an off-books application, the first port of call is the course director.

Late Submission Policy

There are penalties for late submission of coursework without an approved extension. Please note that all extensions must be approved by the Course Director *before* the deadline has passed (see “Extensions and Ad Misericordiam Appeals” section). The penalties for submitting coursework late without an approved extension are as follows:

- 2% of the final mark will be deducted for each day an assignment is late;
- After 14 days the assignment will not be accepted for marking and a mark of zero will be awarded.

Ad Misericordiam Appeals

Ad misericordiam appeals must be able to demonstrate the impact of the timing of the event or circumstances on the specific assessment and must be supported with relevant documentary evidence and certification which refers specifically to the time period in question. Ad misericordiam appeals must be made directly to the course director before the deadline for the assignment has passed. Such appeals often take several working days to administer. Therefore, students are recommended to make their appeal as early as possible.

Below is a list of the categories of event that may warrant an ad misericordiam appeal:

- Significant accident or trauma affecting the student at the time of an assessment; or significant accident or trauma during preparation for it.
- An assault or other crime of which the student is the victim.
- Serious illness affecting the student at the time of the assessment; or an unanticipated deterioration in an ongoing illness or chronic medical condition. In the case of an ongoing illness or chronic medical condition, there is a reasonable expectation that it will have been disclosed in advance.
- Ongoing life-threatening illness or accident involving someone close to the student where it can be demonstrated that the relationship was close. This may include parents, friends, in-laws, grandparents and grandchildren. There is a reasonable expectation that the circumstances will have been disclosed in advance.
- Death of close family member, e.g. parent or guardian, child, sibling, spouse or partner, at the time of assessment. Where the bereavement has occurred prior to the assessment, there is a reasonable expectation that it will have been disclosed in advance.
- Death of someone close to the student, e.g., friends, in-laws, grandparents and grandchildren, during the time of assessment. Where the bereavement has occurred prior to the assessment there is a reasonable expectation that it will have been disclosed in advance. The student must be able to demonstrate that the relationship was close.

- Significant or abrupt change in serious ongoing personal, emotional or financial circumstances of the student e.g. domestic upheaval, divorce, fire, burglary, required court appearance at or near the time of the relevant assessment, loss of income.
- Diagnosis of Special Learning Difference, but only eligible when diagnosis is obtained prior to the assessment, but too late for reasonable adjustments to be made by way of special arrangements or in other ways (See Disability Office website).
- Bullying, harassment, victimisation or threatening behaviour where the student is the victim or the alleged perpetrator and where the student can provide evidence that such behaviour has occurred.

Trinity does not normally accept the following as grounds for an ad misericordiam appeal:

- Typical symptoms associated with exam stress e.g. anxiety, sleeping disturbances etc.
- Exam stress or panic attacks not supported by medical evidence
- Minor illness such as a common cold, aches, pains, sore throats and coughs where these are not symptoms of a more serious medical condition
- Relationship difficulties
- Commuting and transport issues
- Misreading the timetable for assessments or otherwise misunderstanding the requirements for assessment including submission deadlines
- English is the second language
- Multiple assessments in a short time i.e. assessments that are scheduled close together or on the same day, or that clash, due to incorrect registration by the student
- Failure to plan study schedule
- Paid Employment, Voluntary Work, Sporting and College Society commitments, election/campaigning commitments
- Other Extra-curricular activities/events, such as weddings, holidays during the academic year, family occasions (holy communions, christenings etc.)
- Statement of a medical condition without reasonable evidence (medical or otherwise) to support it, or a medical condition supported by 'retrospective' medical evidence, i.e. evidence which is not in existence at the same time as the illness e.g. a doctor's certificate which states that the student was seen after the illness occurred and declared that they had been ill previously
- Medical circumstances outside the relevant assessment period
- Long term health condition for which student is already receiving reasonable or appropriate accommodations
- Late disclosure of circumstances on the basis that the student 'felt unable – did not feel comfortable' confiding in a staff member about their exceptional circumstances
- Temporary self-induced conditions e.g. hangovers, ill-effects from the use of recreational or performance-enhancing drugs, whether legal (e.g. caffeine, energy drinks) or illegal.

Ad misericordiam appeals should be directed in the first instance to the director of the course. Further information on the nature of the evidence required in each case can be found here:

https://www.tcd.ie/teaching-learning/academic-affairs/ug-regulations/assets/appeals/Evidence_Support_ad_mis_Appeal_19-04-2017.pdf

Appeal process

Trinity recognises that in the context of its examination and assessment procedures, a student may wish to appeal a decision made in relation to their academic progress. The appeals procedure may be used only when there are eligible grounds for doing so and may not be used simply because a student is dissatisfied with the outcome of a decision concerning their academic progress. In

general, eligible grounds centre around a reasonable suspicion that the student's treatment has been unfair. Full guidelines are found [here](#).

Compensation and Reassessments

Each taught module must be passed independently. However, failed taught modules (up to 10 ECTS) may, at the discretion of the module convenor(s) and course director(s), be compensated, provided that a) the student's overall average mark for all taught modules is at least 40%, and b) the mark in the failed module is at least 30% and c) a mark of at least 40% in the portfolio.

Students who fail more than 10 ECTS-worth of modules may, at the discretion of the module convenor and course director, be offered the opportunity to undertake reassessment assignments. These reassessment assignments are specified by the module convenor and course director. Reassessment assignments are submitted by the end of August, during the College's supplemental session. The marks for any reassessed assignments are capped at the pass mark for the module (40%).

Compensation is not possible for the dissertation or portfolio. Moreover, neither the dissertation nor portfolio marks can be used to compensate for any taught modules.

Going Off-Books

In the event that a serious, documented issue occurs which substantially delays a student for several weeks, particularly during the later stages of the programme, the student may apply to go "off-books". If a student goes off-books, they effectively pause their studies for one year and return to complete the programme once the issue has passed. Students wishing to go off-books should discuss the issue with the Course Director in the first instance. The course director is required to make a case for the student to go off-books to the Dean of Graduate Studies, which requires documentary evidence of a similar nature to an Ad Misericordiam appeal (above). Therefore, students are well advised to seek medical certificates or the other pertinent documentation to support their case as early as possible. Making the case for a student to go off-books generally takes around a week.

Please see this webpage for more information: <https://www.tcd.ie/graduatestudies/faq/>.

