



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

DEPARTMENT OF HISPANIC STUDIES

JUNIOR SHOPHISTER HANDBOOK (2017-2018)



DEPARTMENT OF HISPANIC STUDIES

TWO SUBJECT MODERATORSHIP

JUNIOR SOPHISTER SPANISH (2017-2018)

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.

STAFF INFORMATION

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TERM DATES

Michaelmas Term (MT):	Monday 25 September 2017 –	Friday 15 December 2017
Hilary Term (HT):	Monday 15 January 2018 –	Friday 6 April 2018
Trinity Term (TT):	Revision: Monday 9 April 2018 –	Friday 27 April 2018
	Exams: Monday 30 April 2018 –	Friday 25 May 2018

UNIVERSITY OF DUBLIN, TRINITY COLLEGE

ACADEMIC YEAR STRUCTURE
2017 / 2018

Cal. Wk	Dates 2017/18 (week beginning)	Outline Structure of Academic Year 2017/18	Notes	
1	28-Aug-17	Supplemental Examinations	Statutory Term (Michaelmas) begins	
2	04-Sep-17			
3	11-Sep-17			
4	18-Sep-17			
5	25-Sep-17	Freshers' Week / Undergraduate Orientation Week	Michaelmas Lecture Term begins	
6	02-Oct-17			Teaching Week 1
7	09-Oct-17			Teaching Week 2
8	16-Oct-17			Teaching Week 3
9	23-Oct-17			Teaching Week 4
10	30-Oct-17			Teaching Week 5
11	06-Nov-17			Teaching Week 6 (Monday, Public Holiday)
12	13-Nov-17			Teaching Week 7 - Study Week
13	20-Nov-17			Teaching Week 8
14	27-Nov-17			Teaching Week 9
15	04-Dec-17			Teaching Week 10
16	11-Dec-17			Teaching Week 11
17	18-Dec-17	Christmas Period (College closed 22 December 2017 to 1 January 2018, inclusive)		
18	25-Dec-17			
19	01-Jan-18			
20	08-Jan-18	Foundation Scholarship Examinations	Note: it may be necessary to hold some exams in the preceding week.	
21	15-Jan-18	Teaching Week 1	Hilary Term begins	
22	22-Jan-18			
23	29-Jan-18			
24	05-Feb-18			
25	12-Feb-18			
26	19-Feb-18			
27	26-Feb-18			
28	05-Mar-18			
29	12-Mar-18			
30	19-Mar-18			
31	26-Mar-18			
32	02-Apr-18			Teaching Week 12 (Monday, Easter Monday)
33	09-Apr-18	Revision Trinity Week (Monday, Trinity Monday)	Trinity Term begins	
34	16-Apr-18	Revision		
35	23-Apr-18	Revision		
36	30-Apr-18	Annual Examinations 1	Annual Examination period: Four weeks followed by five weeks for marking, examiners' meetings, publication of results, Courts of First Appeal and Academic Appeals.	
37	07-May-18			
38	14-May-18			
39	21-May-18			
40	28-May-18			
41	04-Jun-18			
42	11-Jun-18			
43	18-Jun-18			
44	25-Jun-18	← Statutory (Trinity) Term ends Sunday 1 July 2018		
45 to 52	02 Jul 2018 - 26 Aug 2018	Postgraduate dissertations/theses/Research 1-8	Eight weeks between end of statutory (Trinity) term and commencement of statutory (Michaelmas) term. This period is also used for writing up Masters dissertations and research theses due for submission in September. ← Ends Sunday 26 August 2018	

Assess Progress and Graduation, Academic Registry

For details of courses taught/examined outside the formal academic year structure contact the local School or Course Office.

April 2017

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** throughout the Michaelmas and Hilary Terms (total **15 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: By the end of the academic year, students should be able to identify a variety of linguistic registers, and express themselves in advanced and grammatically accurate written and oral Spanish, displaying knowledge of a considerable body of vocabulary belonging to a wide range of lexical areas and using it accurately in diverse contexts.

MODULES IN LITERATURE AND SPANISH LINGUISTICS

Module marks will be weighted according to their ECTS credit values.

Michaelmas Term: students attend the module ‘Spanish American Novel’

Hilary Term: all students are required to attend the module in Spanish Linguistics (2 hours per week) and a second literature module in *Don Quixote* by Cervantes (2 hours per week).

Michaelmas Term

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.

The literature and linguistics modules carry a value of 5 ECTS credits each.

JUNIOR SOPHISTER MODULE DESCRIPTION



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: The course will attempt to isolate and focus on specific features of the contemporary Spanish-American novel and cinema. Though reflecting the diversity of that continent, the modern Spanish-American novel and film tend to focus on certain specific concerns such as human isolation, historical paralysis, and idealistic quests.

Prescribed Texts:

Onetti, Juan Carlos	<i>El pozo</i> (1939) https://docs.google.com/file/d/0B8nVrc_8GsgAciJUHj0SUJtTUU/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)

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

Learning Outcomes: In this course, students will learn to situate Cervantes’s *Don Quijote* in its proper literary and historical context; 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; to refine their ability to read critically and to write analytically

Course Description: Miguel de Cervantes is most famous for his comic novel *Don Quijote de La Mancha*, in which he pioneered a new kind of prose fiction that focused on the workaday reality and common characters of early modern Spain, whose stories he told in a narrative style that was altogether unique: neither the high voice of the epic nor the low slang of the picaresque. This was an achievement that would exert enormous influence on later generations of writers (particularly from the eighteenth century onward) and probably justifies the cliché that Cervantes invented the modern novel. In this module, however, we will strip away the weight of four centuries of influence and imitation to return to a reading of *Don Quijote* not as the “great masterpiece of western literature,” but as a great story, a rumbustious, comic, exuberant tale of eccentricity, adventure, bold literary inventiveness, deep humanity, and profound wisdom. We will also situate both the novel and its author within their proper historical context, a moment of political, economic, and social crisis in which hard questions had to be asked and answered. Cervantes masterfully incorporated this vast, non-literary debate into his fiction, and he made *Don Quijote* both topical and timeless.

Prescribed Text:

Cervantes, Miguel de.

Don Quijote

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

A History of the Spanish Language. CUP, 2002

Cano, Rafael (ed.)

Historia de la lengua española. Barcelona: Ariel, 2005

Menéndez Pidal, Ramón

Historia de la lengua española. Madrid: Marcial Pons, 2005

Lapesa, Rafael

Historia de la lengua española. Madrid: Gredos, 1981

Herman, József

Vulgar Latin. Pennsylvania University Press, 2000

We expect that course texts will be acquired during the summer vacation and that reading will have begun well in advance of the term in question

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 exceptional circumstances and with the prior 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

- 1. Language Classes:** except as otherwise prescribed by your teachers, you will be required to present **one piece of written work per week**.
- 2. 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.
- 3. 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**
- 4. 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 7 & 8) 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 WITHOUT PERMISSION WILL NOT BE MARKED

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

One term essay set in **teaching week 8**, of 2,500 words, to be submitted by **12 noon, Monday 15 January 2018**.

HILARY TERM

ALL JS students: One term essay on Spanish Linguistics set in **teaching week 8**, of 2,500 words, to be submitted to the Department Office after the end of term (dates will be posted with the essay titles). One term essay on Cervantes 1: Don Quijote, set in **teaching week 8**, of 2,500 words, to be submitted to the Department Office by **12 noon, Monday 9 April 2018**.

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 and SP3014 Language. Assessment will be based on four components:

Paper I - a 3-hour written examination (one translation, English into Spanish; one translation, Spanish into English; Spanish essay)

Four in-class tests

5 best homework pieces in MT and HT

Paper II - a 1.5-hour written examination (one text analysis)

Oral examination (15 minutes)

Distribution of marks out of 100% for each component:

Paper I 70%

Four in-class tests 20%

5 best homework pieces in MT & HT 10%

Paper II 70%

Oral Examination 30%

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.**

Failure in either of the two written language papers will mean a FAIL assessment overall

Literature: the mark will account for 15 ECTS credits out of a total of 30 ECTS credits for Spanish.

Assessment will be based on three components:

- One essay on the Literature module in MT (5 ECTS credits)
- One essay in HT on Spanish Linguistics (5 ECTS credits)
- One essay in HT on Don Quijote by Cervantes (5 ECTS credits).

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](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/

COMPENSATION REGULATIONS

In order for compensation to apply you must have achieved an overall mark of 40% or above in each subject.

JS Pattern B TSM students, subject to certain conditions, may compensate a total of up to 10 credits out of the 30 taken in each subject: either one-10 ECTS credit module in one subject or two-5 ECTS credit modules in each subject. A minimum of at least 20 credits in each subject must be passed.

For detailed information about the rules of compensation access <https://www.tcd.ie/TSM/current/exam/js.php>

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;
		<ul style="list-style-type: none"> • Poor understanding of

		<p>how to acknowledge sources of direct and indirect quotations;</p>
		<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.
	<p>Level 1 Plagiarism is not deemed to be academic misconduct.</p>	<p>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.</p>
<i>Level 2</i>	<p>You receive a formal written warning from the Head of School.</p>	<p>Level 2 Plagiarism occurs when you should have been aware of what constitutes 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 receive a reduced or capped mark (at the pass mark) depending on the seriousness/extent of plagiarism.</p>	<p>Your work* demonstrates one or more of the following:</p>
		<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

		<p>your own;</p> <ul style="list-style-type: none"> It borrows, substantially, material and/or language from a source without correct acknowledgement; 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; It contains fabricated referencing, is without referencing or citation, or lacks, to a large degree, appropriate citation and/or referencing.
	Level 3 Plagiarism is considered as academic misconduct.	
<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;

		<ul style="list-style-type: none"> You have improperly 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;
		<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.

Keep all this information safely for reference

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.

CAREERS ADVISORY SERVICE

College offers students advice and support about future opportunities for employment in the areas you are considering to pursue after finishing your degree. They organize talks, workshops, individual meetings, etc. – for detailed information access the following link: <https://www.tcd.ie/Careers/>

Language students should contact Ms Orlaith Tunney:

https://www.tcd.ie/Careers/contact/careers_adviser_per_dept.php#Orlaith

The information in this Handbook is accurate at time of preparation. Any necessary changes and updates will be notified to students by email.

RESIDENCE REQUIREMENT

Remember that students of Spanish **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 exceptional circumstances and with the prior approval of the Head of Department.

IMPORTANT NOTE

It is each student's personal responsibility to access the portal or 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 half-hour.

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)

Department of Hispanic Studies, 2017-2018

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, Monday 1 May 2017.

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: