



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

DEPARTMENT OF HISPANIC STUDIES

JUNIOR SOPHISTER HANDBOOK (2018-2019)



DEPARTMENT OF HISPANIC STUDIES

TWO SUBJECT MODERATORSHIP

JUNIOR SOPHISTER SPANISH (2018-2019)

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SECTION I – GENERAL INFORMATION

GENERAL INTRODUCTION

This Handbook provides essential information about your JS year study program in the Department. The information is accurate at the time of preparation. Any necessary revisions will be notified to students via email. Please note that in the event of any conflict between the General Regulations published in the University Calendar (available at <http://www.tcd.ie/calendar/>) and information contained in this handbook, the provisions of the Calendar will apply.

Further information about the study program or announcement of events is provided by the lecturers, by email, on the department notice boards and on the department website: https://www.tcd.ie/Hispanic_Studies/

A reminder that during the academic year the Department expects you to

- read this handbook carefully - you can download another copy from the Department website
- read your Trinity emails and the Department Notice Board regularly
- attend all classes
- revise, read around and ahead of the topic/theme, and come prepared for each class
- set aside at least 30 hours each week for academic work outside language classes, lectures, and seminars
- hand in all language homework pieces and required work by the deadline(s)
- speak to your lecturer, or Head of Department, if you are in any doubt about your study program or department requirements, or to your College Tutor if you are experiencing personal difficulties.

SAFETY, HEALTH, AND WELFARE INFORMATION

All emergencies: fire, gas leaks, personal injury or first aid assistance, hazardous chemical spills, and other serious potential hazards must be reported immediately to a member of staff, or in their absence to the Security Centre on **extension 1999** (24-hour service). **It is strongly advised to include this number on your mobile phone 01 896 1999.**

All fire alarms and drills must be observed by leaving the building promptly.

For information on Personal Emergency Evacuation Plans (PEEPs) access www.tcd.ie/disability-/physical-access/evacuation-plans.php

ABBREVIATIONS

SP = Spanish

ES (SP) = European Studies (Spanish)

BC = Broad Curriculum (Elective modules in SF and JS years)

HT = Hilary Term (Term Two) – **Lecture Term: 21st Jan. – 12 April 2019**

JF = Junior Fresh (First Year)

JS = Junior Sophister (Third year)

MOD. I/II = Moderatorship Part I/II (Third and Fourth Year)

MT = Michaelmas Term (Term One) – **Lecture Term: 10 Sept. – 30 Nov. 2018**

NS = Non-satisfactory

SF = Senior Freshman Second Year)

SS = Senior Sophister (Fourth and Final Year)

TSM = Two-subject Moderatorship

TT = Trinity Term – **Revision & Examinations: 15 April – 26 April 2019**



Cal. Wk.	Dates 2018/19 (week beginning)	2018/19 Academic Year Calendar	Term / Semester
1	27-Aug-18	Marking/Results	←Michaelmas Term begins/Semester 1 begins
2	03-Sep-18	Orientation (undergraduate)/Freshers' Week	
3	10-Sep-18	Teaching and Learning	←Michaelmas teaching term begins
4	17-Sep-18	Teaching and Learning	
5	24-Sep-18	Teaching and Learning	
6	01-Oct-18	Teaching and Learning	
7	08-Oct-18	Teaching and Learning	
8	15-Oct-18	Teaching and Learning	
9	22-Oct-18	Study/Review	
10	29-Oct-18	Teaching and Learning	
11	05-Nov-18	Teaching and Learning	
12	12-Nov-18	Teaching and Learning	
13	19-Nov-18	Teaching and Learning	
14	26-Nov-18	Teaching and Learning	
15	03-Dec-18	Revision	
16	10-Dec-18	Assessment	←Michaelmas term ends Sunday 16 December 2018/ Semester 1 ends
17	17-Dec-18	Christmas Period - College closed 24 December 2018 to 1 January 2019 inclusive	
18	24-Dec-18		
19	31-Dec-18		
20	07-Jan-19	Foundation Scholarship Examinations [^]	
21	14-Jan-19	Marking/Results	←Hilary Term begins/Semester 2 begins
22	21-Jan-19	Teaching and Learning	←Hilary teaching term begins
23	28-Jan-19	Teaching and Learning	
24	04-Feb-19	Teaching and Learning	
25	11-Feb-19	Teaching and Learning	
26	18-Feb-19	Teaching and Learning	
27	25-Feb-19	Teaching and Learning	
28	04-Mar-19	Study/Review	
29	11-Mar-19	Teaching and Learning	
30	18-Mar-19	Teaching and Learning (Monday, Public Holiday)	
31	25-Mar-19	Teaching and Learning	
32	01-Apr-19	Teaching and Learning	
33	08-Apr-19	Teaching and Learning	
34	15-Apr-19	Revision (Friday, Good Friday)	←Hilary Term ends Sunday 21 April 2019
35	22-Apr-19	Assessment (Monday, Easter Monday)	←Trinity Term begins
36	29-Apr-19	Trinity Week	
37	06-May-19	Marking/Results (Monday, Public Holiday)	
38	13-May-19	Marking/Results	
39	20-May-19	Marking/Results	
40	27-May-19	Summer Research	←Statutory (Trinity) Term ends Sunday 2 June 2019/ Semester 2 ends
41	03-Jun-19	Summer Research (Monday, Public Holiday)	
42	10-Jun-19	Summer Research	
43	17-Jun-19	Summer Research	
44	24-Jun-19	Summer Research	
45	01-Jul-19	Summer Research	
46	08-Jul-19	Summer Research	
47	15-Jul-19	Summer Research	
48	22-Jul-19	Summer Research	
49	29-Jul-19	Summer Research	
50	05-Aug-19	Summer Research (Monday, Public Holiday)	
51	12-Aug-19	Summer Research	
52	19-Aug-19	Summer Research	

[^] Note: it may be necessary to hold some exams in the preceding week.