Resources and Facilities for Students

Trinity Student ID Card

As a Trinity student, you will be issued with a multi-purpose identity card. It serves as a membership ID card for the Library, and will also grant you access to the Trinity Centre for Literary and Cultural Translation.

Email

You will be provided with a Trinity email account. This is the main way that members of staff will communicate with you during the course. For that reason, you should check your Trinity email account regularly (at least once per weekday): [MyZone Home \(tcd.ie\)](https://www.tcd.ie/myzone/).

VLE/Blackboard

Trinity makes use of a Virtual Learning Environment (VLE) called Blackboard. Most, but not all of the modules make extensive use of this VLE, posting reading lists, schedules, messages, and exercises. Some also require you to submit your assignments via Blackboard.

You can access Blackboard at: <https://tcd.blackboard.com>. You will be prompted for your login details which are the same as those issued to you at registration to access your Trinity email account.

Once you have gained access to Blackboard, you will see a list of the modules on which you are registered. If you click on the individual modules, you will be taken to the content for that module.

Internet

While on campus, you can also access the Trinity WIFI. The login details are the same as the ones you use to access your Trinity email account. For further information, see this page: <https://www.tcd.ie/itservices/our-services/student-wi-fi/>.

If you have any issues with your Trinity email account or WIFI connection, or if you require any other technical assistance, please contact the [IT Service Desk](#).

Internet connections are also available at the Trinity Centre for Literary and Cultural Translation. However, as there are currently no computers allocated for student use, you are recommended to bring your own laptop to the Centre.

Specialist software

During the course, you will be introduced to a range of specialist software. A limited number of free licences is available to students currently enrolled on the MPhil in Literary Translation (one per student). These licences allow you to use the software free of charge while you are a student on the course.

College Guidelines on Good Research Practice

College provides guidelines on good research practice. Please look at this at the beginning of term and raise any issues necessary with the Course Director in good time:

<https://www.tcd.ie/about/policies/assets/pdf/Good-Research-Practice-1.1.pdf>.

Learning Development

Very often, postgraduate students discover that they do not have certain skills that they require to flourish on their course. There is no shame in this. A taught postgraduate course is intense and demanding. Also, what is expected in a taught postgraduate course at Trinity is almost certainly very different from what you have learnt is expected at your previous university and in your previous course.

For international students especially, it is highly recommended that you study this page: <https://student-learning.tcd.ie/international/>, which gives a brief introduction of key aspects of the Trinity academic culture.

If you find that you are struggling with some aspect of the course, such as managing your study time and meeting deadlines, writing in the way that is expected of you, planning your essays, or taking notes, it is highly recommended that you undertake one of the workshops that is organized to target these issues as soon as possible. Do not wait and expect the problem to get better by itself. The course is very short and expects a lot. For that reason, its marking structure can be unforgiving for those who struggle to understand the expectations. You can find details of the services available to help you through such situations here: <https://student-learning.tcd.ie/services/>

Postgraduate Advisory Service

The Postgraduate Advisory Service (PAS) is a free and confidential service available to all registered postgraduate students in Trinity College. PAS offers a comprehensive range of academic, pastoral and professional supports including one-to-one appointments, workshops and trainings, and emergency financial assistance.

PAS exists to ensure that all postgraduates students have a dedicated, specialist service independent of the School-system to whom they can turn for support and advice during their time at Trinity. Common concerns students present to PAS include stress; financial worries; queries about regulations or services available at Trinity; supervisor-relationship concerns; academic progression issues; academic appeals.

The Postgraduate Advisory Service is led by the Postgraduate Student Support Officers who provide frontline support for all Postgraduate students in Trinity. These Support Officers will act as your first point of contact and a source of support and guidance; they can also put you in touch with or recommend other services, depending on your needs.

For an appointment, please e-mail postgrad.support@tcd.ie.

Website: https://www.tcd.ie/Senior_Tutor/postgraduateadvisory/.

To keep up to date with the supports and events for postgraduate please check out the regular PAS newsletter sent to all postgraduates via email or follow PAS on Instagram @TCDPGAdvisory.

Medical Issues

For issues of a medical nature, there is a Health Service in Trinity for students and staff. It is likely a cheaper option than going to a local doctor or hospital for many non-emergency issues. There is no charge for student consultations, which must be made by appointment. However, if tests are required, fees may apply. <https://www.tcd.ie/collegehealth/>.

Student Counselling

Student Counselling Service offers free, confidential and non-judgemental support to registered students of Trinity College Dublin who are experiencing personal and/or academic concerns. The Trinity Counselling Service operates a hybrid service model. This involves a blend of in-person, video and telephone formats. Please email student-counselling@tcd.ie to request an appointment. For more information, please visit https://www.tcd.ie/Student_Counselling/about/.

Postgraduate Supports for Students with Disabilities

Postgraduate students who have disabilities are encouraged to apply to the disAbility Service for reasonable accommodation. Supports for Postgraduate Students includes:

- Academic Support
- Assistive Technology
- Occupational Therapy
- Support on Placements and Internships

An application can be made through my.tcd.ie via the 'My Disability Service' tab. Additional information is available in a step-by-step [How to apply for Reasonable Accommodations guide](#).

Any postgraduate student in Trinity is welcome to contact the disAbility Service to informally discuss their needs prior to making a formal application. Please email askds@tcd.ie or visit the Trinity [disAbility Service Contact page](#).

You can find out more information here: <https://www.tcd.ie/disability/support-and-resources/>.

Students' Union

The Students' Union represents all students in College, having five full-time officers (President, Publicity Officer, Education Office, Welfare Office, and Entertainments Officer). It has two shops on campus, and a travel office (DUST, Dublin University Student Travel) is located in House 6. Contact frontoffice@tcdsu.org or visit <https://www.tcdsu.org/> for more information.

Trinity Careers Service

Trinity students have access to information, support and guidance from the professional team of Careers Consultants throughout their time at Trinity and for a year after they graduate. The support offered includes individual career guidance appointments, CV and LinkedIn profile clinics, practice interviews and mentoring.

Visit <https://www.tcd.ie/Careers/> for career, further study and job search advice.

Sign into MyCareer to book appointments, find information about vacancies and bursaries, and book your place on upcoming employer events.

