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

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone</th>
<th>E-mail address</th>
<th>Room - Arts Building</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Susana Bayó Belenguer</td>
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<tr>
<td><strong>Head of Department</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Dr Katerina García</td>
<td>(01) 896 1526</td>
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<td><strong>Department Office –</strong></td>
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<td>5064</td>
</tr>
<tr>
<td><strong>Ms Tiffany Razy</strong></td>
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<td><strong><a href="mailto:spanish@tcd.ie">spanish@tcd.ie</a></strong></td>
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</tr>
</tbody>
</table>
### TERM DATES

**Michaelmas Term (MT):**
- Monday 26 September 2016 – Friday 18 December 2016

**Hilary Term (HT):**
- Monday 16 January 2017 – Friday 7 April 2017

### TRINITY COLLEGE DUBLIN

#### Academic Year Structure 2016 / 2017

<table>
<thead>
<tr>
<th>Cal Wk</th>
<th>Dates 2016/17 (week beginning)</th>
<th>Outline Structure of Academic Year 2016/17</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>29-Aug-16</td>
<td>Supplemental Examinations</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>05-Sep-16</td>
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<td>3</td>
<td>12-Sep-16</td>
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<tr>
<td>4</td>
<td>19-Sep-16</td>
<td>Freshers' Week / Undergraduate Orientation Week</td>
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<tr>
<td>5</td>
<td>03-Oct-16</td>
<td>Teaching Week 1</td>
<td></td>
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<tr>
<td>6</td>
<td>10-Oct-16</td>
<td>Teaching Week 2</td>
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<td>7</td>
<td>17-Oct-16</td>
<td>Teaching Week 3</td>
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<td>8</td>
<td>24-Oct-16</td>
<td>Teaching Week 4</td>
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<td>9</td>
<td>31-Oct-16</td>
<td>Teaching Week 5</td>
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<td>10</td>
<td>07-Nov-16</td>
<td>Teaching Week 6 (Monday, Public Holiday)</td>
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<tr>
<td>11</td>
<td>14-Nov-16</td>
<td>Teaching Week 7 - Study Week</td>
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<tr>
<td>12</td>
<td>21-Nov-16</td>
<td>Teaching Week 8</td>
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<td>13</td>
<td>28-Nov-16</td>
<td>Teaching Week 9</td>
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<td>14</td>
<td>05-Dec-16</td>
<td>Teaching Week 10</td>
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<td>15</td>
<td>12-Dec-16</td>
<td>Teaching Week 11</td>
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<td>16</td>
<td>19-Dec-16</td>
<td>Christmas Period (College closed)</td>
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<td>17</td>
<td>26-Dec-16</td>
<td>23 December 2016 to 2 January 2017, inclusive</td>
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<td>18</td>
<td>02-Jan-17</td>
<td>Foundation Scholarship Examinations</td>
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<td>19</td>
<td>09-Jan-17</td>
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<td>23</td>
<td>06-Feb-17</td>
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<td>06-Mar-17</td>
<td>Teaching Week 9 (Friday, Public Holiday)</td>
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<td>13-Mar-17</td>
<td>Teaching Week 10</td>
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<td>03-Apr-17</td>
<td>Teaching Week 12</td>
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<td>33</td>
<td>10-Apr-17</td>
<td>Revision Trinity Week (Monday, Trinity Monday; Friday, Good Friday)</td>
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<td>Revision (Monday, Easter Monday)</td>
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<td>35</td>
<td>24-Apr-17</td>
<td>Annual Examinations 1 (Monday, Public Holiday)</td>
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<td>01-May-17</td>
<td>Annual Examinations 2</td>
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<td>08-May-17</td>
<td>Annual Examinations 3</td>
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<td>15-May-17</td>
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<tr>
<td>41</td>
<td>05-Jun-17</td>
<td>Marking/Courts of Examiners/Results</td>
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<tr>
<td>42</td>
<td>12-Jun-17</td>
<td>Marking/Courts of Examiners/Results</td>
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<td>Marking/Courts of Examiners/Results/Courts of First Appeal</td>
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<td>44</td>
<td>26-Jun-17</td>
<td>Courts of First Appeal/Academic Appeals</td>
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<td>45 to 52</td>
<td>03 Jul 2017 - 21 Aug 2017</td>
<td>Postgraduate dissertations/theses/Research 1-8</td>
<td></td>
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#### Notes
- Statutory Term (Michaelmas) begins
- Michaelmas Lecture term begins
- Hilary Term begins
- Christmas Period (College closed)
- Hilary Term ends Sunday 09 April 2017
- Statutory (Trinity) Term ends Sunday 02 July 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.
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 one literature module of their choice (previously selected).