ACADEMIC STAFF INFORMATION

Name	Phone	E-mail address	Room – Arts Building
Dr Susana Bayó Belenguer Head of Department	(01) 896 3496	bayobels@tcd.ie	5062/5063
Dr Katerina García (Lecturer)	(01) 896 1526	kgarcia@tcd.ie	5058
Dr Ciara O’Hagan (Lecturer)	(01) 896 4236	cohagan@tcd.ie	5061
Dr Brian Brewer (Lecturer)	(01) 896 1376	brewer@tcd.ie	5059
Ms Virginia Segura González (Teaching Fellow)	(01) 896 4268	segurav@tcd.ie	5054B
Ms Patricia González Bermúdez (Teaching Fellow)	(01) 896 4268	gonzalp@tcd.ie	5054B
Mr Nuria de Cos Lara (Lectora)	(01) 896 4268	<u>descolan@tcd.ie</u>	5054B
Dr Deirdre Kelly (Visiting Fellow)	(01) 896 4268	kellyd13@tcd.ie	5054B
Mr Javier Álvarez (Language Assistant)	(01) 896 4268	<u>lvarezcj@tcd.ie</u>	5054B
Department Office	(01) 896 1257	spanish@tcd.ie	5064

Student 2 Student (S2S)



S2S offers Mentors to every incoming undergraduate and visiting student in the College. Peer Support is all about one student listening to another student and providing information and support when necessary. Peer Supporters are available for any student in the College and are there for anything you might want to talk through with them. You will meet your two S2S mentors. They will keep in regular touch with you throughout your first year and invite you to events off campus. They will also provide useful information about your program and what to look out for. Mentors are students who have been through the first-year experience — you can ask them any question or discuss anything that is worrying you or making you anxious. S2S is supported by the Senior Tutor’s Office and the Student Counselling Service. For additional information see <http://student2student.tcd.ie>; e-mail student2student@tcd.ie telephone +353 1 896 2438.

DATA PROTECTION

The General Data Protection Regulation (GDPR) is a new piece of legislation which replaces the current data protection laws in the European Union. The GDPR gives individuals greater control over their personal data by setting out additional and more clearly defined rights for individuals whose personal data is collected and processed by organisations. The GDPR also imposes corresponding and greatly increased obligations on organisations that collect this data.

Personal data is any information that can identify an individual person. This includes a name, an ID number, a postal address, online browsing history, images or anything relating to the physical, physiological, genetic, mental, economic, cultural or social identity of a person.

You should familiarize yourself with Trinity's Data Protection policy and procedures at https://www.tcd.ie/info_compliance/data-protection/

SECTION II - TEACHING AND LEARNING

STUDY SKILLS

It is essential that you develop good study skills. Your undergraduate program will help you to develop key transferable skills: planning, time management, multitasking, resorfulness, self-management strategies, etc.

Campus online resource offering e-learning modules



Skills4Study Campus is an online resource offering e-learning modules on: Writing Skills, Referencing and Understanding Plagiarism, Reading and Note-making, Critical Thinking, Exam Skills, and Confidence with Numbers. It offers a wide variety of activities to be completed before taking a module assessment. **Skills4Study Campus** is available to all students 24 hours a day, 7 days a week, on the Trinity Local Homepage.

GRADUATE ATTRIBUTES

The Trinity Graduate Attributes embody the qualities and skills that you will further develop during your undergraduate studies as well as through engagement in co- and extra-curricular activities (for example, volunteering, internships, etc.). These attributes will strengthen the qualities and abilities that employers are looking for: versatility, effective communication, presentation skills, teamwork, leadership, creativity, initiative, and responsibility.

To Act Responsibly

A Trinity Graduate

- Acts on the basis of knowledge and understanding
- Is self-motivated and able to take responsibility
- Knows how to deal with ambiguity
- Is an effective participant in teams
- Has a global perspective
- Is ethically aware

To Develop Continuously

A Trinity Graduate

- Has a passion to continue learning
- Builds and maintains career readiness
- Commits to personal development through reflection
- Has the confidence to take measured risks
- Is capable of adapting to change



To Think Independently

A Trinity Graduate

- Has a deep knowledge of an academic discipline
- Can do independent research
- Thinks creatively
- Thinks critically
- Appreciates knowledge beyond their chosen field
- Analyses and synthesises evidence

To Communicate Effectively

A Trinity Graduate

- Can present work through all media
- Is expert in the communication tools of a discipline
- Connects with people
- Listens, persuades and collaborates
- Has digital skills
- Has language skills

WHAT DOES ECTS STAND FOR?

The European Credit Transfer and Accumulation System (ECTS) is a student-centered system based on student workload. The credits system makes it possible to compare the Europe-wide values assigned to each module of any course – this is extremely important for academic equivalence purposes and it will be essential when taking your Erasmus courses at a university abroad to ensure that you obtain the required ECTS credits. One ECTS credit represents approximately 20-25 hours of study (private reading and researching, writing of essays, online-exercises, class presentations, and contact hours).

BLACKBOARD

[Blackboard Learn \(mymodule.tcd.ie\)](https://mymodule.tcd.ie) is the college Virtual Learning Environment (VLE). Depending on your module you can access lecture notes, online assignments, and other activities through Blackboard.