Timetabling

The course timetable is fixed centrally. You will be able to access your timetable on the my.tcd.ie portal in advance of each term.

Class Cancellation and Public Holidays

Class cancellations can happen for many reasons, including national holidays, unforeseeable weather events, as well as lecturer illness. Where cancellations are predictable ahead of time, for example, because of national holidays, efforts are made to schedule classes to avoid the need for cancellation. In all other cases of classes being cancelled, normal College practice is not to make up the classroom contact time with additional classes, but for the same amount of material to be spread over the remaining classroom time.

At the taught postgraduate level, classroom time is conceptualised primarily as an opportunity to solidify learning, rather than as a medium for the transmission of information. In addition, because students' and lecturers' timetables are complex, organising makeup classes that do not create a clash for one or another is generally not feasible. Module convenors take predictable breaks in the schedule, such as national holidays into account when they plan the module, prior to the start of term, in order to ensure that the same amount of material is covered, even if one or more weeks' classes cannot run.

Academic Registry

Most of the academic administration of the course, such as admissions, fees and registration, graduation, certificates, and transferring/withdrawing is handled by the Academic Registry. You can find the Academic Registry in the **Watts Building**, on campus, around 5 minutes' walk from the Centre. However, it is highly recommended that you try to find your issue on their website before dropping in, to increase the likelihood of getting the advice you require:

<https://www.tcd.ie/academicregistry/>. Please note that some issues are only managed in consultation with the course director.

Transcripts and Letters

Students can self-generate the following letters from my.tcd.ie portal:

- Registration letter;
- Proof of fees paid;
- Visa Letter.

Graduate Letters, Translations and Duplicate of Degree Parchments can be issued by the Academic Registry. More information and guidelines can be found on the Academic Registry website:

<https://www.tcd.ie/academicregistry/service-desk/documents-and-forms/letters-and-documentation/>.

For other letters and transcripts, please email the [Course Administrator](#). Please note that although letters certifying student progress and achievements to date can be issued at any time, programme transcripts are not issued until after the Courts of Examiners for a given year, unless a student presents specific and documented requirement for something with more detail.

- Courts of Examiners for Framework Students on the Postgraduate Certificate and Postgraduate Diploma routes normally take place in June following the submission of the last piece of work.
- Courts of Examiners for MPhil students normally take place in December following the submission of the dissertation.

School of Languages, Literatures and Cultural Studies

The School is the body that runs the course, and that manages it day to day. The School Office is located in Room 5042 of the Arts Building. The Course Administrator's office is Room 5038 in the Arts Building. The School is your first port of call for academic transcripts and issues pertaining to your option modules. Generally, issues handled by the School are done so in consultation with the Course Director. Any emails to the School can be directed to postgraduate.sllcs@tcd.ie.

Course Director

The Course Director is the individual responsible for the smooth running of the course. The current Director is James Hadley, whose office is on the **top floor of the Centre**. He can also be reached by emailing hadleyj@tcd.ie. The Director manages your journey through the course, your supervisors, the marking and moderating of your assignments, and a variety of other activities not covered by any of the other bodies mentioned here. The Director takes the place of the Tutor in undergraduate courses. The Director is available for meetings to discuss issues of all kinds, ranging from academic performance to pastoral issues students may encounter. Meetings should be organised in advance by sending an email that briefly outlines the nature of the issue.

Representatives

Each year, the class nominates one or more representatives from among the students. These representatives attend meetings each term and act as the student voice on behalf of the whole

cohort. If you would like to act as a representative, you should approach the course Director early in the academic year.

Centre Manager

The Manager of the Trinity Centre for Literary and Cultural Translation is located on the **ground-floor of 36 Fenian Street**. The Manager can also be reached by emailing littrans@tcd.ie. The function of the Manager is to look after the smooth running of the Centre, to maintain the building, to run events, to organise meetings, and to facilitate working between the various parties that make up the centre, the students included. The Centre Manager's role does not include anything to do with the course itself and the Centre Manager cannot offer advice on academic work. However, if you notice a structural or technical problem with the Centre building, have an issue with another user of the building, have a problem with the alarm system, have an accident in the building, the Centre Manager should be informed without delay.

Trinity Centre for Literary and Cultural Translation

Students on the MPhil in Literary Translation are automatically members of the Trinity Centre for Literary and Cultural Translation, located at 36 Fenian Street, Dublin 2. The Centre is the reference point for literary and cultural translation activity in Ireland. Students have a room in this building which they can use for study. As part of the Centre's community, students agree to abide by the following regulations.

The Common Room is available for use by students enrolled on the MPhil in Literary Translation.

Behaviour

You are at all times expected to:

- behave in a peaceful and civil fashion towards fellow students, staff, visitors and guests of the Centre;
- behave in a manner which does not distress, embarrass, or intimidate fellow building occupiers of the building and/or interfere with other people's rights or property.

Visitors / Guests

- You are responsible for your visitors/guests. Guests are welcome at events hosted by the Centre. Guests may use the Common Room if they are working on a project with a student enrolled on the MPhil in Literary Translation. You may not have more than three guests at any one time and you must ensure that you and your guests are not disturbing other people in the building. You must ensure that your guests sign in on arrival and out again on departure.

Parties / Noise

- Gatherings of more than four people may only be organised with the express written permission of the Manager or Director of the Centre.
- You may not play musical instruments, radios, televisions or other sound-producing apparatus in such a manner as to cause distraction or nuisance to others at any time. Earphones/headphones must be used when listening to audio equipment.

Keys / Access

- Trinity ID cards for students enrolled on the MPhil in Literary Translation are programmed as the access card for the Centre.
- Access cards are non-transferable and may not be used by any other party under any circumstances. A College ID card (or 'TCard') is the responsibility of the member of College to whom it has been issued. Passing over such means of identification to another party, College member or not, is an offence. Using such identification falsely is an offence. If College ID is used improperly or falsely, both parties are liable and will be reported to the Junior Dean. See https://www.tcd.ie/Junior_Dean/student-discipline/
- You must take reasonable steps to ensure the safety of your access card. If your card is lost, stolen, used, or likely to be used, for a fraudulent or improper purpose, the card must be "hotlisted" on the TCard portal. Written notification of such loss or theft may be made via email to tcard@tcd.ie. By reporting a TCard as lost, copied, mislaid or stolen or as being used, or likely to be used, for a fraudulent or improper purpose, the owner will be deemed to have authorised cancellation of their card.
- Lockable drawers are found in the student room. The fee for replacing a lost key is €20. Any lost keys should be reported immediately to the course director or Centre manager.

