

**DEPARTMENT OF HISPANIC STUDIES**  
**TSM - JUNIOR FRESHMAN COURSE 2011-2012**

The first-year course is designed primarily to establish and consolidate your competence in understanding and using the **Spanish Language** (10 ECTs). The course also comprises an **Introduction to Modern Spain** (10 ECTs) and an **Introduction to Spanish and Spanish American Literature** (10 ECTs).

Non-beginners are expected to attend five language classes each week, including one in Spoken Spanish and one in Listening Comprehension.

Beginners are expected to attend seven language classes each week, including one in Spoken Spanish and one in Listening Comprehension. Beginners will need (inside and outside contact hours) a commitment to language study, language work, preparation and revision; by the time of the examinations in April/May, you will be expected to have reached the same level as non-beginners.

**Learning outcomes:** at the end of the academic year, students should have consolidated their understanding of grammar structures and vocabulary, reached a good level of fluency to converse on general topics, developed their ability to write short narrative pieces, dialogues, etc., be able to translate short passages into English, and from English to Spanish.

All TSM Junior Freshman students) (JF) attend one lecture each week on the course **Introduction to Modern Spain**.

Martin Blinkhorn	<i>Democracy and Civil War in Spain 1931-1939</i>
A selection of materials	Departmental Booklet ( <b>not</b> included in registration fee)
John Hooper	<i>The New Spaniards</i> (Penguin, 2006)

**Learning Outcomes:** At the end of the academic year, students should be able to identify major historical, socio-economic, political, and cultural shifts that have affected Spain during the 20th century, to recognize to what extent Spanish society is still responding to historical experiences of the Civil War and the Franco regime, to compare and contrast Spain's historical autonomous regions in relation to each other and to the central government, and to integrate the various themes into a coherent overview of contemporary Spanish society.

All TSM Junior Freshman students (JF) also attend one seminar each week on **Spanish and Spanish American Literature**, in which the following works will be studied:

A selection of poems	<u>Departmental Poetry Booklet</u> (included in registration fee)
F. García Lorca	<i>La casa de Bernarda Alba</i> (ed. Ramsden, Manchester U.P.)
Jean Franco (ed.)	<i>Spanish Short Stories</i> (Penguin) Vol I
G. García Márquez	<i>Crónica de una muerte anunciada</i>
Ramón J. Sender	<i>Réquiem por un campesino español</i> (ed. Patricia MacDermott, Manchester U. P.)
Stephen Hart	Critical Guide to Spanish Texts: <i>Réquiem por un Campesino español</i> .

**Learning Outcomes:** at the end of the academic year, students should be able to critically analyze a selection of literary texts from different genres, distinguish between generic literary conventions, and outline the fundamental and distinguishing characteristics of literary discourse.

### All Junior Freshman (TSM) Non-Beginners

Juan Kattán-Ibarra &  
Christopher J. Pountain

*Modern Spanish Grammar: A Practical Guide*  
(London: Routledge, 2003), 2<sup>nd</sup> edition

Virginia Segura

Spanish Grammar booklet (included in registration fee)

### All Junior Freshman (TSM) Beginners

M. Ángeles Álvarez Martínez

*Sueña 1 (Libro del Alumno) student text book only*  
(Madrid: Anaya), 2007 edition

Juan Kattán-Ibarra &  
Christopher J. Pountain

*Modern Spanish Grammar: A Practical Guide*  
(London: Routledge, 2003), 2<sup>nd</sup> Edition

All students should possess their own copy of a good bilingual dictionary, such as *The Oxford Spanish Dictionary*, *The Collins Spanish-English English-Spanish* or *Diccionario Español-Inglés Inglés-Español* (Larousse) and also a reference grammar, e.g. John Butt and Carmen Benjamín, *A New Reference Grammar of Modern Spanish* (Arnold).

The department strongly recommends to all students to have their own copy of John Peck & Martin Coyle. *The Student's Guide to Writing*, (London: Macmillan Press Ltd., 1999).