To access Blackboard click on <https://tcd.blackboard.com/webapps/login/>

JUNIOR SOPHISTER SYLLABUS

All Junior Sophister students of Spanish, before the end of Michaelmas Term, must notify the TSM office (on forms provided by that office) which of their TSM subjects they propose to take in the Moderatorship Part I examination (250 marks).

Junior Sophister Pattern B students are required to pass both the Mod Part I (minor subject 250 marks) and Mod Part II (major subject 250 marks) in order to progress to the Senior Sophister Year.

IMPORTANT: Students who have been abroad on Erasmus exchange in their Senior Freshman year and students who selected a Broad Curriculum/Linguistics module in SF year will NOT be permitted to substitute a Broad Curriculum course for a Spanish course in their Junior Sophister year.

SPANISH LANGUAGE

All students should attend three classes a week in **Spanish language (SP3012 – Spanish Grammar and Translation)** throughout the Michaelmas and Hilary Terms (total **10 ECTS credits**). Language classes and weekly homework are **COMPULSORY**. If any student fails to attend a satisfactory proportion of classes and/or to present a satisfactory proportion of language work on time, a 'Non Satisfactory' ('NS') report will be sent to that student's tutor.

Learning Outcomes: On successful completion of the module, students should be able to demonstrate accurate understanding of advanced written and spoken Spanish; express yourself in advanced, grammatically accurate written and oral Spanish; display knowledge of a considerable body of vocabulary belonging to a wide range of lexical areas, and use it accurately in diverse contexts and language registers; become aware of the challenges existing in Spanish-English translation and acquire the linguistic tools to overcome them.

MODULES IN LITERATURE AND SPANISH LINGUISTICS

Michaelmas Term: students attend the module the module *Modern Spanish Novel* (SP3005 – 5 ECTS credits) and the module *Spanish American Novel* (SP3007 – 5 ECTS credits).

Hilary Term: all students are required to attend the module in *Spanish Linguistics* (SP3003 – 5 ECTS credits) and the module *Don Quixote* by Cervantes (SP3009 – 5 ECTS credits).

Michaelmas Term

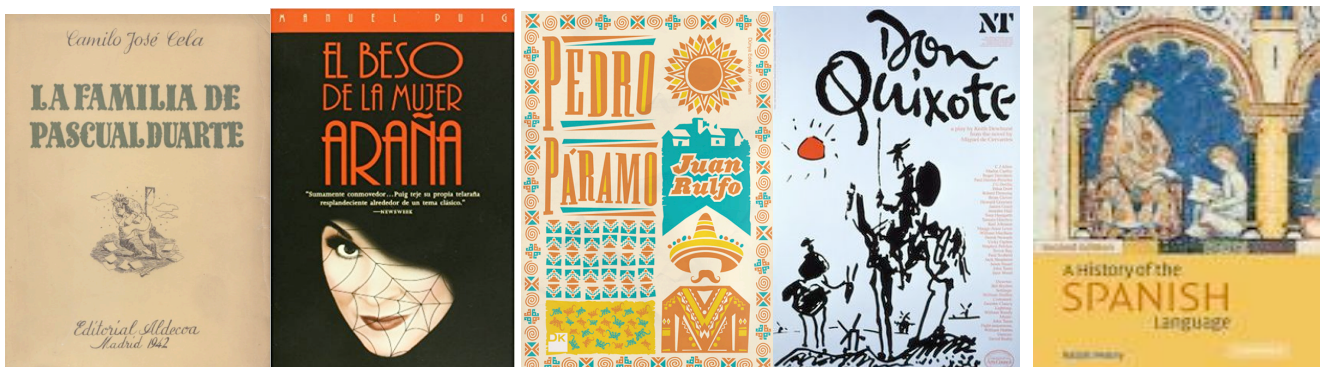
Spanish Modern Novel (Dr C. O'Hagan)
The Spanish American Novel (Dr Kelly and Dr Bayó Belenguer)

Hilary Term

Spanish Linguistics (Dr García)
Cervantes 1: Don Quixote (Dr Brewer)

General Learning Outcomes. Literature: By the end of the academic year, students should have become fully familiarized with the genres and authors studied on the courses and, in addition, should be able to analyze individual writers from a critical theory perspective. **Linguistics:** Students should have acquired a general knowledge of the major developments in the phonology, morphology, syntax, and semantics of the Spanish language.

JUNIOR SOPHISTER MODULE DESCRIPTION



SP3005 MODERN SPANISH NOVEL (MT – 5ECTS credits)

Learning Outcomes: On successful completion of this module, students should be able to: demonstrate a detailed and critical understanding of an important period in Spain's literary history; identify and explain the characteristic features of the modern Spanish novel through close textual reading of the novels of Benito Pérez Galdós, Miguel de Unamuno and José Camilo Cela; organize material into effective and detailed arguments both orally (presentation / class discussion) and in writing (extended essay / reading test); critically comment on the modern Spanish novel of the 19th and 20th centuries and formulate responses that are both discriminating and historically informed; carry out independent research.

Course description: The module will follow a chronological pattern and will adopt a thematic approach to the three novels studied. Particular areas of interest will include: perception and the nature of reality; chance and fatality; the novel as a vehicle for social criticism; and existential thought. The format of the module will alternate between formal lectures and seminars for group discussion.

Prescribed Texts

Galdós, Benito Pérez	<i>El amigo Manso</i> (Madrid: Cátedra, 2001)
Unamuno, Miguel de	<i>Niebla</i> (Madrid: Cátedra, 2004)
Cela, Camilo José	<i>La familia de Pascual Duarte</i> (any edition)

SP3007 SPANISH-AMERICAN NOVEL (MT – 5 ECTS credits)

Learning Outcomes: On successful completion of this module, students should be able to: describe particular features of the contemporary Spanish-American Novel and Film; write on key recurring themes such as historical paralysis, tradition, and ethnic conflict; explain the significance of mythic archetypes as expressed in some of the works studied.