Building Safety

- For fire safety and security reasons, you must sign in and out on the sheet provided in the hallway and you are responsible for your guests doing the same, each time they enter or leave the building.
- For the safety of all occupiers, fire doors must be kept closed. You and your guests may enter only via the front door. Emergency doors are for emergency use only. Windows may not be used for access/egress.
- Activities which place others in danger of risk or injury including tampering with fire alarms and fire safety equipment are an infringement of general College regulations. Individuals involved in any such activity will be reported to the Junior Dean and may be liable for a fine.
- You must not allow people whom you do not know to enter the Centre. Any unknown persons admitted to the building must be accompanied at all times.
- You may not disclose the alarm code to people who are not authorised to use the Centre or Common Room.
- If you are the last person to leave the building at the end of the day, you must set the alarm. Check the sign-out sheet before leaving for the day.

Health and Safety

- You must not block any drains, pipes or sewers serving the Centre by disposing of materials into sinks or lavatories.
- You must not use, store, keep or permit to be kept any dangerous, combustible or illegal substances or materials in any part of the Centre. You must report immediately the presence of such substances or materials to the Manager/Director of the Centre.
- You must not interfere with or over-load any electrical apparatus installed in the Common Room or install any additional electrical wiring, gas, piping or portable gas, paraffin or electric heaters into the Centre.
- The use of candles, incense and naked flames in the Centre, including the Common Room, is strictly forbidden.

Fire Safety

- You must abide by all Fire Safety and other Regulations for the safe and orderly management of the Centre and you must acquaint yourself with these regulations (in the cupboard in the hall, by the front door) and emergency escape routes. You may not interfere in any manner with the fire safety and/or security equipment, and you must participate in any fire drills which may be held. Occupiers must treat every alarm as an emergency.
- You must not remove the Fire Safety regulations from the hallway.
- You must report any instances of abuse of the fire safety equipment to Trinity Security and to the Manger/Director of the Centre.

Furniture and Fittings

- All occupiers are responsible for keeping the furniture, fixtures, fittings, appliances and articles in the Common Room in good and proper repair. You may not bring any furniture to the Common Room without the permission of the Manager/Director of the Centre.
- You may not remove or permit the furniture, fixtures and fittings, appliances or articles to be removed from the Common Room.

- Books located in the Common Room are the property of Trinity Centre for Literary and Cultural Translation. These may be used by any person in the building and may not be removed at any time from the Centre.

Damage / Defacing Property

- You may not pin or tape any notices, papers or flyers to the walls of the Common Room as this may damage the paintwork.

Cleaning / Inspections

- All occupiers are responsible for keeping the interior of the Common Room in a clean and hygienic condition at all times. Housekeeping inspections may be carried out from time to time by the Manager/Director to ensure that the Common Room is kept in good condition and that there are no maintenance defects.
- You are responsible for washing up and cleaning after you have used the kitchen facilities. Kitchen cupboards and surfaces must be kept clean.
- You are responsible for ensuring that your food is kept in the fridge and that the fridge and countertop areas are cleaned regularly, so as not to attract vermin.

Repairs / Maintenance

- The Centre Manager is responsible for repairs and maintenance and should be advised immediately of such a need. You must report any breakages, defects or damages to the Centre Manager without delay.

Rubbish

- You are responsible for depositing your refuse in the bins provided and are required to do so.
- You are expected to recycle all waste properly and to use the recycling bins provided for paper, clean glass and recyclable packaging. The use of single-use plastics is strongly discouraged. For more information about campus recycling and the proper disposal of waste, see <https://www.tcd.ie/provost/sustainability/assets/guides/student-sustainability-guide.pdf>

Consumption of Alcohol

- The consumption of alcohol is not permitted in the Centre without the express permission of the Manager/Director of the Centre.

Outside Areas

- You are permitted to use the external space outside the Student Common Room. Smoking and the use of e-cigarettes is not permitted in this area.
- You must ensure the door leading to the outside space is locked every time you re-enter the Common Room and especially when the room is unoccupied and at the end of the day.

Smoking

- Trinity Centre for Literary and Cultural Translation is a no-smoking area. The use of cigarettes and/or e-cigarettes is strictly prohibited in the building. Smoking is not permitted

within a distance of 4m from the entrance to the building, its opening windows and entrances to its enclosed areas.

Contact by Email / Telephone

- The Manager/Director of the Centre may contact you through the Trinity mailing list. It is your responsibility to check your emails regularly for such notices.
- The Manager/Director of the Centre is responsible for ensuring that these regulations are observed.
- The Common Room may be locked, and access to the Centre may be withdrawn at any time and without warning at the discretion of the Manager/Director of the Centre.

Literature Ireland Archive

- Literature Ireland's archive is based in the Board Room of the Centre. Registered students of the MPhil in Literary Translation may use the archive materials for reference purposes.
- Students who wish to consult the books must register their interest with Literature Ireland (2nd floor office) and present their student card.
- Books may not be removed from the building and must be returned to the Literature Ireland offices no later than one month after the date of issue. Books must be returned in the same condition in which they were lent.
- For further information on the archive, its holdings and terms of use, contact Literature Ireland

Please note that, in addition to the above, all students at Trinity College Dublin are bound by the regulations as stipulated in the College Calendar General Regulations and Information (Section H). Attention is particularly drawn to Section H, subsection III (Conduct and College Regulations – H19-H30).

Information for users of the Trinity Centre for Literary and Cultural Translation

Access to 36 Fenian Street

Sign in sheets: You (and your guests) must sign in and out <u>every time</u> you enter or leave the building.	We use these sheets to monitor who is in the building, so as not to lock someone in, and to prevent the alarm from being activated by mistake. At the end of each day, you must sign out. If you are the last person to leave the building, you must <u>set the alarm</u> .
What to do if the alarm goes off accidentally	<ul style="list-style-type: none">• De-activate the alarm by typing in the code.• Telephone security (01) 896 1317, tell them the alarm has gone off and that you have resolved it. If you don't do this, they will come to check all is ok.
To open the main door routinely	Press the green circular button to the right of the door
To open the main door in the event of an emergency	Use the square green box to the right of the door (the door will then not lock). There is a special key to reactivate the lock.
To open the main door in the event of a fire	Use the red button — see the fire protocol in the cupboard in the hall.