## **REQUIRED ATTENDANCE AND WORK**

### **Written work on non-language courses (for TSM students):**

**Three essays will be set in the course of the year, and all are COMPULSORY. These essays contribute 10% to the year's assessment.**

#### **Michaelmas Term (Semester One)**

A term essay (about 2000 words), set by November 4<sup>th</sup> 2011(Week 6 teaching term),and handed into the Secretary, Ms Caroline Anderson, no later than 12 noon by Wednesday 14<sup>th</sup> December 2011 on the texts covered in **Introduction to Literature** course.

A term essay (about 2000 words), set by November 4<sup>th</sup> 2011(Week 6 teaching term), and handed into the Secretary, Ms Caroline Anderson, no later than 12 noon by the first day of Semester Two, Monday 16<sup>th</sup> January 2012 on the texts covered in **Introduction to Modern Spain** course.

#### **Hilary Term (Semester Two)**

A term essay (about 2000 words), set by February 24<sup>th</sup> 2012, (Week 6 teaching term), and handed into the Secretary, Ms Caroline Anderson, no later than 11am on Wednesday 4<sup>th</sup> April 2012 on the texts covered in that term in the **literature** course.

If any student fails to attend a satisfactory proportion of classes and to present on time a satisfactory proportion of language work, as it is set weekly, a 'Non Satisfactory' ('NS') report will be sent to that student's tutor. Such reports will be based for Semester One on work and attendance in language, and on the submission of Semester One essay on **Introduction to Literature** and for Semester Two on work and attendance in language and the term essay on **Introduction to Literature** and **Introduction to Modern Spain**. Any student who receives an NS for more than one term is liable to be denied credit for the year.

1. Students **must** attend all classes and present on time all written work set.  
**Language Classes:** except as otherwise prescribed by your teachers, you should present at least one piece of written work per week.
2. The Department accepts responsibility **ONLY** for term essays presented in person to the secretary (mornings only), and receipted by the Department. Essays should **NOT** be given to individual teachers, pushed under doors, or sent electronically.

## JUNIOR FRESHMAN ASSESSMENT

A record is kept of your marks for language classes and of your marks for essays on **Introduction to Literature** and **Introduction to Modern Spain**. This record will be taken into account in borderline cases, but your formal assessment for the year will be based on the end-of-year examinations, as follows:

**Language Papers:** In addition to a Spoken Spanish and Listening Comprehension examinations, all students will sit TWO exam papers in the following areas: **Grammar, Syntax, Translation, and Text Analysis**.

**Introduction to Modern Spain and Introduction to Literature:** All TSM students will sit in total **TWO** two-hour exam papers: (a paper with three questions on **Introduction to Modern Spain** and a paper with three questions on **Introduction to Literature**).

Please note that failure on average in language, or serious failure in one language paper, will mean a fail assessment overall. Where there is a failure in language, all language elements must be repeated in Supplemental Examinations (written papers, Oral and Listening Comprehension examinations). Where there is a failure only on Introduction to Modern Spain or Introduction to Literature students will have to sit a Supplemental Examination on the failed paper.

**NB:** Students are reminded that academic staff is not normally available for consultation outside of statutory term, that is, between 1<sup>st</sup> July 2012 and 30th August 2012. Any queries regarding examination results etc. should be directed to the Department before 29th June 2012.

**Attendance at lectures, tutorials and language classes is compulsory. In the case of absence of more than three consecutive days, a medical certificate or relevant evidence should be provided. Students may be returned for the term as non-satisfactory if they have attended less than 80% of all classes, or have submitted less than 80% of language work or have not submitted required essays or papers for courses taken. It should be noted (see University Calendar G4.22) that 'In accordance with the regulations laid down by the University Council non-satisfactory students may be refused permission to take their annual examinations and may be required by the Senior Lecturer to repeat their year.'**