Course description: An exploration through selected texts and films of specific features of the contemporary Spanish American novel and cinema such as human isolation, historical paralysis, oppression, and idealistic quests.

Prescribed Texts

Onetti, Juan Carlos	<i>El pozo</i> (1939) https://docs.google.com/file/d/0B8nVrc_8GsgAci1JUHp0SUJtTUU/edit?pli=1
Rulfo, Juan	<i>Pedro Páramo</i> (1955)
Mastretta, Angeles	<i>Arráncame la vida</i> (1985)
Puenzo, Luis	<i>La historia oficial</i> (film, 1985)
Puig, Manuel	<i>El beso de la mujer araña</i> (1976)
Babenco, Héctor ctor (director)	<i>El beso de la mujer araña</i> (film, 1985)

SP3003 SPANISH LINGUISTICS (HT – 5 ECTS credits)

Learning Outcomes: By the end of the academic year, students should be able to identify and discuss the historical circumstances that contributed to the formation and development of the Spanish language; to identify and discuss the main developments that took place in the phonology, morphology, and syntax of the language, always providing concrete linguistic examples; to trace the evolution of lexical items from the original Latin forms through the intermediary historical stages to Modern Spanish; to identify the historical context and the internal principles governing diverse linguistic phenomena.

Course Description: This course explores the most important phases of the development of the Spanish language, from its Hispanic Latin origins up to the present day. The course will commence with a general historical introduction. Attention will then be focused on the main developments that took place in the phonology, morphology, and syntax. Handouts for the individual classes will be provided.

Recommended Bibliography

Penny, Ralph	<i>A History of the Spanish Language</i> . CUP, 2002
Cano, Rafael (ed.)	<i>Historia de la lengua española</i> . Barcelona: Ariel, 2005
Menéndez Pidal, Ramón	<i>Historia de la lengua española</i> . Madrid: Marcial Pons, 2005
Lapesa, Rafael	<i>Historia de la lengua española</i> . Madrid: Gredos, 1981
Herman, József	<i>Vulgar Latin</i> . Pennsylvania University Press, 2000

SP3009 CERVANTES 1: DON QUIJOTE (HT – 5 ECTS credits)

Learning Outcomes: In this module, students 1) will learn to situate Cervantes's Don Quijote in its proper literary and historical context; 2) they will learn to analyze it from a variety of perspectives in order to appreciate Cervantes's ability to combine disparate genres, styles, tones and registers into an original work of fiction; 3) they will refine their ability to read critically, compare and evaluate competing arguments, and to write analytically.

Course Description: This module consists of a close reading of Miguel de Cervantes's novel *Don Quijote de la Mancha*, Part I, with special attention to its structure, themes and characterization within the context of contemporary literary theory and practice. It will especially consider the interplay of the narrative modes of comedy and heroic romance in the development of the modern novel.

Prescribed Text

Cervantes, Miguel de. *Don Quijote*

Please check the following booksellers, as they often have copies of our prescribed texts in stock:

- International Books, 18 South Frederick Street, Dublin, 2; Phone: +353 (0)1 679 9375 | Fax: +353 (0)1 679 9376 | Email: info@internationalbooks.ie;
- the London Modern Languages Booksellers: Grant & Cutler at Foyles, 113-119 Charing Cross Road, London WC2H 0EB, England Tel: 0044 (0) 20 7440 3248;
- La Casa del Libro in Spain: www.casadellibro.com
- Book Depository: <https://www.bookdepository.com/> (free delivery)

MODERATORSHIP PART I

All Junior Sophister students of Spanish, **before the end of Michaelmas Term**, must notify the Head of Department of the TSM subject they propose to take in the Moderatorship Part I examination (250 marks).

RESIDENCE REQUIREMENT

Remember that students must spend not less than eight full weeks in a Spanish-speaking country before their Moderatorship Examinations I or II in Spanish. This regulation can be waived **only in very exceptional circumstances** (for example, a health condition or evidence of other significant problem(s)) and with the previous approval of the Head of Department.

Prior to the examination period, students must hand in to the Department Office the signed form and documentary evidence of having spent the required time in a Spanish speaking country (see form at the end of this document).

REQUIRED ATTENDANCE AND WORK

Language Classes: except as otherwise prescribed by your teachers, you will be required to present **one piece of written work per week**.

Essays: the Department accepts responsibility ONLY for term essays presented with the signed coversheet (see section on plagiarism). Essays **MUST NOT** be handed in to individual lecturers or pushed under doors.

All essays must also be sent electronically to the lecturer through 'Turnitin' – see guidelines on how to use the system at https://www.tcd.ie/CAPSL/students/integrity-plagiarism/#What_is_Turnitin

Extensions may be allowed only where there is a medical certificate or evidence of other significant problem(s) – evidence must be presented through your Tutor to the Head of Department.

Please ensure that you keep a copy of the Department style sheet (see pages 15 & 16) and follow the conventions therein.

You should regularly check the Department notice board / emails for information about the return of essays.

ESSAYS SUBMITTED AFTER THE DUE DATE

All students must fulfill the course requirements of the school or department, as appropriate, with regard to attendance and course work. Students may be required to submit coursework according to agreed submission dates. If you have a problem keeping up with coursework or have an issue submitting coursework on time please contact your tutor.