Security

The contact number for the 24-hour security service at Trinity College is **(01) 896 1317**.

Emergencies

The emergency number is (01) **896 1999**. In the event of an emergency, please make your way quickly and calmly to the nearest emergency exit. The main emergency exit is the front door. There is also an emergency exit at the back of the basement area, and an additional emergency exit on the top floor of the building, through which you can exit via the Dunlop-Oriel building, next door.

The fire assembly point is in front of the O'Callaghan Davenport Hotel across the street from the main door. You should assemble in front of this hotel and wait there until a member of staff checks you off the list and gives you permission to re-enter the building.

Drinking water

There is drinking / mains water connection provided to two sinks in 36 Fenian Street: the sink in the students' common room and the sink in the staff kitchenette on the ground floor.

Disabled toilet (basement level) – emergency pull string

The pull cord should be used by a disabled person who requires assistance. The alarm will be activated via an over-door sounder. Assisting personnel must enter the room to turn off the alarm and to check that the person is ok. Turn off the alarm using the 'remote assistance alarm reset button' on the wall.

Going on to a PhD

Many of our master's students go on to do a [PhD with us](#) after they finish. Some do so immediately after finishing the master's degree, and others take one or more years out before returning to us. If you are thinking about taking a PhD, it is a good idea to make this known early so that you can receive the support that is available to you.

It is possible to take a PhD at Trinity in any of the disciplines taught in any of the schools, as well as any of the interdisciplines which straddle these. The interdisciplines include Translation Studies, European Identities, Digital Humanities, Medieval Studies, and Comparative Literature. A PhD at Trinity takes four years and involves the doctoral researcher working primarily by themselves for most of that time, and meeting with a supervisory team, which is there to guide the process. In a PhD, the onus is on the researcher to do all the work. The supervisor(s) only support their journey.

The first stage is to work out roughly what you would like to research. Many people think that it is a good idea to develop their master's dissertation into a full PhD, and sometimes this can work. However, in many cases, this creates issues, because a PhD thesis is around five times longer than a master's thesis, and much more extensive. Therefore, it can be very difficult to plan both at the same time, or to carve out a subsection of your big idea which can be used for a master's dissertation. For that reason, it is often best to treat each piece of work separately and use what you learn from writing the master's dissertation when planning your PhD thesis.

Once you have a rough idea of what you would like to research, you should write it out as a 300-word abstract. Be sure to include:

- Your main research question
- The methodology you will use to answer this research question
- The materials you will analyse with your methodology to reach the answer to your research question
- The justification for why this research question is an important contribution to knowledge
- Any contextual information which is needed to understand any of the other four elements.

Once you have an abstract you are happy with, research [potential supervisors](#) who might be able to support your work. You can start by looking at the list of supervisors on the last page of this handbook. A PhD at Trinity can be supervised by one person or several, and it is becoming more and more the norm that PhD researchers have more than one supervisor. This is particularly the case in the interdisciplines, where one supervisor may be a subject specialist in one aspect, and another is the subject specialist in another. It is important to bear in mind that your supervisor does not need to be researching or teaching exactly what you plan to research. They simply need to be able to comment on your research from a position of confidence. In many cases, the supervisory relationship is most rewarding when the researcher and the supervisor have different focuses to their research, since each can learn something from the other, and there is no element of competition.

Once you have identified some possible supervisors, reach out to them with your abstract and see what their reaction is. Very often, even if they cannot supervise you, they will try to suggest someone else who can.

Once you have identified a supervisor who can support you, you can move forward together to develop your idea into [a full proposal](#), which is the most important part of your application.

Funding

Very often, funding dictates those research projects which are viable from those which are not. For many researchers, a PhD is simply not an option without some external financial support.

There is a range of grants and [studentships available to research candidates in the school](#). However, these are highly competitive, and based on the strength of the research that is being proposed. This is why it is important to develop your research proposal in collaboration with your supervisor(s) in such a way that will make your idea attractive to funders.

The main point to bear in mind when writing a proposal to attract external funding is “will this research affect anybody’s life, apart from mine?” Funders generally do not want to fund research which only benefits the researcher. They will not give you money to research something obscure simply because you want to. Instead, they want to see that the knowledge you will gain thanks to this research has the potential to help someone else. Therefore, it is important when you justify why your research question is important, to make it clear how this research builds on previous research, fills a gap in our knowledge which is preventing us from doing something, will allow us to ask a whole range of new questions, will allow us to systematise our understanding of something, will create a new resource, or will solve some kind of problem. In the humanities, many candidates can find this mindset very intimidating, since they have little chance of developing a new drug or inventing a new machine, for example. However, it is important to bear in mind that the funders do not expect you to change the world with your research, but they do want to see that the research has contributes something to the world.

The main funders for research in the school are the Irish Research Council, which funds a certain number of [PhD scholarships](#) each year. The deadline for submissions to this scheme is generally in October, and the application process is long. Therefore, in order to make a strong application, it is strongly recommended that you start the application process in June of the year you plan to apply. The results are generally released in the late spring the following year, and successful applications are funded from that September or October. That means, in practice, it is necessary to start the application process more than a year before one intends to start researching. However, it is also important to bear in mind that there is a much higher success rate for these schemes from researchers who have already begun their PhD. Candidates who apply for the scholarships during their first or second years are much more likely to be funded than people who apply before starting. This is because of the nature of the proposal: It is much easier to describe what you will do when you are already doing it, than if you simply have to imagine the future.

If you would like to discuss your options related to a PhD informally, it is recommended that you begin by reaching out to James Hadley (hadleyj@tcd.ie).

Teaching Staff

Course Director

Dr James Hadley is the current course director of the PG Programme in Literary Translation. He is your first and most frequent point of contact for any questions or concerns. If you wish to organise a meeting with him, you should email him at hadleyj@tcd.ie.

For purely administrative matters (e.g. module assignment, timetabling issues, transcripts, etc.), students should contact the [Course Administrator](#).

