DEPARTMENT OF HISPANIC STUDIES

TWO SUBJECT MODERATORSHIP (TSM)
JUNIOR FRESHMAN SPANISH (2016-2017)

This Handbook provides essential information about your study program in the Department of Hispanic Studies. You should also familiarize yourself with the College General Regulations, which are available at http://www.tcd.ie/calendar/

The information provided 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 and information contained in this handbook, the provisions of the Calendar will apply.

Further information about the study program is provided by the lecturers, by Blackboard, and on the Department website: https://www.tcd.ie/Hispanic_Studies/

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, Blackboard announcements, 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 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.

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<tr>
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**JUNIOR FRESHMAN SYLLABUS**

The first-year course is designed primarily to establish and consolidate your competence in understanding and using the Spanish language. The course comprises three modules: **Spanish Grammar and Syntax** (10 ECTS credits), **Introduction to Modern Spain** (10 ECTS credits) and **Introduction to Spanish and Spanish American Literature** (10 ECTS credits).

**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, and contact hours).
**LANGUAGE**

**Beginners (SP1022)** are expected to attend **five language classes each week** in both Michaelmas and Hilary Terms (MT and HT), **one** of which must be in Spoken Spanish; you will also be required to hand in weekly written homework and online exercises. Beginners will need a very special commitment to language study, language work, language preparation and language revision – you will be expected to have reached the same level as non-beginners by the time of the examinations in April/May. **Note that you must be prepared to spend considerable extra study and practice time outside class hours every week.**

**Non-beginners (SP1021)** are expected each term to attend **four language classes each week** in both Michaelmas and Hilary Terms (MT and HT), **one** of which must be in Spoken Spanish; you will also be required to hand in weekly written homework and online exercises.

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

**NON-LANGUAGE MODULES**

All TSM Junior Freshman students (JF) attend **one** lecture each week – and **one** seminar every four weeks – on the module **Introduction to Modern Spain (SP1015)** – for which you will need the following texts:

- A selection of texts: Department Booklet (included in the registration fee)

**Learning Outcomes:** By the end of the academic year, students should be able to identify major historical, socio-economic, political, and cultural shifts that have affected Spain during the 20th and 21st centuries, to recognize to what extent Spanish society is still responding to historical experiences of the Civil War and the Franco regime, to compare and contrast Spain’s historical autonomous regions in relation to each other and to the central government, and to integrate the various themes into a coherent overview of contemporary Spanish society.

All TSM Junior Freshman students (JF) also attend **one** lecture each week on **Spanish and Spanish American Literature (SP1005)**, in which the following works will be studied:

- A selection of poems: Department Poetry Booklet (included in the registration fee)
- F. García Lorca: *La casa de Bernarda Alba* (ed. Ramsden, Manchester UP)
- Jean Franco (ed.): *Spanish Short Stories* (Penguin), Vol I
- G. García Márquez: *Crónica de una muerte anunciada*
- Ramón J. Sender: *Réquiem por un campesino español* (any edition)
Learning Outcomes: By the end of the academic year, students should be able to critically analyze a selection of literary texts from different genres, distinguish between generic literary conventions, and outline the fundamental and distinguishing characteristics of literary discourse.

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

Beginners should also have a copy of:

Juan Kattán-Ibarra & Christopher J. Pountain
*Modern Spanish Grammar: A Practical Guide*  
(London: Routledge, 2003), 2nd Edition

Patricia González
Spanish Grammar Booklet  
(included in registration fee)

Non-Beginners should also have a copy of:

Juan Kattán-Ibarra & Christopher J. Pountain
*Modern Spanish Grammar: A Practical Guide*  
(London: Routledge, 2003), 2nd Edition

Virginia Segura
Spanish Grammar Booklet  
(included in registration fee)

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

Language homework is compulsory.  
You will be required to present at least two pieces of written work per week (one will be online).

**WRITTEN WORK ON NON-LANGUAGE COURSES**

Three compulsory essays (two on Literature and one on Introduction to Modern Spain) will be set during the year.

**MICHAELMAS TERM (MT)**

A term essay (about 2000 words), set by Monday November 7, 2016 (week 6 teaching term), and handed in to the Department Office no later than 12 noon Thursday 15 December 2016 on the texts covered in *Introduction to Spanish and Spanish American Literature*. This essay will account for 30% of the total mark for this module.

A term essay (about 2000 words), set by Monday November 7, 2016 (week 6 teaching term), and handed in to the Department Office no later than 12 noon Monday 16 January 2017 (the first day of Hilary Term) on the topics and themes covered in *Introduction to Modern Spain*. This essay will account for 30% of the total mark for this module.

**HILARY TERM (HT)**

A term essay (about 2000 words), set by Friday February 26, 2016 (week 6 teaching term), and handed in to the Department Office, no later than 12 noon Friday 7 April, 2017 on the texts covered in *Introduction to Spanish and Spanish American Literature*. This essay will account for 30% of the total mark for this module.

All essays must be submitted to www.turnitin – software that facilitates the detection of plagiarism.

1. 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 – they must be handed in to the Department Office.

2. 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](https://www.tcd.ie/CAPSL/students/integrity-plagiarism/#What_is_Turnitin)

3. For information about the return of your essays you should regularly check Blackboard, and the Department Notice Board, and emails.

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

**JUNIOR FRESHMAN ASSESSMENT**

All three modules are weighted according to their credit values.

Your formal Language assessment for the year will be based on in-class tests and the end-of-year examinations.
Spanish Grammar and Syntax module:

- Paper I (45%): Grammar and Syntax (one question), Translation into Spanish (one question), Spanish Essay (one question).
- Paper II (30%): Text Analysis (one question), Translation from Spanish (one question).
- Oral Examination (15%) (approximately 10 minutes).
- Continuous Assessment (10%): four in-class tests.

Your marks for language homework will be taken into account in assessing borderline grades in the language examinations.

Introduction to Modern Spain module (70%): 2-hour paper (two questions) [mark combined with 30% for MT Essay]

Introduction to Spanish and Spanish American Literature module (40%): 2-hour paper (two questions) [mark combined with 30% for MT Essay and 30% for HT Essay].

STUDENTS MUST PASS ALL THREE MODULES

Please note that a fail in any one of the following ways will mean a Fail assessment for Language:

- Paper I: fail in two out of three questions
- Paper I: overall fail
- Paper II: overall fail

Only failed written Paper(s) in any module must be taken again at the Supplemental Examinations in August / September.

COMPENSATION REGULATIONS

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

For detailed information about SF TSM compensation rules access the following link: https://www.tcd.ie/TSM/current/exam/sf.php

IMPORTANT

Students are reminded that teaching staff are normally available for consultation only during the statutory term (i.e., NOT from 1 July 2017 to 28 August 2017). The Department will advise the date for feedback on failed papers and viewing of scripts. If for whatever reason you cannot attend, any queries regarding examination results etc. should be directed to the Department before Friday 30 June 2017.

PRESENTATION OF ESSAYS AND PAPERS

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.

20. Grades and marks:

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<th>Score</th>
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<td>70-100</td>
<td>I (First)</td>
<td>40-49</td>
<td>III (Third)</td>
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<tr>
<td>60-69</td>
<td>II.I (Upper Second)</td>
<td>30-39</td>
<td>F1 (Fail)</td>
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<tr>
<td>50-59</td>
<td>II.II (Lower Second)</td>
<td>0-29</td>
<td>F2 (Fail)</td>
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First (excellent):

Written work will demonstrate consistent evidence of: an excellent understanding of appropriate texts and up-to-date scholarship/criticism/theory; highly skilful deployment of relevant information in an extremely well crafted structure; arguments that manifest independent/original thought; critical evaluative ability with a keen awareness of key issues; exemplary use of accepted scholarly conventions relating to the attribution of sources, footnoting, and bibliography; an exceptional ability to express ideas in written English.

Upper Second (very good):

Written work will show consistent evidence of: an extremely competent understanding of appropriate texts and scholarship/criticism/theory; a notable ability to present relevant information in a clear and well thought out structure; arguments that show a very good degree of independent evaluative thought; competent use of accepted scholarly conventions relating to the attribution of sources, footnoting, and bibliography; an extremely good command of written English.

Lower Second (good):

Written work will give consistent evidence of: a competent understanding of relevant texts and scholarship/criticism/theory; engagement with the question being asked; attempts to go beyond the secondary bibliography; good overall organization of ideas; proper use of scholarly conventions relating to the integration and attribution of sources, footnoting, and bibliography; a good command of written English, with accuracy in grammar and spelling, and an appropriately academic lexical range.

Third (acceptable):

Written work will normally give evidence of: competence in relation to relevant texts and scholarship/criticism/theory; an approach to the question being asked which is not merely superficial/derivative/uncritical; no more than a minor tendency to repetition and description; awareness of scholarly conventions concerning the proper integration and attribution of sources, footnoting, and bibliography; appropriate grammar, spelling, and lexical range.

Fail I (not acceptable):

Written work in the F1 range will normally show only a superficial knowledge of the topic and/or fail to display acceptable competence in constructing an answer to the question posed; it will be disjointed and derivative; with an unclear structure; it will show difficulty in following its own arguments. Even work which otherwise reveals basic competence may fall into the F1 category for the following deficiencies: lack of in-depth engagement with the texts; failure to observe the scholarly conventions concerning the proper integration and attribution of sources, footnoting, and bibliography; an accumulation of errors in grammar/spelling/vocabulary.

Fail II (inadequate):

Written work in the F2 range will reveal an inadequate knowledge of the topic, and/or an inability to display basic competence in constructing an answer to the question posed. Such work is also most likely to give more serious evidence of the weaknesses noted under F1.

ERASMUS YEAR ABROAD

Students who achieve a grade of at least II.II in their end-of-year examinations may apply to spend the SF year on an Erasmus exchange at a Spanish university: [http://www.tcd.ie/Hispanic_Studies/undergraduate/study-abroad/](http://www.tcd.ie/Hispanic_Studies/undergraduate/study-abroad/)
PLAGIARISM

WHAT IS 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 is 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:

Another form of plagiarism consists in copying and pasting from numerous sources and moving them around to make a complete assignment.

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, you will find information at:

http://tcd-ie.libguides.com/plagiarism/

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 2016-2017 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 at http://tcd-ie.libguides.com/plagiarism/declaration/ that you will be asked to sign when submitting course work.

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.

IMPORTANT REMINDER: Students must attend all classes and present all set written work on time. For absence of three consecutive days or more, a medical certificate or relevant evidence should be provided. If you fail to provide a satisfactory explanation and/or evidence to your teachers for your absence or for not handing in the required work you will be returned as ‘Non-Satisfactory’ (N/S) to the Senior Lecturer, and your Tutor will be informed. It should be noted (University Calendar H6) that ‘Students reported as non-satisfactory for the Michaelmas and Hilary terms of a given year may be refused permission to take their annual examinations and may be required by the Senior Lecturer to repeat the year.’
USEFUL INFORMATION

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.

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.

The information in this Handbook is accurate at time of preparation.

Any necessary changes and updates will be notified to students by email.

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)