You can find your tutor on my.tcd.ie or alternatively you can contact the Senior Tutors office:
<https://www.tcd.ie/seniortutor/students/undergraduate/>

There are penalties for late submission of written coursework without an approved extension or acceptable explanation (e.g. Medical certificate) as follows:

- * Up to one week's lateness incurs a penalty of 10 marks
- * One to two weeks' lateness incurs a penalty of 20 marks
- * After 2 weeks 0 will be awarded.

Please note that these penalties have been agreed and are applied throughout the School of Languages, Literatures and Cultural Studies.

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. A student may be returned for the semester as non-satisfactory if he/she has attended less than 80% of all classes, or has submitted less than 80% of language work or has not submitted required essays for modules taken. It should be noted that any student who is so reported for both terms is liable to be denied credit for the year (see University Calendar, page H6): '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.'

MICHAELMAS TERM and HILARY TERM

Essay titles will be set in **teaching week 8 of each term** – submission dates will be given by each lecturer during the teaching term.

REMEMBER

Essays must also be sent electronically to the lecturer through 'Turnitin' – see guidelines on how to use the system at https://www.tcd.ie/CAPSL/students/integrity-plagiarism/#What_is_Turnitin

ASSESSMENT

Both Moderatorship Part I and Moderatorship Part II TSM students take the same examinations in JS year.

SP3012 Spanish Grammar and Translation. Assessment will be based on four components:

- Paper I** - one 3-hour end-of-year written examination (55%)
- Two in-class tests** (15%)
- On-line Exercises** (10%)
- Oral** (20%)

ORAL EXAMINATION: In advance, students will be given **three** topics related to Spain or Latin America on current affairs, politics, history, society, literature, the arts, and so on to prepare for the Oral exam, which will be recorded. **Dates to be advised.**

Non-Language Assessment:

Assessment will be based on four components:

- SP3005 Spanish Modern Novel** (MT – 5 ECTS credits): In-class Reading Tests 20% and one 2,500 essay 80%
- SP3007 The Spanish American Novel** (MT – 5 ECTS credits): Continuous Assessment 25% and one 2,500 words essay 75%
- SP3003 Spanish Linguistics** (MT – 5 ECTS credits): On-line Assessment 20%; one 2,500 words essay 80%
- SP3009 Don Quijote by Cervantes** (HT – 5 ECTS credits): one end-of-term essay 100%.

REMEMBER

You must send an electronic copy of the essays to 'Turnitin' – guidelines at https://www.tcd.ie/CAPSL/students/integrity-plagiarism/#What_is_Turnitin

Students should regularly check the department website to access forms, announcements of events, updates of information, etc.: www.tcd.ie/Spanish_Department/

IMPORTANT

To rise with your year to SF you must achieve an overall average mark of 40% or higher with 60 ECTS credits (30 for each subject) either by a straight pass or by compensation.

In order to pass by compensation, you must have obtained a minimum of 50 ECTS credits at 40% or above and obtained a mark of at least 35% (Qualified Fail) in the remaining module(s).

Any module with a mark below 35% cannot be compensated.

If you have Qualified Pass (QP) marks (35-39%), but also have a Fail in any module you will have to re-sit at the supplemental session in August [all failed components in all modules for which you received a QP or a Fail](#).

Also see the 'Trinity Education Project' below.



The Trinity Education Project



5 Facts for Students about the New Academic Progression Regulations from 2018/19

1 When will the new academic progression regulations start?

The regulations outlined below will apply to all undergraduate students from 2018/19.

2 How will these new regulations benefit me?

They will be more transparent, consistent and meaningful to all students and staff.

3 What are the new compensation regulations?

All modules and components within modules will be “compensatable”.

In order to rise with their year students:

- Will be required to accumulate 60 ECTS and obtain an overall pass mark;
- Will be permitted to compensate a maximum of 10 ECTS at qualified pass.

Students will have to present for reassessment when:

- They obtain more than 10 ECTS at qualified pass;
- They obtain a fail grade for any module;
- They do not obtain an overall pass.

Reassessment:

- If a student fails the year, they will be required to repeat the year in full (all modules and all assessment components).
- The same compensation regulations will apply for reassessment as for semester 1 & 2 assessment.

Pass mark:

a mark of 40% or above (or 50% or above for some professionally accredited courses).

Qualified Pass:

marks between 35-39% (or 45-49% for some professionally accredited courses).

Reassessment session:

usually occurs at the end of August to coincide with the start of Semester 1 of the next academic year.

EXAMINATION GENERAL REGULATIONS

1. Students are personally responsible for accessing their own portals and the Examinations Office website (<http://www.tcd.ie/academicregistry/exams/timetables-dates/>) in regard to examination dates, times, venues, last-minute changes, etc.

You will not be admitted to an examination after the first 30 minutes from the start.

If, through circumstances beyond your control, you cannot arrive within the first half hour, you must immediately contact your Tutor or the Senior Tutor's Office (phone: 896 2551; House 27)