Supervisors

Each student is required to find a supervisor for both the portfolio and the dissertation. Students often, but not necessarily, choose two or more different supervisors for these two assignments, in order to engage most fully with the expertise of the individuals involved. You are encouraged to start identifying and approaching potential portfolio supervisors early in Michaelmas Term (MT). Dissertation supervisors are settled by the beginning of Hilary Term (HT). Potential supervisors include but are by no means limited to:

	Arabic	Bulgarian	Catalan	Chinese	Croatian	Czech	Dutch	French	Galician	German	Greek	Hungarian	Italian	Irish	Japanese	Polish	Portuguese	Russian	Spanish	Turkish
Dr James Hadley															X					
Dr Natália Resende																	X			
Dr Lijing Peng				X																
Dr Anthony Hirst											X									
Dr Motoko Akashi															X					
Andrea Bergantino													X							
Nayara Helou Chubaci Güércio																	X			
Cristina Barroso Durán																				X
Dr Goedele De Sterck (remote only)								X												
Prof Emeritus Cormac Ó Cuilleaináin													X							
Dr Catherine Barbour									X											X
Dr Brian Brewer																				X
Dr Katerina García			X			X														X
Prof Omar García																				X
Dr Catherine Leen																				X
Dr Igor Candido													X							
Dr Clodagh Brook													X							
Dr Enrica Maria Ferrara													X							
Dr Justin Doherty																				X
Dr Conor Daly																				X
Dr Jana Van Der Ziel Fischerová						X														
Dr Dmitri Tsiskarashvili																				X
Dr Balázs Apor												X								
Dr Krzysztof Rowinski																X				
Dr Dimitar Kambourov		X																		
Dr Stipe Kekez					X															
Prof Mary Cosgrove										X										
Dr Peter Arnds										X										
Dr Gillian Martin										X										
Dr Clemens Ruthner										X										
Dr Sarah Alyn Stacey								X												
Dr Alexandra Lukes								X					X							
Dr Hannes Opelz								X												
Dr Edward Arnold								X												
Dr Rachel Hoare								X												
Dr Théophile Munyangeyo								X												
Dr Paule Salerno O'Shea								X												
Dr Pádraig de Paor														X						
Dr Eoin Mac Cárthaigh														X						
Dr Mícheál Hoyne														X						
Dr Tylor Brand	X																			
Dr Murat Siviloglu																				X

Appendix I: House Style for Submission of Written Work

This description is the default for core modules and dissertations in the MPhil in Literary Translation programme. Some option modules may have different requirements. Please be sure to check the requirements for your modules.

All submitted work should be word-processed.

Layout

Font: Calibri

Font size: 12pt

Line Spacing: 1.5

Page size: A4

Dates:

- Use the DD/MM/YYYY format for short dates (e.g. 30/09/2000)
- Use the dddd/mmmm/yyyy format for long dates (e.g. 30th September 2000)
- For decades, do not include an apostrophe (e.g. 1990s (not 1990's))
- For centuries, spell out the name (e.g. 'nineteenth century' (not '19th century')).

Punctuation: Do not put a space in front of a question mark, or in front of any other closing quotation mark. Use single spaces after full-stops.

Spelling: Any English spelling convention is acceptable, as long as it is used consistently.

Title: Use bold for your assignment title, with an initial capital letter for any proper nouns.

Please indicate the level of the section headings in your assignment:

Headings:

- First-level headings (e.g. Introduction, Conclusion) should be in bold, with an initial capital letter for any proper nouns.
- Second-level headings should be in bold italics, with an initial capital letter for any proper nouns.

Tables and figures: Tables and figures must be properly titled and numbered consecutively. Do not use bold or capitals in the titles of tables and figures.

Quotations:

- Fewer than 40 words: in the body of the text, in single quotation marks ('...').
- 40 words or more: size 10, indented 2.54cm on left and right, on a new line, with no quotation marks.
- If a quotation contains a quote, this is marked with double quotation marks ('... "..."...').

Bold: Bold text should only be used to identify section or chapter titles.

Italics: Use italics for titles of books, journals, newspapers, plays, films, long poems, paintings and ships. Extensive use of italics for emphasis should be avoided.

Underlining: Underlining should not be used.

Translation examples:	Gloss in English any translation examples from other languages.
Gender-neutral language:	Do not use either masculine or feminine terms when the intention is to cover both genders.
Abbreviations and technical terms:	<p>When using abbreviations, the following conventions should be followed:</p> <ul style="list-style-type: none"> • When the abbreviated form ends with the same letter as the full form, no full stop is used (e.g. Mr, Dr, Mrs, vols, St) • Other abbreviations take a full stop (e.g. Esq., vol., p., no.) • Where the initial letters of each word of a title of a journal are used as an abbreviated title, full stops are omitted (e.g. MLR, PMLA, RHLF, TLS) • Abbreviated Technical terms must normally be explained in the text. However, if numerous abbreviations are used, they may be listed separately after the text of the assignment.
Numerals:	In general, spell out numbers under 100; but use numerals for measurements (e.g. 12km) and ages (e.g. 10 years old). Insert a comma for both thousands and tens of thousands (e.g. 1,000 and 20,000).
Notes:	Use footnotes, rather than endnotes, consecutively numbered, with reference numbers appearing in the relevant place in the text body. Notes should be kept to a minimum and should not include any material that could appear in the text body.
Appendices:	Large bodies of data, such as transcripts and tables may be placed into an appendix at the end of the assignment. Appendices do not count for the purposes of the assignment's word count. However, the marker also does not have to consider them. Therefore, sufficient and consistent reference to the contents of any appendices must be made in the body of the text using the same techniques as for referencing any other body of research, (e.g. '(see Appendix 1: 5-7)).
Pagination:	Pages should be numbered consecutively, centred in the footer. No blank pages should be included.
Student Number:	The student number should appear in the header of each page of the assignment and in the name of the document for work submitted electronically. e.g. (1234567.pdf)

The most recent [Chicago Manual of Style](#) should be consulted for all further details.

Referencing and Bibliographies

Referencing

The referencing style used is the Author–Date System, as described in the [Chicago Manual of Style](#).

Sources are cited in the text, usually in parentheses, by the author's surname, the publication date of the work cited, and a page number if present. Full details are given in the bibliography. Place the reference at the appropriate point in the text; normally just before punctuation. If the author's name appears in the text, it is not necessary to repeat it, but the date should follow immediately:

Placement:

- Jones and Green (2012) did useful work on this subject.
- Khan's (2012) research is valuable.