## Presentation of Essays and Papers

1. Use a word processor if you can. You will find it a very useful or necessary accomplishment later. But check carefully for typographical errors. Put in all Spanish accents and other orthographical signs. If you present your essay handwritten, be sure to write legibly. Marks will be lost for poor presentation.
2. Make sure you write grammatical English sentences. Capitalize and punctuate properly. Think especially about occasions when clarity would be better served by the use of a colon or semi-colon instead of a comma.
3. Consult a dictionary regularly, if you suspect that you have a tendency to misspell words, either in English or Spanish. In particular, pay special attention to the possessive apostrophe, and also distinguish between 'it's', as an abbreviation, and 'its' as a possessive adjective.
4. Leave a margin of **at least** an inch. Number **all** the pages.
5. The essay must engage with the title: that is, if it asks a question the essay should answer the question; if it asks for discussion on topic A, the essay cannot be about topic B.
6. Abbreviations of ordinary English or Spanish words, and writing in note form are not acceptable.
7. A change of theme or a new stage in the argument demands a new paragraph. Each paragraph should develop, expand, clarify or exemplify your argument(s). Paragraphs should not be excessively long. Avoid one-sentence paragraphs, especially.
8. Italicize the titles of books and complete works like plays, stories, novels and (usually) poems: e.g. *La vida es sueño*, *El celoso extremeño*, *La familia de Pascual Duarte*, *Romance sonámbulo*. In other words, do not use inverted commas for the titles of extended written works.
9. Note that in Spanish titles only the first letter of the title is capitalized, except for proper names and words that always have a capital letter. See, for example, the following novel titles: *Cinco horas con Mario*; *Su único hijo*.
10. Titles of chapters, articles in periodicals, essays in collections (and sometimes shorter poems) are given in quotation marks: for example, 'Poetic Unity in Lorca's *Romancero Gitano*'. The name of the periodical is italicized, and identified thus: *Bulletin of Hispanic Studies*, 21 (1954), pp. 150-151, that is vol. no., year, page reference.
11. QUOTATIONS: from a literary work these should be identified in some simple fashion: number or line-numbers of poem; chapter and page-number of novel or play. Indicate which edition you are using: once is enough. Subsequent references can be put in your text in single inverted commas and need not be relegated to footnotes or endnotes. In other words, avoid a string of footnotes or endnotes referring only to the work that you are chiefly discussing. Quotations of less than about four lines should be run on in the text. This includes poetry, the lines of which are then separated by forward slashes. **Longer quotations**, whether in verse or prose, are given their own lines of text, and should be indented without single inverted commas. Your quotations should make sense either as part of your own sentence or else as complete sentences in their own right.
12. FOOTNOTE/ENDNOTE numbers should be placed at the end of a sentence after the punctuation. Notes provide supplementary information to the argument conducted in the body of the text. They should be used very sparingly and never simply for effect.
13. Drafts should always be checked to ensure that wherever possible, footnotes/endnotes must be absolutely essential or omitted altogether. When a particular work is being

referred to often throughout the essay, the first reference to that work should be footnoted. A footnoted reference should read as follows: For example, Paul Preston. *Franco, A Biography*. London: HarperCollins Publishers, 1993, pp. 23-24; and all further references to this work are given by page number(s) in the text.

14. There are different ways of referring to critical works in your bibliography. The most complete is probably as follows: Author, Title, Place of publication, Publisher (if available), date; e.g.: Elliot, J. H. *Richelieu and Olivares*. Cambridge: Cambridge University Press, 1984, p. 99. For editions of texts, use the following convention: Author, Title, Editor; then as above: Pérez Galdós, Benito. *Fortunata y Jacinta*. Ed. F. Caudet. Madrid: Cátedra, 1985, p. 98.
15. If you use someone else's ideas whether quoted or paraphrased, you must attribute the borrowing to the author. A reference in the Bibliography is not enough. **Your indebtedness to the writer must be acknowledged at the point of borrowing.** You can use some of the standard conventions to attribute borrowings to an author (For example: According to F. Caudet ...; Paul Preston argues that...; As J. H. Elliot points out, ...).
16. Even if you do not incorporate quotations from or references to books or articles in the body of your essay, give a list of the sources you have used in the preparation of the essay.
17. You must follow the same conventions and appropriate referencing when accessing material on the web: <http://www.tcd.ie/Local/>
18. **Basic principles:** be clear and consistent. In general, it is sound practice to let the introduction briefly outline what you intend to deal with, discuss, describe etc. The body of the essay should fulfill the expectations prompted by the introduction. The essay should be rounded off with a brief conclusion of the arguments and themes.
19. You should regularly check the Departmental notice board for information about the return of your essays.
20. A good reference for essay writing: John Peck and Martin Coyle. *The Student's Guide to Writing*. London: Macmillan Press Ltd., 1999.
21. **Grades and marks:**