2. Students must keep an electronic copy of all work submitted for assessment.

PRESENTATION OF ESSAYS

1. **Essays should be typed on one side only.** Use the grammar and spellcheck facility of a word processor. Insert 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. Never use a comma where a full-stop or a semi-colon should be used.
3. Consult a dictionary regularly if you suspect that you have a tendency to misspell words, either in English or in Spanish. In particular, pay special attention to the possessive apostrophe, and also distinguish between "it's" as an abbreviation for 'it is' or 'it has', and 'its' as a possessive adjective (I've given the cat its dinner).
4. Leave a margin of **at least** an inch all round each page. Number **all** the pages.
5. The essay must engage with the theme: if a question is being asked then that question must be answered; if it asks for discussion on topic A, the essay cannot be about topic B.
6. Writing in note form, or using conversational abbreviations of ordinary English or Spanish words, are not acceptable (e.g., do not write "can't" for cannot/can not).
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). While paragraphs should not be excessively long, avoid one-sentence paragraphs.
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*. Do not use inverted commas for the titles of extended written works.
9. Note that, in Spanish book titles, only the first letter is capitalized, except for proper names and words that always have a capital letter, as for example, in the following novels: *Cinco horas con Mario*, and *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(s).
11. QUOTATIONS from a literary work should be identified: number or line-numbers of poem; chapter and page-number of novel or play. Indicate which edition you are using. Subsequent references can be put in your text in brackets and need not be relegated to footnotes or endnotes. 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 (over about 40 words)**, whether in verse or prose, are given their own lines of text, and should be indented and single spaced without single inverted commas. Your quotations should make sense either as part of your own sentence or as complete sentences in their own right (avoid such mistakes as "The author refers to older 'people who think like teenagers' in his 1987 interview" – either 'older people ... teenagers' if 'older' is part of the quotation, or else "... refers to older people 'who think ... teenagers' otherwise).

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. Ensure that only essential footnotes/endnotes are included. When a particular work is being frequently referred to throughout the essay, the first reference to that work should be footnoted. A footnoted reference should read as in the following 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 brackets 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 ... (p. 5); Paul Preston argues that ... (p. 25); As J. H. Elliot points out, ... (p. 89).
16. Even if you do not incorporate quotations from or references to books or articles in the body of your essay, you must, on a separate page entitled Bibliography, 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, and in brackets add the date you accessed the website; for example, <http://www.tcd.ie/Local/> (accessed 12 January 2016).
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. Remember, a good reference for essay writing is John Peck and Martin Coyle. *The Student's Guide to Writing*. London: Macmillan Press Ltd., 1999.
20. **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)

First (very good / excellent):

Written work will demonstrate consistent evidence of all of the following: an excellent understanding of appropriate texts and/or up-to-date scholarship and/or criticism and/or theory; an exceptional ability to deploy relevant information in an extremely well crafted structure; arguments manifest independent (even, on occasion, genuinely original) thought; critically evaluative with a keen awareness of key issues; exemplary use of accepted scholarly procedures relating to the integration and attribution of sources, footnoting, and bibliography, as well as an exceptional ability to express ideas in written English – including grammar and spelling.

Upper Second (good):

Written work will show consistent evidence of all or nearly all of the following: an extremely competent understanding of appropriate texts and/or scholarship and/or criticism and/or theory; a notable ability to present relevant information in a clear and well-thought structure; arguments show some independent evaluative thought; the ability to employ accepted scholarly procedures relating to the integration and attribution of sources, footnoting, and bibliography, as well as an extremely good command of written English –including grammar and spelling.

Lower Second (quite good):

Written work will give consistent evidence of most or all of the following: a reasonably competent understanding of relevant texts and/or scholarship and/or criticism and/or theory; signs of an ability to engage with the question being answered but with little attempt to go beyond the secondary bibliography; weaknesses in the overall organization of ideas; evidence of a serious attempt to use scholarly procedures relating to the integration and attribution of sources, footnoting, and bibliography, as well as a generally good command of written English – including grammar and spelling, and a reasonably extensive lexical range.

Third (acceptable):

Written work will normally give evidence of a basic competence in relation to relevant texts and/or scholarship and/or criticism and/or theory, as well as signs of a rather superficial and generally derivative and uncritical approach to question being answered; tendency to repetition and description. There may be evidence of deficiencies in one or more of the following areas: lack of critical and analytical awareness, in the deployment of scholarly procedures concerning the proper integration and attribution of sources, footnoting, and bibliography; grammar and/or spelling; appropriate lexical range.

Fail I (inadequate):

Written work in the F1 range will normally fail to display even basic competence in relation to the ability to construct an answer to the question posed; disjointed, derivative with an unclear structure; difficulty in following arguments being made. Even work which does reveal basic competence may fall into the F1 category, if there are excessive deficiencies in any one or more of the following areas: lack of in-depth engagement with the texts, deployment of scholarly procedures concerning the proper integration and attribution of sources, footnoting, and bibliography; grammar and/or spelling; appropriate lexical range.

Fail II (very inadequate):

Written work in the F2 range will reveal some or all of the weaknesses noted under F1, but to a greater, perhaps even extreme, extent, showing limited knowledge of the topic.

PLAGIARISM

Plagiarism is taking the work of another and presenting it and claiming it as your own either intentionally or unintentionally.

According to Neville (2000, p. 30) there are three main forms of plagiarism:

1. Copying another person's work, including the work of another student (with or without consent), and claiming or pretending it to be your own.
2. Presenting arguments that use a blend of your own and a significant percentage of copied works of the original author without acknowledging the source
3. Paraphrasing another's person work, but not giving due acknowledgement to the original writer or organization publishing the writing, including Internet sites. The exceptions to this would be in relation to common knowledge.

REMEMBER:

Copying and pasting from numerous sources and moving them around to make a complete assignment is another form of plagiarism.

VERY IMPORTANT

To ensure that you have a clear understanding of what plagiarism is, how Trinity deals with cases of plagiarism, and how to avoid it, we ask you to take the following steps:

- (a) Visit the online resources to inform yourself about how Trinity deals with plagiarism and how you can avoid it at <http://tcd-ie.libguides.com/plagiarism/>. You should also familiarize yourself with the 2015-2016 Calendar entry on plagiarism located on this website and the sanctions which are applied;
- (b) Complete the 'Ready, Steady, Write' online tutorial on plagiarism at <http://tcd-ie.libguides.com/plagiarism/ready-steady-write/>. **Completing the tutorial is compulsory** for all students.
- (c) Familiarize yourself with the declaration that you will be asked to sign when submitting course work at <http://tcd-ie.libguides.com/plagiarism/declaration/>

Each coversheet that is attached to submitted work should contain the following completed declaration

Text of Declaration

Each coversheet that is attached to submitted work should contain the following completed 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 'Ready Steady Write', located at <http://tcd-ie.libguides.com/plagiarism/ready-steady-write/>

(d) Contact your College Tutor, your Head of Department, or your Lecturer if you are unsure about any aspect of plagiarism.

Plagiarism is viewed by Trinity as academic fraud and an offence against University discipline. The University considers plagiarism to be a major offence, and subject to the disciplinary procedures of the University.

All students must read the part of the University of Dublin Calendar on plagiarism that applies to them; every coversheet that is attached to submitted work has a declaration that must be completed, confirming this.

DATE

SIGNATURE

IMPORTANT: You must read the following section on Plagiarism

Matrix of Levels & Consequences

The University of Dublin Calendar refers to various levels of plagiarism. What constitutes plagiarism at a particular level, and the consequences of being found to have committed plagiarism at that level, are detailed below.

Nothing provided for under the summary procedure diminishes or prejudices the disciplinary powers of the Junior Dean under the 2010 Consolidated Statutes.

	<i>Range of Penalties</i>	<i>Characteristics of Offence</i>
<p>**Please read the matrix in full before any determination is made as to the level of plagiarism which applies.**</p> <p><i>Level 1</i></p>	<p>You receive an informal verbal warning from the Director of Undergraduate Teaching and Learning/Postgraduate Teaching and Learning.</p>	<p>You have little previous exposure to the norms and conventions of different types of academic work (essays, reports, group or individual projects, dissertations, presentations, etc.) or you bring different cultural assumptions to your work. Students at postgraduate level can reasonably be assumed to be familiar with rules in respect of plagiarism, therefore any plagiarism occurring in the context of any postgraduate work cannot normally be deemed to constitute Level 1 plagiarism.</p>
	<p>The piece of work in question is inadmissible. You are required to rephrase and reference correctly all plagiarised elements. Other content should not be altered. The resubmitted work will be assessed and marked without penalty.</p>	<p>Your work* demonstrates one or more of the following:</p> <ul style="list-style-type: none"> • Poor use and/or understanding of referencing conventions, including how to present direct quotations; • Poor understanding of how to acknowledge

		sources of direct and indirect quotations;
		<ul style="list-style-type: none"> Poor paraphrasing skills;
		<ul style="list-style-type: none"> Lack of recognition of the boundary between material in the public domain which does not require acknowledgement and that which does;
		<ul style="list-style-type: none"> Poor understanding that borrowing the language of another author for stylistic purposes constitutes plagiarism.
	Level 1 Plagiarism is not deemed to be academic misconduct.	Generally, only small amounts of material (text, graph, computer code, images, etc.) are unacknowledged. If more substantial amounts are involved, the offence should be classified as Level 2 or 3 plagiarism.
<i>Level 2</i>	You receive a formal written warning from the Head of School.	Level 2 Plagiarism occurs when you should have been aware of what constitutes plagiarism.
	The piece of work in question is inadmissible. You are required to rephrase and reference correctly all plagiarised elements. Other content should not be altered. The resubmitted work will receive a reduced or capped mark (at the pass mark) depending on the seriousness/extent of plagiarism.	Your work* demonstrates one or more of the following:
		<ul style="list-style-type: none"> Failure to utilise referencing conventions, including the use of direct quotations;
		<ul style="list-style-type: none"> Failure to acknowledge public and private domain sources;

		<ul style="list-style-type: none"> Paraphrasing without appropriate recognition;
		<ul style="list-style-type: none"> Sections copied from other sources and presented as your own;
		<ul style="list-style-type: none"> Borrowing the language of another author for stylistic purposes, knowing that it is incorrect to do so.
	Level 2 Plagiarism is considered as academic misconduct.	
<i>Level 3</i>	You receive a formal written warning from the Head of School.	Level 3 Plagiarism occurs when you should have been aware of what constitutes plagiarism.
	The piece of work in question is inadmissible. There is no opportunity for resubmission with corrections. The student is required to submit a new piece of work as a supplemental assessment during the next available session. Provided the work is of passing standard, the assessment mark and the module mark will be capped at the pass mark. Discretion lies with the Senior Lecturer/Dean of Undergraduate Studies and the Dean of Graduate Studies (as appropriate) in cases where there is no standard opportunity for a supplemental assessment under applicable course regulations.	Your work* demonstrates one or more of the following:
		<ul style="list-style-type: none"> It contains elements of another student's work, even if they gave you permission to use their work;
		<ul style="list-style-type: none"> You have submitted, on more than one occasion for credit, a correctly cited and referenced assignment from your own research. This work may have been submitted either in whole or in part, for separate marks in a different module or in previous years;
		<ul style="list-style-type: none"> Substantial sections copied from other sources and presented as your own;

		<ul style="list-style-type: none"> It borrows, substantially, material and/or language from a source without correct acknowledgement;
		<ul style="list-style-type: none"> It makes extensive use of synonyms instead of the author's original voice, but keeps to the same structure and meaning of the original work;
		<ul style="list-style-type: none"> It contains fabricated referencing, is without referencing or citation, or lacks, to a large degree, appropriate citation and/or referencing.
	<p>Level 3 Plagiarism is considered as academic misconduct.</p>	
<p><i>Level 4</i></p>	<p>Case referred to the Junior Dean for disciplinary procedures.</p>	<p>Level 4 plagiarism cannot normally be dealt with under summary procedures (Levels 1-3 above). For example, plagiarism in the context of postgraduate theses or dissertations will always be categorised as Level 4. The following constitute examples of Level 4 plagiarism:</p> <ul style="list-style-type: none"> You have previously committed plagiarism and this is a repeat offence; You have sought, bought or commissioned work with the intention of representing it as your own work; You have improperly