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

<table>
<thead>
<tr>
<th>Michaelmas Term</th>
<th>Hilary Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish American Novel (three lecturers)</td>
<td>Spanish Linguistics (Dr García)</td>
</tr>
<tr>
<td>Modern Spanish Novel (Dr O’Hagan)</td>
<td>Cervantes I: Don Quixote (Dr Brewer)</td>
</tr>
</tbody>
</table>

**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

**SP3005 ASPECTS OF THE MODERN SPANISH NOVEL**

**Learning Outcomes**: On successful completion of this module, students should be able to: demonstrate a detailed 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 set texts; organise material into effective and detailed arguments in oral presentations and in writing (essay); critically comment on the modern Spanish novel of the 19th and 20th centuries, and formulate responses that are both discriminating and historically informed.

**Course description**: The aim of this course is to introduce students to some of the most innovative Spanish fiction of the late nineteenth and early twentieth centuries, by studying in close detail the prose fiction of Benito Pérez Galdós (*El amigo Manso*), Miguel de Unamuno (*Niebla*) and José Camilo Cela (*La familia de Pascual Duarte*). 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; existential thought. The format of the module will alternate between formal lectures and seminars for group discussion.

**Prescribed Texts**:

- Galdós, Benito Pérez: *El amigo Manso* (Madrid: Cátedra, 2001)
- Cela, Camilo José: *La familia de Pascual Duarte* (any edition)
SP3007 SPANISH-AMERICAN NOVEL

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
El pozo (1939)
https://docs.google.com/file/d/0B8nVrc_8GsgAc1JUHpb0SUjtTUU/edit?pli=1

Rulfo, Juan
Pedro Páramo (1955)

Martel, Lucrecia
La ciénaga (Film – Argentina, 2000)

Larain, Pablo
No (Film – Chile, 2013)

Esquivel, Laura
Como agua para chocolate (1989)

Arau, Alfonso
Como agua para chocolate (Film – México, 1992)

SP3009 CERVANTES 1: DON QUIJOTE

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

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

Herman, József

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.

5. Please ensure that you keep a copy of the Department style sheet (see pages 7 & 8) and follow the conventions therein.

6. 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 16 January 2017.

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 10 April 2017.

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

**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**
- **Paper II** - a 1.5-hour written examination (one text analysis)
- **Oral** examination (approximately 15 minutes)

**Distribution of marks out of 100% for each component:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Paper I</td>
<td>80%</td>
</tr>
<tr>
<td>Four in-class tests</td>
<td>20%</td>
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<tr>
<td>Paper II</td>
<td>70%</td>
</tr>
<tr>
<td>Oral Examination</td>
<td>30%</td>
</tr>
</tbody>
</table>

**ORAL EXAMINATION:** In advance, students will submit a Spanish text for official approval – lightweight themes or too-easy language pieces will not be accepted – this text will be discussed at the (recorded) oral examination. Selected texts must be quality pieces related to Spain or Latin America on current affairs, politics, history, society, literature, the arts, and so on (no longer than 2.5 pages). Dates to be advised.

15 ECTS credits out of a total of 30 ECTS credits for Spanish will be allocated to Language.

**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 chosen 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).

**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](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.

Grades and marks:

<table>
<thead>
<tr>
<th>Grades</th>
<th>Marks</th>
<th>First (Very good / Excellent)</th>
<th>Second (Good)</th>
<th>Third (Acceptable)</th>
<th>Fail I (Inadequate)</th>
<th>Fail II (Very Inadequate)</th>
</tr>
</thead>
<tbody>
<tr>
<td>70-100</td>
<td>I</td>
<td>40-49</td>
<td>30-39</td>
<td>0-29</td>
<td></td>
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<tr>
<td>60-69</td>
<td>II.I</td>
<td></td>
<td>F1 (Fail)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>50-59</td>
<td>II.II</td>
<td></td>
<td>F2 (Fail)</td>
<td></td>
<td></td>
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</tbody>
</table>

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 an 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-je.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

<table>
<thead>
<tr>
<th>I have read and I understand the plagiarism provisions in the General Regulations of the University Calendar for the current year, found at <a href="http://www.tcd.ie/calendar/">http://www.tcd.ie/calendar/</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>I have also completed the Online Tutorial on avoiding plagiarism ‘Ready Steady Write’, located at <a href="http://tcd-je.libguides.com/plagiarism/ready-steady-write/">http://tcd-je.libguides.com/plagiarism/ready-steady-write/</a></td>
</tr>
</tbody>
</table>

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.

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

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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)
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 in regard to 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.

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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.)?
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Signature: ………………………………………….. Date: …………………………………………..