70-100	I	(First)	40-49	III	(Third)
60-69	II.i	(Upper second)	30-39	F1	(Fail)
50-59	II.ii	(Lower second)	0-29	F2	(Fail)

## Plagiarism

Plagiarism is interpreted by the University as the act of presenting the work of others as one's own work, without acknowledgement.

Plagiarism is considered as academically fraudulent, and an offence against University discipline. The University considers plagiarism to be a major offence, and subject to the disciplinary procedures of the University.

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

- (a) copying another student's work;
- (b) enlisting another person or persons to complete an assignment on the student's behalf;
- (c) quoting directly, without acknowledgement, from books, articles or internet, either in printed, recorded or electronic format;
- (d) paraphrasing, without acknowledgement, the writings of other authors

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

- (i) fail to distinguish between their own ideas and those of others;
- (ii) fail to take proper notes during preliminary research and therefore lose track of the sources from which the notes were drawn;
- (iii) fail to distinguish between information which needs no acknowledgement because it is firmly in the public domain, and information which might be widely known, but which nevertheless requires some sort of acknowledgement;
- (iv) come across a distinctive methodology or idea and fail to record its source.

All the above serve only as examples and are not exhaustive. Students should submit work done in co-operation with other students only when it is done with the full knowledge and permission of the lecturer concerned. Without this, work submitted which is the product of collusion with other students may be considered to be plagiarism.

It is clearly understood that all members of the academic community use and build on the work of others. It is commonly accepted also, however, that we build on the work of others in an open and explicit manner, and with due acknowledgement. Many cases of plagiarism that arise could be avoided by following some simple guidelines:

- (i) Any material used in a piece of work, of any form, that is not the original thought of the author should be fully referenced in the work and attributed to its source. The material should either be quoted directly or paraphrased. Either way, an explicit citation of the work referred to should be provided, in the text, in a footnote, or both. Not to do so is to commit plagiarism.
- (ii) When taking notes from any source it is very important to record the precise words or ideas that are being used and their precise sources.
- (iii) While the **Internet** often offers a wider range of possibilities for researching particular themes, it also requires particular attention to be paid to the distinction between one's own work and the work of others. Particular care should be taken to keep track of the source of the electronic information obtained from the Internet or other electronic sources and ensure that it is explicitly and correctly acknowledged. The date and time of consultation should be stated.

It is the responsibility of the author of any work to ensure that he/she does not commit plagiarism.

Students should ensure the integrity of their work by seeking advice from their lecturers, tutor or supervisor on avoiding plagiarism. All departments should include, in their handbooks or other literature given to students, advice on the appropriate methodology for the kind of work that students will be expected to undertake.

If plagiarism as referred to in §34 above is suspected, the Head of Department will arrange an informal meeting with the student, the student's tutor, and the lecturer concerned, to put their suspicions to the student and give the student the opportunity to respond.

If the Head of Department forms the view that plagiarism has taken place, he/she must notify the Senior Lecturer in writing of the facts of the case and suggested remedies, who will then advise the Junior Dean. The Junior Dean will interview the student if the facts of the case are in dispute. Whether or not the facts of the case are in dispute, the Junior Dean may implement the procedures set out in CONDUCT AND COLLEGE REGULATIONS §2.