If the reference is in parentheses, use square brackets for additional parentheses:

- (see, e.g., Khan [2012, 89] on this important subject).

Separate the references with semicolons. The order of the references is flexible, so this can be alphabetical, chronological, or in order of importance. If citing more than one work by one author, do not repeat the name:

Citing multiple works at a time:

- (Smith 2010, 2012; Khan 2012)
- (Smith 2010, 2012, 84; Khan 2012, 54–60)
- (Smith 2012a, 2012b, 82; Khan 2012, 9)

Repeat mentions in the same paragraph:

Include a full reference every time a work is cited, even if it is cited multiple times in a single paragraph. You may use 'ibid' where exactly the same text has been cited in the same paragraph:

- (Smith 2010, 9)
- (ibid, 25)

With a quotation:

Citation of the source normally follows a quotation, but may be placed before the quotation to allow the date to appear with the author's name:

- As Smith (2012, 67) points out, "quoted text."
- As Smith points out, "quoted text" (2012, 67).

After a displayed quotation, the source appears in parentheses after the final punctuation:

- end of displayed quotation. (Smith 2012, 67)

Page number or other locator:

(Smith 2012, 6–10) (Jones 2012, vol. 2)

One author:	Smith (2012) or (Smith 2012)
Two authors:	Smith and Jones (2012) or (Smith and Jones 2012)
Three authors:	Smith, Jones, and Khan (2012) or (Smith, Jones, and Khan 2012)
Four or more authors:	Smith et al. (2012) (Smith et al. 2012) If the reference list contains two publications in the same year that would both shorten to the same form (e.g. Smith et al. 2012), cite the surnames of the first author and as many others as necessary to distinguish the two references, followed by comma and et al. (NB: you cannot use et al. unless it stands for two authors or more.). If this would result in more than three names having to be used, cite the first author plus a short title: (Smith et al., "Short Title," 2012) (Smith et al., "Abbreviated Title," 2012)
Authors with same surname:	G. Smith 2012 and F. Smith 2008 Cite first few words of title (in quotation marks or italics depending on journal style for that type of work), plus the year. name:
No author:	In the text: (BSI 2012) In the reference list: BSI (British Standards Institution) 2012. Title ...
Groups of authors that would shorten to the same form:	Cite the surnames of the first author and as many others as necessary to distinguish the two references, followed by comma and et al.
Organization as author:	The organization can be listed under its abbreviation so that the text citation is shorter. If this is the case, alphabetise the reference under the abbreviation rather than the full
Author with two works in the same year:	Put a, b, c after the year (Chen 2011a, 2011b)
Secondary source:	When it is not possible to see an original document, cite the source of your information on it; do not cite the original assuming that the secondary source is correct. Smith's diary (as quoted in Khan 2012)
Classical work:	Classical primary source references are given in the text, not in the reference list.
Personal communication:	References to personal communications are cited only in the text: A. Colleague (personal communication, April 12, 2011)
Unknown date:	(Author, n.d.) (Author, forthcoming)

Two dates:

List the original date first, in square brackets:

Author ([1890] 1983)

Multivolume works:

(Author 1951–71)

Bibliography

List all primary and secondary sources consulted, using the [Chicago Manual of Style](#) conventions.

General

- Alphabetically by last name of author. If no author or editor, order by title. Follow Chicago's letter-by-letter system for alphabetizing entries. Names with particles (e.g. de, von, van den) should be alphabetized by the individual's personal preference if known, or traditional usage.
- A single-author entry precedes a multi-author entry that begins with the same name. Successive entries by two or more authors when only the first author is the same are alphabetized by co-authors' last names. If references have the same author(s), editor(s), etc., arrange by year of publication, with undated works at the end.
- If the reference list contains two or more items by the same author in the same year, add a, b, etc. and list them alphabetically by title of the work:
Green, Mary L. 2012a. Book Title.
Green, Mary L. 2012b. Title of Book.
- Generally, use the form of the author name as it appears on the title page or head of an article, but this can be made consistent within the reference list if it is known that an author has used two different forms (e.g. Mary Louise Green and M. L. Green), to aid correct identification.
- Headline-style capitalization is used. In headline style, the first and last words of title and subtitle and all other major words (nouns, pronouns, verbs, adjectives, adverbs) are capitalized. For non-English titles, use sentence-style capitalization.

Books

- One author: Smith, John. 2012. Book Title: The Subtitle. Abingdon: Routledge.
Smith, J. J. 2012. Book Title. Abingdon: Routledge.
- Two authors: Smith, John, and Jane Jones. 2012. Book Title: The Subtitle. Abingdon: Routledge.
Smith, J. J., and J. B. Jones. 2012. Book Title: The Subtitle. Abingdon: Routledge.
- Three authors: Smith, John, Jane Jones, and Mary Green. 2012. Book Title: The Subtitle. Abingdon: Routledge.
- Four to ten authors: Give all authors' names.
- More than ten authors: List the first seven authors followed by et al.
- Organization as author: University of Chicago Press. 2012. The Chicago Manual of Style. 16th ed. Chicago: University of Chicago Press.
- No author: Begin the bibliography entry with the title, and ignore "the", "a" or "an" for the purposes of alphabetical order.

Chapter:	Chapter in a single-author book: Green, Mary. 2012. "Chapter Title." Chap. 5 in <i>Style Manual</i> . Abingdon: Routledge. Chapter in a multi-author book: Jones, Sam. 2012. "Chapter Title." In <i>Book Title</i> , edited by John Smith, 341–346. Abingdon: Routledge.
Edited:	Smith, John, ed. 2012. <i>Collected Style Manuals</i> . Abingdon: Routledge. Smith, John, and Jane Jones, eds. 2012. <i>Collected Style Manuals</i> . Abingdon: Routledge.
Edition:	University of Chicago Press. 2012. <i>The Chicago Manual of Style</i> . 16th ed. Chicago: University of Chicago Press.
Reprinted work:	Maitland, F. W. (1898) 1998. <i>Roman Canon Law in the Church of England</i> . Reprint, Union, NJ: Lawbook Exchange.
Multivolume work:	Green, M. L. 2012. <i>Collected Correspondence</i> . Vol. 2 of <i>The Collected Correspondence of M. L. Green</i> . Abingdon: Routledge, 2000–. Khan, Lisa. 2009–12. <i>Collected Works</i> . 2 vols. Abingdon: Routledge.
Translated:	Smith, John. 2012. <i>Collected Style Manuals</i> . Translated and edited by Jane Jones. Abingdon: Routledge.
Not in English:	If the text is not in, an English translation of the title is needed. It follows this style: Piaget, J., and B. Inhelder. 1951. <i>La genèse de l'idée de hasard chez l'enfant</i> [The Origin of the Idea of Chance in the Child]. Paris: Presses Universitaires de France.
Online:	If you used an online version, cite the online version, include the URL or DOI: Smith, John. 2012. <i>Book Title: The Subtitle</i> . Abingdon: Routledge. doi:xxxxxxxxxx. Smith, John. 2012. <i>Book Title: The Subtitle</i> . Abingdon: Routledge. http://xxxxxxxxxx/ .
Place of publication:	Where two cities are given, include the first one only. If the city could be confused with another, add the abbreviation of the state, province, or country: Cambridge, MA: Harvard University Press Cambridge: Cambridge University Press Oxford: Clarendon Press New York: Macmillan Englewood Cliffs, NJ: Prentice Hall Washington, DC: Smithsonian Institution Press When the publisher's name includes the state name, the abbreviation is not needed: Chapel Hill: University of North Carolina Press
Publisher:	Omit initial "the", and "Inc.", "Ltd", "Co.", "Publishing Co.", etc.

Journals

Online versions:	If you used an online version, cite the online version, include a DOI (preferably) or URL.
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One author:	Smith, John. 2012. "Article Title: The Subtitle." <i>Journal Title in Full</i> 10 (1): 30–40. doi:xxxxxxxxxxxx. Smith, J. 2012. "Article Title: The Subtitle." <i>Journal Title in Full</i> 10 (1): 30–40. doi:xxxxxxxxxxxx.
Two authors	Smith, John, and Lisa Khan. 2012. "Article Title: The Subtitle." <i>Journal Title in Full</i> 10 (1): 200–210. doi:xxxxxxxxxxxx. Smith, J. J., and L. M. Khan. 2012. "Article Title: The Subtitle." <i>Journal Title in Full</i> 10 (1): 200–210. doi:xxxxxxxxxxxx.
Three authors:	Smith, John, Jane Jones, and Mary Green. 2012. "Article Title: The Subtitle." <i>Journal Title in Full</i> 10 (1): 33–39. doi:xxxxxxxxxxxx. Smith, J. J., J. P. Jones, and M. G. Green. 2012. "Article Title: The Subtitle." <i>Journal Title in Full</i> 10 (1): 33–39. doi:xxxxxxxxxxxx.
Four to ten authors:	Give all authors' names.
More than ten authors:	List the first seven authors followed by et al.
Translated:	Khan, Lisa. 2012. "Article Title in Hindi." [Title in English.] <i>Journal Title in Full</i> 10 (3): 10–29. doi:xxxxxxxxxxxx.
Not in English:	Capitalize sentence-style, but according to the conventions of the relevant language.
Other article types:	Smith, John. 2012. "Title of Book Review." Review of Book Title, by Lisa Khan. <i>Journal Title in Full</i> 10 (1): 33–39. doi:xxxxxxxxxxxx.
Issue numbers:	The issue number can be omitted if the journal is paginated consecutively through the volume (or if month or season is included), but it is not incorrect to include it. When volume and issue number alone are used, the issue number is within parentheses. If only an issue number is used, it is not within parentheses: <i>Journal Title</i> , no. 25: 63–69. If using month, abbreviate as Jan., Feb., etc. If using season, spell out in full.
Online first publication:	Use year of online publication and include 'Advance online publication'. Remove any version type, eg Rapid online or epub, e.g.: Yoon, Ee-Seul. 2015. "Young people's cartographies of school choice: the urban imaginary and moral panic." <i>Children's Geographies</i> . Advance online publication. doi: 10.1080/14733285.2015.1026875. If you can update the reference to include published volume and issue numbers before publication, please do so.

Other kinds of media

You should use non-peer reviewed forms of media extremely sparingly (or not at all), and mostly as primary data, rather than as secondary sources of authoritative information. Each form of media has its own citation conventions. The various media include: [Theses and Dissertations](#), [Interviews](#), [News or Magazine Articles](#), [Book Reviews](#), [Websites](#), [Social Media Content](#), and [Personal Communications](#).

Formatting Your Dissertation

Title page:	The dissertation must begin with a title page that contains the following information (in this order): the full name of its author; the student number of the author; the title of the assignment or the task that it fulfils; the degree for which it is submitted (MPhil in Literary Translation); the module to which it is attached (where applicable); the term and year in which it is submitted.
Declaration:	<p>Immediately following the title page, every dissertation must contain the following declaration, signed and dated:</p> <p>Declaration</p> <p>“I declare that this dissertation has not been submitted as an exercise for a degree at this or any other university and that it is entirely my own work.</p> <p>I agree that the Library may lend or copy this dissertation on request.</p> <p>Signed: _____ Date: _____</p>
Abstract:	Immediately following the declaration, every dissertation must contain an abstract (250-300 words), which summarizes the methods used and the conclusions reached. The abstract must be headed with the title of the dissertation and the author’s full name (in that order), and must not exceed one page of single-spaced typescript.
Acknowledgements:	The inclusion of an acknowledgement page is optional. However, it is conventional to acknowledge any person or persons who might have provided assistance or guidance in the course of your research.
Table of contents:	Immediately following the abstract, every dissertation must contain a table of contents listing the main divisions (parts, chapters, sections, sub-sections, etc., as appropriate) and the pages on which they begin.
Abbreviations list:	Include full details of abbreviations and editions used.
Introduction:	The introduction sets out the objectives and scope of the dissertation, and the general shape of the argument, together with some statement of how the work relates to studies already available.
Chapters:	Chapters are to be divided as most appropriate to the material. If sub-sections to chapters are used, these should be given separate headings, and listed in the Table of Contents.
Conclusion:	The conclusion describes the results of your investigation, indicates their significance, sets them in a wider context and suggests possible future explorations.
Bibliography:	List all primary and secondary sources consulted using the <i>Chicago Manual of Style</i> conventions.