		<p>enlisted editorial input, eg. engaging a paid proof reader or copy-editing service, having a language assignment edited by a native speaker where language competence is being assessed;</p>
		<ul style="list-style-type: none"> Your submitted assignment is identical to another student's work, even if they gave you permission to use their work.
<p>*The term 'work' refers to individual or group work</p>		

Contact your College Tutor, your Head of Department, or your Lecturer if you are unsure about any aspect of plagiarism.

Students majoring in Spanish should note particularly that we strongly recommend beginning to research your approved SS dissertation topic in the summer preceding your final year.

STUDENT REPRESENTATION

Trinity College values student representation and input at all levels of the College's committee and decision-making structures. The Students' Union and Graduate Students' Union take responsibility for electing and appointing representatives for each level. These elected representatives have responsibility for raising the issues affecting their constituency with the relevant College authorities.

College will expect you to

- elect a class representative
- be proactive in bringing your concerns and opinions to your class representative and to the relevant College and Students' Unions' committees
- inform your representative of your opinions on every College policy decision

Class Reps - class representatives are permitted to email their classes; should any class reps experience difficulty in using appropriate lists they should [contact the IT Service Desk](#). Class reps can also email the student course mailing lists, but not the route, discipline, module, subject or tutor lists. (Often classes consist of students taking different courses hence access to multiple course lists is required).

Department Committee meetings: each term we organize a meeting which all class reps are expected to attend.

SOCIETIES

Contact Ms Aoife Curtin (email: curtinao@tcd.ie) for information on the Hispanic Society.

For the Modern Languages Society access <http://trinitysocieties.ie/society/?socid=77>

CAREERS

The Careers Advisory Service is involved in a wide range of student, employer and academic related activities on and off campus. They welcome enquiries at any time and are glad to meet with you and your students or to answer enquiries by telephone or email.

Some of the Careers Advisory Service activities include:

- Helping students to make occupational and educational choices.
- Careers Information Provision online and in the Careers Information Centre in 7-9 South Leinster St.
- Careers Education including the Personal Development Program which is developed in collaboration with the academic community.
- Promotion of opportunities including Vacancies, Work Experience and Internships, and Postgraduate Study options.
- Employer Liaison which involves supporting employers meeting students through vacancy advertising, employer presentations, employer information stands, careers information days, employer fairs and much more.

For additional information access: <https://www.tcd.ie/Careers/>

TRANSCRIPTS

If you are intending to apply for postgraduate study or a position plan ahead and request a transcript as soon as possible – it will be very difficult to create/generate one from one day to the other.

It usually takes a minimum of five working days to prepare a transcript – email us all your details, particularly your student number, year of entry in TCD, your subjects, current address, etc.

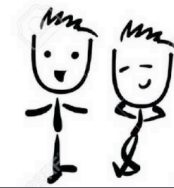
NITELINE

NiteLine, a non-profit service provided free of charge to students, has been in operation for 25 years. It is run by a team of dedicated volunteer students, who have undergone rigorous training with the objective of supporting their peers. NiteLine is open every single night during term from 9.00 p.m to 2.30 a.m, responding through instant messaging and over the phone to students who may be going through an emotionally difficult time.



FREE
ANONYMOUS
NO PROBLEM TOO BIG OR TOO SMALL

Freephone: **1800 793 793**
Instant messaging: **niteline.ie**
9pm - 2.30am every night of term



REMINDER

2018/2019 Assessment Dates

- **MT (semester 1) Assessment 2018:** Monday 10 December to Friday 14 December
- **Foundation Scholarship Assessment 2019:** Monday 7 January to Friday 11 January
- **HT (semester 2) Assessment 2019:** Tuesday 23 April – Saturday 27 April
- **Reassessment 2019:** Monday 26 August - Saturday 31 August

IMPORTANT

Teaching staff is available for consultation only during the statutory term (i.e., **NOT from 27 May 2019 to 23 August 2019**). The Department will advise the date for feedback on failed papers and viewing of scripts in April. If for whatever reason you cannot attend, any queries regarding examination results and repeats should be directed to the Department **before Friday 25 May 2019**.

DEPARTMENT OF HISPANIC STUDIES

RESIDENCE ABROAD FORM

Before sitting the Moderatorship Examinations I or II, TSM students taking modern languages must spend not less than two months in the country of the foreign language(s) being studied in order to fulfil the Residence Abroad requirements. (This requirement will be waived only in the most exceptional circumstances and only with the approval of the Department.)

Students who experience difficulty about this requirement must contact the Head of Department, Dr Susana Bayó Belenguer, at the earliest possible opportunity.

Students taking MOD I in Spanish are asked to complete this form and return it to the Department Office, Room 5064 by 12 noon, Tuesday 23 April 2019.

Name:

Student Number:

TSM Course:

Year:

Tutor:

Please give a) the dates and duration(s) of period(s) spent abroad, b) information on course(s) studied, c) employment (if any), d) any other relevant information. Please use an additional sheet if necessary.

.....

Total number of weeks spent in (country)

Which documents are being provided as evidence of residence abroad (for example, travel tickets, pay-slips, accommodation bill(s), etc.)?

.....
.....

Signature: Date: