CONTACTS:

Visiting Student Co-ordinator:  Dr Mark Faulkner.  *Michaelmas Term*
Room 4026
Tel: 8961515
Mark.Faulkner@tcd.ie

Dr Ema Vyroubalová.  *Hilary Term*
Room 5089
Tel. 8964722
vyroubae@tcd.ie

Executive Officer:  Brenda Brooks
Room 4013
Tel: 8961839
brooksb@tcd.ie

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School Administrative Staff:
Fresher  Diane Sadler
Room 4024
Tel: 8961111
sadlerd@tcd.ie

Sophister  Elaine Maddock
Room 4013
Tel: 8962301
maddocke@tcd.ie

School Administrative Manager  Ruth Archbold
Room 4003
Tel: 8962890
archbolr@tcd.ie

Oscar Wilde Centre  Sophia Ní Sheoin
Tel: 8962885
wilde@tcd.ie

Global Officer  Cliodhna Martin
Global Officer, School of English
Tel: 896 4723
MARTIC12@tcd.ie

Dr Julia Maher
School of English & Office of the Vice-President for Global Relations
Tel: 896 4723
julia.maher@tcd.ie
USEFUL WEBSITES

School of English:  http://www.tcd.ie/English/

Forms:  http://www.tcd.ie/English/forms

Examination Papers:  http://www.tcd.ie/Local/Exam_Papers/index.html

Oscar Wilde Centre:  http://www.tcd.ie/OWC/

Welcome Guide:  http://www.tcd.ie/globalrelations/assets/Resources%20pdf/Welcome%20to%20Trinity.pdf

New2Dublin is a meet-up group held every Monday night in the Global Room for all students new to the city (Irish and International). You can read all about the group and find links to their social media sites at: http://student2student.tcd.ie/meet-ups/

International Study Abroad Office:  https://www.tcd.ie/study/study-abroad/

Academic Registry:  http://www.tcd.ie/academicregistry/service-desk/

Your College Tutor:  http://www.tcd.ie/Senior_Tutor/

College Health:  http://www.tcd.ie/collegehealth/

Admissions:  http://www.tcd.ie/Admissions/

College Maps:  http://www.tcd.ie/Maps/

Department of Drama:  http://www.tcd.ie/drama-film-music/

Disability Services:  http://www.tcd.ie/disability/

School of Irish/Scoil Na Gaeilge:  http://www.tcd.ie/Irish/

Student Union website:  http://www.tcdu.org/

IT Services:  http://www.tcd.ie/itservices/

Centre for Language and Communication Studies:  http://www.tcd.ie/sldcs/Englishclcsinfo@tcd.ie

College Calendar:  http://www.tcd.ie/calendar/

Student Learning Development:  https://www.tcd.ie/Student_Counselling/student-learning/
Important - it is the responsibility of students to acquaint themselves with and abide by the contents of this handbook. Failure to do so may affect your results.

General Introduction

The School of English is large, with over twenty full time academic staff members, five administrative staff, more than thirty teaching assistants, and over six hundred students including many visiting students and postgraduate students. As you are all new entrants, it will take you some time to find your way around. This Handbook is intended to give you necessary information so that you know what to expect. The official regulations for the course are printed in the University Calendar: the Handbook sets out the detailed implementation of those regulations by the School of English.
This general introduction is designed particularly for visiting students and should contain most of the information you need in your first weeks. The rest of the Handbook gives the full account of the courses in each year, with the requirements for assessment and examinations, so it is essential that you consult it as necessary throughout your time in the School of English.  It is your responsibility as a student to make yourself familiar with the requirements listed in the Handbook. You should consult the handbook throughout your time here at TCD.

A few abbreviations are used throughout the Handbook as follows:

- Junior Fresher = JF i.e. First year undergraduate
- Senior Fresher = SF i.e. Second year undergraduate
- Junior Sophister = JS i.e. Third year undergraduate
- Senior Sophister = SS i.e. Fourth year undergraduate
- Michaelmas Term = MT 26 August - 15 December 2019
- Hilary Term = HT 13 January - 19 April 2020
- Trinity Term = TT 20 April – 31 May 2020

How to get information:

Visiting Student Co-ordinator: Weekly Office Hours will be emailed to you and will be posted on the School website.

Administrative Staff
The Visiting Students Executive Officer, Brenda Brooks, will be available in Room 4013, Arts Building, to answer questions and provide information Monday - Friday from 9.30 to 12.30 and 2pm to 4pm. If you have difficulty accessing the office please email Brenda to arrange a suitable time. brooks@tcd.ie

College Email
Students MUST check their TCD email regularly for important information, lecture/tutorial cancellations/reschedules, reminders etc. Before you email Brenda Brooks and the VS Co-ordinator with a query, check to see if the answer is contained in the Handbook (most will be).

Problems
You will be getting a lot of information in your first few weeks and you may find difficulty dealing with it all.

Your College Tutor, who may not be in the School of English, is your main adviser on both academic and personal matters. http://www.tcd.ie/Senior_Tutor/

Ensure that you know who your College tutor is and make contact. You can get help with problems specifically relating to courses in English from the Visiting Student Co-ordinator. The Head of School of English Dr Jarlath Killeen is also available at posted office hours in room 4005, Arts Building.

Teaching
Teaching is in the form of lectures supported by tutorials, or, (at sophister level), seminars for smaller groups. Students are expected to attend lectures; seminars and tutorials are compulsory. If you are unable to attend a tutorial or seminar you must inform the teaching assistant or lecturer concerned in advance.

Lectures
Lectures last 50 minutes, starting on the hour. You should use lectures to help you in your reading and
understanding of literature and of English studies. End of year examinations are based on the lecture courses, although this does not mean that you have to write down all the lecturer says.

**Tutorials**

Tutorials meet weekly in small groups and last 50 minutes, starting on the hour. Each Fresher lecture course, except for the Senior Fresher options, has a set of tutorials related to it in the term it is given. Tutorials run in weeks 3, 4, 5, 6, 8, 9, 10 in all modules except Origins of English, where there also tutorials in weeks 2, 11 and 12. Note that there are therefore in general no tutorials in weeks 1, 2, 7, 11 and 12 of Michaelmas and Hilary terms. Week 7 is Study Week, which is to allow students to concentrate on reading. **There are no lectures or tutorials in Study Week.** Some of the tutorials are taught by members of the full-time teaching staff, some by teaching assistants, who are most often advanced research students with special expertise in the area taught. You must be properly prepared for tutorials by doing all the reading assigned by the tutorial teacher and by bringing the relevant text(s) to class. **It is your responsibility to check your TCD email for possible changes.**

Tutorials give you an opportunity to try out your own ideas and enter into discussions about texts. Attendance at tutorials is compulsory. You cannot attend a tutorial group unless you are registered in that group. You will be allotted tutorial groups, based on your timetable, by Brenda by the time tutorials start. Each Fresher lecture course has tutorials attached UNLESS it is a senior Fresher option.

**Teaching at Sophister Level**

Teaching in the Sophister years is by seminar except for the lecture module, The Book. Seminars are conducted for 2 hours each week. They may take place in one continuous 2-hour session, or two one-hour sessions on two different days.

**Timetable**

Once you have signed up for your modules, your timetable of lectures, tutorials, and seminars will be available on your TCD portal. If you have timetable problems within the School of English, please see Brenda in Room 4013.

**Books**

It is essential to equip yourself with books and you must bring copies of the relevant texts to tutorials and seminars. You will not be able to depend on the library for such texts. For each of the modules, one of the main local bookshops has received a copy of the prescribed reading-list so that the essential texts should be readily available. Hodges Figgis on Dawson Street next to College should have many of your course texts. Reading lists for each module are available on the School website and you should start reading the texts that figure on it in the early weeks or as soon as possible. Check with your home university if they require reading lists as once the current academic year is updated on the School website they will no longer be available. For more information about texts contact the lecturer concerned. [http://www.tcd.ie/English/undergraduate/](http://www.tcd.ie/English/undergraduate/)

**Blackboard**

Many of our lectures and seminar courses have some online content accessible through your TCD web portal on the platform called Blackboard. If you have a problem accessing Blackboard in the first week of term, it will be because your registration for that module hasn’t been processed yet by Academic Registry. In that case you should ask to get the relevant materials from one of the other students in the module or directly from the lecturer. If the problem persists to the end of the second week, you should contact the lecturer in charge of the module. Regrettably, neither Brenda nor the Visiting Student Co-ordinator can arrange access to Blackboard, so please do not contact them if you have this problem.
Libraries
The main library for English students is the Ussher, but you will also need to use other parts of the library. The library staff will organise an introduction to the use of the library and we encourage you to use this session.

There is also a Departmental Library in room 4019 containing a small collection of texts, many of them in the area of Medieval and Renaissance English. These books may be consulted in the library. Unfortunately, during term time, room 4019 is used for teaching purposes so it will not be free much of the time; however, you may find the Departmental Library a useful place to work if you are preparing essays in the vacations.

Exams
If students decide to enrol for a course that is assessed by exam, they are required to be in College for the examination periods. Michaelmas Term 9 – 14 December 2019. Hilary Term 27 April – 2 May 2020.

Reading lists
If you require reading lists for your Home University they are on the School website. When they are removed from the School website they are no longer available.

Visiting Students
The School of English welcomes visiting students from many different countries. In 2018-2019 over two hundred visiting students took English modules with us. The needs of such students are very diverse, and while the School of English tries to meet those needs as far as possible, it may not always be feasible to offer places in the student's preferred courses. The courses available to visiting students on a regular basis (listed below) are those which most visiting students in the past have found appropriate and rewarding.

Course Registration and attendance
All visiting students are required to complete a Module Enrolment Form. Bring the original form when signed off by the School of English Co-ordinator to Brenda in Room 4013. She will copy it and keep the copy on file in the School of English office. Students must submit the original sheet to the Academic Registry by the required date which is on the form. It is very important that you note any changes to your course selection on this form and also inform Brenda. Students should also be aware that they are required to attend for the duration of their selected courses, even if all relevant assessed work has been submitted.

Changing Modules
It is the responsibility of the student to inform Brenda in Room 4013 and the Academic Registry of any changes made to the Module Enrolment Form after the student has submitted it to the Academic Registry (see date on form).

School of English Trinity Elective, Travel and English Literature.
Co-ordinator: Dr Pádraic Whyte.
Michaelmas Term contact: Dr Björn Quiring. Email: QUIRINGB@tcd.ie

Information on Travel and English Literature can be found here: https://www.tcd.ie/trinity-electives/electives/travel-and-english-literature/

For queries regarding Trinity Electives consult the Trinity Elective website: https://www.tcd.ie/trinity-electives/apply/
Courses available to Visiting Students
Fresher Courses
The following courses of weekly lectures are for terms as specified. Each lecture course (apart from Senior Fresher option courses) has a set of tutorials related to it in the term or terms it is given. These tutorials meet in weeks 3, 4, 5, 6, 8, 9, 10 in small groups. (Origins of English additionally meets in weeks 2, 11, 12). You will meet your tutor at the first tutorial and they will set out the programme of classes.

Unfortunately EN11001 Shakespeare and ENU22010 Shakespeare: Text, Stage, Screen are not available to Visiting Students in 2019/20.

MICHAELMAS TERM Fresher Modules
Assessment for Michaelmas Term Fresher courses is by essay, exam or exercises as stated below.

All Fresher assessment must be submitted by 12 noon before or on the relevant date by electronic submission.
End of week 6, 18 October 2019
End of week 12, 29 November 2019
End of week 13, 6 December 2019

The Following Fresher Modules are taught by lectures and tutorials:

ENU11002 Writing Childhoods: Power, Voice and Agency
Module Convenors: Dr Jane Carroll, Dr Pádraic Whyte
ECTS 5
Assessment: Essay
This team-taught module will explore the multiple ways in which literature has engaged with ideas of childhood across several centuries. Through an examination of mainstream/adult literature about childhood experience as well as literature written specifically for children this module will introduce students to a variety of expressions and cultural constructions of childhood in a diverse range of texts. The module will examine texts through the lens of ‘childhood’ – with a particular focus on issues of power, voice, and agency – and students will be encouraged to engage with subject areas such as Romanticism, Evil and Innocence, Growing Up, The ‘Victorian’ Child, The Narrator’s Voice, Life-Writing, Families, Agency and Rebellion, Illustration, Gender, Race, Ability, Class and Sexuality.

ENU11009 Imagining the Middle Ages
Module Convenor: Dr Brendan O’Connell
ECTS 5
Assessment: Essay
The module introduces students to a diverse selection of medieval literature, including works by both highly influential writers and less familiar figures. The medieval period witnessed many turbulent events, including war, plague, religious conflict and social revolt, but was also a period of dynamic cultural invention, as English writers drew on rich Classical and biblical traditions, while also engaging in cross-cultural dialogue with works in other European vernaculars, such as French and Italian. These early writers test the limits of literary possibility across a range of genres, from tragedy to comedy, romance to exemplum, dream-vision to autobiography; as they imagine a world of gods and fairies, of heroes and monsters, they challenge modern readers to question our assumptions about what literature can or should be.
ENU11010 Origins of English 1
Module Convenor: Mark Faulkner
ECTS 5
Assessment: Continuous assessment
This module offers an introduction to Old English, the form of English used in England between the fifth and eleventh century beside languages like Celtic, Old Norse and Latin. We read a selection of Old English texts in translation, and begin to build students’ confidence in reading texts in the original language through a variety of aids. A central theme of the course is the extent to which we can meaningfully locate the origins of England and the English in the Old English period. The module is designed to feed into Origins of English 2. This module is taught by one lecture and one language class each week throughout the term.

5 ECTS essay-based modules: 1500-2000 words
Essays due for submission end of week 13, 6 December 2019

ENU11008 Genres: Introduction to Literary Studies
Module Convenor: Prof Eve Patten
ECTS 10
Assessment: Mid-term essay and end of term exam
This module examines the concept of genre in order to introduce some of the thematic structures and critical perspectives that underpin English literary studies. We will focus on three major literary genres – poetry, drama and prose fiction – and discuss the ways in which these have evolved from the classical to the contemporary era. The module lecturers will explore a range of set texts to illustrate particular formal and stylistic qualities, and to question the relationship between literary genre and social, historical or cultural context. The module will also introduce some key critics and theorists of genre and reflect on the role of criticism in the formation of literary canons and traditions.

Note: Since this module is weighted at 10 ECTS, there will be two lectures each week in ‘Genres’ in addition to a full complement of tutorial classes.

10 ECTS module 1,000 word-essay + 2 hour exam
Assessments weighted 40%/60% respectively
Essays due for submission end of week 6, 18 October 2019

ENU22014 Victorianism
Module Convenor: Dr Jarlath Killeen
ECTS 5
Assessment: Exercises
Exercise 1: Close reading exercise (1,250 words) end of week 6 (50%)
Exercise 2: Comparative essay (1,250 words) end of week 12 (50%)
This module will explore the Victorian period through the close study of important Victorian novels, of some of the poetry, and of some non-fictional prose of the period. It is envisioned that the texts studied will change on a regular basis, but will most likely include writing by the Brontës, Dickens, Hardy, Tennyson, the penny dreadful writers, Hopkins, Swinburne, Wilde, and some popular writers.

ENU22015 Realism and the Novel
Module Convenor: Professor Eve Patten (epatten@tcd.ie)
ECTS 5
Assessment: 2 hour exam
This module explores the relationship between Realism and the Novel in texts ranging from the C18th to the late C19th century. It covers the intellectual and philosophical origins of literary Realism, the conventions associated with Realist fiction, the ideological contexts of the Realist genre and the connections between Realism and other literary or aesthetic modes. Writers discussed include Daniel Defoe, Jane Austen, George Eliot, Thomas Hardy and George Gissing.

**ENU22018 Fables**  
**Module Convenor:** Dr Ema Vyrobalová  
**ECTS 5**  
This module explores the diversity of the fable tradition, introducing students to a selection of texts from the medieval and Renaissance periods to the early nineteenth century. Attention will be paid to literary modes such as beast fable, allegory, parody and satire, while studied authors will include Chaucer, Skelton, More and Coleridge.

**ENU22025 Single Author:** Charles Dickens  
**Convenor:** Dr Margaret Robson  
**ECTS 5**  
**Assessment:** Exercises  
**Exercise 1:** Comparison exercise (1,250 words) end of week 6 (50%)  
**Exercise 2:** Mini-essay (1,250 words) end of week 12 (50%)  
Charles Dickens (1812-1870) is the most important English novelist. His works both reflected and shaped the nineteenth century world from which they emerged. Growing exponentially in population across the nineteenth century, London became the biggest city in the history of the world, and its centre of commerce, finance and power. Dickens is incomparably the greatest writer of London. Although he might primarily be viewed as a social novelist, whose work takes aim at a variety of establishment institutions, from the law to banks, the penal system and education, Dickens is also the creator of some of English literature's most memorable characters, like Ebeneezer Scrooge, Oliver Twist or Miss Havisham.  
As a journalist, as well as a novelist, Dickens both imagines and criticises his world. He is fundamental to any study of English literature.  
In this module we will read a range of his works from journalistic essays to the longer novels and look at some of the ways in which his books have been adapted.

5 ECTS essay-based modules: 2,000-2,500 words  
Essays due for submission end of week 13, 6 December 2019

**Senior Fresher Options Michaelmas Term 2019-2020**  
Lectures only, no tutorials. Outlines and reading lists for these courses are now on the School of English website.  
**Duration:** 1 term  
**Contact hours per week:** 1 lecture (no tutorial)  
**Word Length:** 2,000 – 2,500  
**Assessment:** 1 essay submitted Friday 6th December 2019 by 12 noon (end of week 13)  
**Weighting:** 5 ECTS

**ENU22020 Northern Irish Literature and the Troubles**  
**Dr Tom Walker**  
This module looks at the relationship between Northern Irish Literature and the Troubles from the late 1960s to the mid-1990s. It will cover poetry, fiction and drama, setting works within their historical and cultural
contexts. Focussing on the relationship between literature, politics and conflict, it will also cover Northern Irish theatrical and periodical culture, and debates surrounding the use of various literary modes including realism, formalism, elegy, history, myth, translation and postmodernism.

ENU22021 The Discourse of Discovery in English Renaissance Writing 1500-1630
Dr Mark Sweetnam
The sixteenth century was a period of dramatic technological change. New discoveries in geography, astronomy, and science radically altered the understanding of the universe, the race, and the individual. New technologies transformed the way in which people made sense of the world and of each other. Only the twentieth century has seen such a dramatic paradigm shift in knowledge. This course will look at the major territorial and technological discoveries of the sixteenth century, and will examine the ways in which the discourse of discovery shaped the literature of the English renaissance.

ENU22003 US American Identities: Harlem Renaissance to the Present
Prof Stephen Matterson and Dr Bernice Murphy
This course examines 20th century and contemporary US writing in a variety of genres, interrogating the changing ideas of national literature and exploring the emergence of a variety of voices laying claim to being American. While texts will vary from year to year, they will be drawn from the main genres of prose fiction, drama and poetry, with some consideration also of the short story, the essay and film. The course starting with the Harlem Renaissance is both a historical marker and a cultural statement, taking Langston Hughes’s ‘I, too, sing America’ as one of its core themes.

HILARY TERM Fresher Courses
Assessment for Michaelmas Term Fresher courses is by essay, exam or exercises as stated below.

All Fresher assessment must be submitted by 12 noon before or on the relevant date by electronic submission.

End of week 6, 28 February 2020
End of week 12, 9 April 2020
End of week 13, 17 April 2020

The Following Fresher Courses are taught by lectures and tutorials:

ENU11004 Early Modern Literature: Themes, Texts and Contexts
Module convenors: Dr Mark Sweetnam, Dr Ema Vyroubalová
ECTS 5
Assessment: Essay
This module provides an introduction to early modern English literature and the social, cultural, and intellectual contexts that shaped it. It begins with an introductory lecture, outlining the chronology of the period and the major themes that will be addressed in the following weeks – the concept of renaissance, the Protestant reformation, the discovery of the so-called New World, and the English revolution. The course covers a range of genres, from across the whole period of 1500-1660, and features a number of lectures on major canonical authors combined with broader thematic concerns, which trace the development of early modern literature.
ENU11005 Origins of English 2  
Module Convenor: Alice Jorgensen  
ECTS 5  
Assessment: Continuous assessment  
This module continues from Origins of English 1, but may be made available to students who have not taken this module if they have a suitable linguistic background (please contact the course Co-ordinator). Together, Origins of English 1 and 2 offer an introductory course in Old English, the form of English used in England between the fifth and eleventh century beside languages like Celtic, Old Norse and Latin. In Origins of English 2 you will read a number of prose and poetic texts in the original language with the help of various aids. Central themes of the module are the emergence of traditions of poetic and prose composition in English and how texts written in Old English relate to later periods. 
This module is taught by one lecture and one language class each week (except week 1) throughout the term.

ENU11006 Cultures of Retelling  
Module Convenor: Dr Rosie Lavan  
ECTS 5  
Assessment: 2 hour exam  
On this team-taught module, students will consider the relationships between literary texts and their various retellings, across the boundaries of form, genre, media, context, language and tradition. The module covers concerns such as literature in translation; retellings and reworkings; allusion and parody; the production and circulation of texts; and literature on film. It will also address other key factors in the lives of a text, including questions of authorship, manuscripts and editions, and the evolution of its critical reception. It introduces students to a range of theoretical issues raised by these texts, and connects with other modules on the programme including Genres and Literary Theories. Using a number of significant texts from the Classical to the contemporary periods, the module incorporates many different genres from various disciplines, draws upon a range of authors from diverse backgrounds, and explores the journeys texts make across cultures and time periods.

ENU11007 Pulp: Introduction to Popular Literature  
Module Convenor: Dr Bernice Murphy  
ECTS 5  
Assessment: Essay  
This course explores the growth and development of Popular Literature from the Victorian era up to the present day. Students will be introduced to key themes and theories of the popular as well as texts and contexts from a wide range of popular genres: crime fiction, fantasy, horror, science fiction, romance, and the newly emerged category of ‘Domestic Noir’ amongst them. Each text will be situated within the context of its genre as well as the historical/social context of the time at which it was written. Students will be encouraged to think about ideas of “popularity” and “canonicity” and to interrogate the reasons why certain texts and genres dominate the bestseller lists and the popular imagination at different times.

5 ECTS essay-based modules: 1,500-2,000 words  
Essays due for submission end of week 13, 6 December 2019

ENU11003 Irish Writing  
Module Convenor: Dr Paul Delaney  
ECTS 10  
Assessment: Mid-term essay and end-of-term exam
This team-taught module introduces students to a broad range of texts in the Irish literary tradition. It encompasses material from the eighteenth century (Jonathan Swift) to the present (Emma Donoghue and Kevin Barry), and, in the process, engages with some of the most innovative and exciting literature to be produced over the last 300 years. The module is generically diverse, and includes work by a variety of poets, novelists, playwrights and short-story writers. It is not organised chronologically; rather, material is clustered around a number of concepts or ideas (‘Satire’, ‘History’, ‘Violence’ and ‘Place), with several lectures given over to a discussion of each of these issues. Each set of lectures begins with an introduction, and this is followed by several author- or text-specific lectures. The module opens with a general introduction to Irish writing, and wrap-up lectures are given at the end of week 6 (before reading Week) and again at the end of week 12.

**Note:** Since this module is weighted at 10 ECTS, there will be two lectures each week in ‘Irish Writing’ in addition to a full complement of tutorial classes.

10 ECTS module 1000 word-essay + 2 hour exam
Assessments weighted 40%/60% respectively
Essays due for submission end of week 6, 28 February 2020

**ENU22011 Introduction to Modernism**  
**Module Convenor:** Dr Philip Coleman  
**ECTS** 5  
**Assessment:** Exercises  
**Exercise 1.** Close reading exercise (1,000-1,250 words) end of week 6.  
**Exercise 2.** Contextual commentary (1,000-1,250 words) end of week 12.
This team-taught module provides an introduction to literary Modernism through a discussion of some of its major writers and themes. Beginning with a consideration of various critical definitions of Modernism, the module will explore the emergence of Modernism in relation to its early twentieth-century contexts. It will go on to explore a number of recurring questions by focussing on central texts by a wide range of anglophone authors from Ireland, Great Britain, New Zealand and the United States. Considering questions of representation, identity, aesthetics and politics, the module will also assess the achievement of Modernism in the context of key developments in modern science and culture. Authors discussed will include W.B. Yeats, Ezra Pound, Virginia Woolf, James Joyce, T.S. Eliot, Katherine Mansfield, Samuel Beckett, Jean Toomer and Gertrude Stein.

**ENU22012 Non-Realist Writing (C19th and 20th)**  
**Module Convennor:** Dr Dara Downey  
**ECTS** 5  
**Assessment:** 2 hour exam
This course examines the development, from the late nineteenth through to the early twentieth century, of a branch of literature broadly understood as ‘non-realist’. Often overtly distinguishing itself from ‘realism’ (a term the interpretations and significance of which we will be discussing throughout the module), non-realist fiction and drama tends to push against notions of ‘consensus reality’. In other words, it challenges the limits of what we know to be true, possible, normal, and logical and, due to its oppositional stance to conventional notions of what is ‘real’, can also be somewhat tricky to pin down and define. This module therefore explores a wide variety of texts from Britain and the United States that seek to unsettle our sense of what can and does happen in our everyday lives. More importantly, many of these texts also question who ‘we’ are, by engaging with issues surrounding class, race and ethnicity, sexuality, and memory. In doing so, these texts also employ a range of generic strategies, from gothic and ghost stories, through postmodern experimentation, to science
fiction and dystopia, while also making use of folklore, urban legends, and earlier literary texts as tools for presenting alternate version of ‘reality’ and history, or for suggesting that our own may not be as stable or as knowable as it might appear.

**ENU22013 Introduction to Postcolonial Literature and Theory**  
*Module Convenor: Dr Melanie Otto*  
*ECTS 5*  
**Assessment: 2 hour exam**  
This module introduces students to the key texts/authors/concepts in postcolonial studies and provides them with a critical vocabulary that enables them to read and engage with literature from the postcolonial world. It is designed to introduce students to English literature as a global rather than a national phenomenon and to encourage them to explore links between literature and wider cultural and political debates.

**ENU22017 The Making of 16th Century Identity**  
*Module Convenor: Dr Björn Quiring*  
*ECTS 5*  
This module interrogates the creation of early modern texts c.1490-1603, focussing on the means by which texts in different genres communicate with the reader. It also seeks to create context, so there will be some interdisciplinary material, especially in terms of science and philosophy. The aim is to demonstrate the generic breadth of writing in this period, and the way in which the investigation and articulation of individual identity is informed by society, literature and the sciences. What makes us what we are? What informs the ways in which we express ourselves?

5 ECTS essay-based modules: 2,000-2,500 words  
Essays due for submission end of week 13, 6 December 2019

**Senior Fresher Options Hilary Term 2018-2019**  
*Lectures only, no tutorials.* Outlines and reading lists for these courses are now on the School of English website.  
*Duration:* 1 term  
*Contact hours per week:* 1 lecture (no tutorial)  
*Word Length:* 2,000 – 2,500  
*Assessment:* 1 essay submitted Friday 17th April 2020 by 12 noon (end of week 13)  
*Weighting:* 5 ECTS

**ENU22019 Beginning Old English**  
*Dr Alice Jorgensen*  
For students who have not had the opportunity to take the JF SH modules Early English Language and Beginnings of English Poetry, this module offers the chance to learn some Old English. We will start with basic grammar and go on to read selected simple prose texts and one much-admired poem, *The Dream of the Rood*.  
*Textbook:* Peter Baker, *Introduction to Old English* (2nd edition)  
*Assessment*  
Students are given a choice of assessment: a literary appreciation of one of the texts they have read in class, or a translation and commentary through which they will apply their skills to another text.

**ENU22026 Children’s Literature**  
*Dr Pádraic Whyte*
This introductory module facilitates the exploration of a wide range of children’s literature – published across several centuries - from picture books through to adolescent novels to young adult literature. Discussions will be positioned within the context of broader literary and cultural debates and will incorporate a number of theoretical approaches specific to the study of children’s literature. Students will be introduced to a series of subject areas including adventure, folklore, child-adult power-relations, education, national identity, narrative voice, gender, and sexuality.

ENU20222016 Cities in Literature
Dr Ema Vyroubalová
This is a module about the interconnections between cities and literature. We will read prose fiction, poetry, and drama, exploring how various cities, including Dublin, Belfast, London, Chester, Paris, Prague, New York, and San Francisco, figure in these writings and how the writers themselves interacted with the cities they lived and worked in. Because the authors and texts on the module represent a variety of historical periods, from medieval to the present, we will also examine the relationship between history, politics, and the changing trends in literary representations of urban locations.

ENU22022 Contemporary Irish Writing
Dr Rosie Lavan and Dr Paul Delaney
This one-semester module explores some of the most important Irish writers of the last twenty years. The module engages with work in a variety of literary forms (poetry, drama, fiction and non-fiction), and includes discussion of Seamus Heaney, Eavan Boland, John McGahern, Enda Walsh, Paula Meehan and Marina Carr amongst others.

Fresher Courses Assessment
Assessment for Fresher courses is as stated for each module. Essay topics will be provided by the end of week 6 by the Course Co-ordinator on Blackboard or in hard copy.

Submission of Fresher Essays
You may only choose an essay title from the list provided by the Course Co-ordinator. A word count must be included at the end of the written work. Students are advised to respect the word limit. Penalties will apply to essays which exceed the word count. If an essay or dissertation exceeds the prescribed word count by 10% or more, five marks will be deducted. Where the word limit is expressed as a range (e.g. 2000-2500 words), the penalty will be applied if the upper limit has been exceeded by 10% or more. The word count includes footnotes and endnotes and excludes the bibliography. All essays should be submitted by 12 noon on or before the relevant dates.

SUBMISSION OF FRESHER ESSAYS
All fresher essays will be submitted electronically, via the relevant module’s pages on Blackboard. More detailed instructions will be available prior to assessments being due.

Style Guide is available on the School of English website.
Sophister Courses
The Sophister courses in the School of English are taught at a more advanced level than the Fresher courses. A list of sophister options on offer this year is available at:


Sophister options are usually taught by seminar only. They are worth 10 ECTS and involve two hours of teaching contact each week.

The School also offers a limited number of 5 ECTS sophister option modules, taught via one one-hour class per week. Some places are available on these to visiting students who have been offered sophister options in the School. Full details are available at: https://www.tcd.ie/English/undergraduate/sophister/module-descriptions-2019-20.php

Junior Sophister SH 5 ECTS Modules

If you want to sign up for one of these modules, you can do so during your individual meeting with the VS co-ordinator at the start of the term.

Students should note that there is a very limited number of places available on many Sophister option courses, and that we cannot guarantee that you will be able to take your first (or even second) choice classes. Places are assigned on a first-come, first-served basis only and cannot be reserved in advance of your individual registration meeting with the School Co-ordinator. It is not possible to audit sophister options.

Lecture Sophister course available to visiting students:

The Book (JS) (Not compulsory for Visiting Students)
Course director: Dr Mark Sweetnam (mark.sweetnam@tcd.ie)
This module can be either taken separately for one term (5 ECTS) or as a two-term unit (10 ECTS).

Year-long ENU44001 The Book (10 ECTS)

MT ENU33001 The Book A: from Manuscript to Novel: the Book, the Bible and the Dictionary (5 ECTS)

HT ENU44006 The Book B: Authorship, Censorship and Serialisation: from Paperbacks to Hypertext (5 ECTS)

These two team-taught courses will introduce JS students to the origins and evolutions of the material, conceptual and virtual objects we know as ‘books’. Course lectures will move chronologically to account for relevant technological and cultural developments, including the rise of literacy and the invention of a popular press. Each lecture will be supported by readings from The Book History Reader, eds D. Finkelstein and A. Mc Cleery (Routledge, second edition, 2006). This text is available for purchase in Hodges Figgis.

Assessment: The Book A or B is assessed by 3,000-4,000 word essay.

Note: Students who take both A and B MUST sit the exam at the end of the year.

E-learning: Some lectures in this course will draw upon resources made available to students on BLACKBOARD. Blackboard is the virtual platform used by the College. You can access it through my.tcd.ie. Full course descriptions will be provided at the first lecture and may also be found on BLACKBOARD.
Special Sophister Option: Reading Ireland

ENU44055 Reading Ireland A Michaelmas Term only. 10 Credits.

Assessment: Two 3,000 word essays. Submit the first essay by 12 noon on Friday 18th October 2019. Submit the second essay by 12 noon on 6th December 2019.

ENU44056 Reading Ireland B Hilary Term only. 10 Credits.

Assessment: Two 3,000 word essays. Submit the first essay by 12 noon on Friday 28th February 2020. Submit the second essay by 12 noon on 17th April 2020.

Submit all essays in hard copy to Brenda in room 4013, Arts Building.

Year-long students may take both Reading Ireland A and B.

ENU44055 Reading Ireland A

Michaelmas Term 2019
10 ECTS
Course description
This team-taught module introduces students to a broad range of texts, authors and issues in Irish writing. Students work across genres and forms, encountering canonical and less often studied works. This comparative module proposes various ways of thinking about Irish literary texts, while at the same time providing a sound knowledge of the social, cultural and political conditions in which these texts were written, produced and read.

Course convenor: Dr Paul Delaney (delanep@tcd.ie)

ENU44056 Reading Ireland B

Hilary Term 2020
10 ECTS
Course description
This team-taught course introduces students to a range of texts, authors, and issues in Irish writing. Students will work across genres and forms, encountering both canonical and less often studied works. This is an innately comparative course which proposes and encourages various ways of thinking about Irish texts, while at the same time providing a sound knowledge of the social, cultural, and political conditions in which these texts were written and read.

Course convenor: Dr Amy Prendergast (amprende@tcd.ie)

Full module details and reading list can be found on the School website.
Submission of Sophister Essays:
Essay topics will be made available by the lecturer of the option. A word count must be included at the end of the written work. Students are advised to respect the word limit. Penalties will apply to essays which exceed the word count. If an essay or dissertation exceeds the prescribed word count by 10% or more, five marks will be deducted. Where the word limit is expressed as a range (e.g. 2000-2500 words), the penalty will be applied if the upper limit has been exceeded by 10% or more. The word count includes footnotes and endnotes and excludes the bibliography. All essays should be submitted by 12 noon on or before the relevant dates to Brenda in Room 4013. Do not give essays to the lecturer of the course. You must attach a visiting student cover sheet (available on the School website) to each essay. [http://www.tcd.ie/English/forms](http://www.tcd.ie/English/forms)

Brenda will contact you via your TCD email when your essay is available for collection.

Please note that all essay lengths and deadlines in Sophister Options for visiting students are the same as for Trinity students. Details will be given by individual lecturers.

Style Guide is available on the School of English website.

Visiting Students are required to keep copies of all assessment submitted.

Please refer to the School of English website and check the following link for all Sophister Option assessment. If you are unsure of the assessment confirm with the lecturer of the option, do not contact the Visiting Student Co-ordinator or Brenda as different options have different assessment formats and lengths.
[http://www.tcd.ie/English/undergraduate/sophister/](http://www.tcd.ie/English/undergraduate/sophister/)

Notification for collection of marked Sophister essays from Brenda will be emailed to students. Students who are registered for MICHAELMAS TERM ONLY may have their marked essays posted if requested by email to Brenda (brooksb@tcd.ie) giving a mailing (postal) address.
Marking System:

School of English uses the following marking system.

<table>
<thead>
<tr>
<th>Class</th>
<th>Numerical Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>70 - 100%</td>
</tr>
<tr>
<td>II.1</td>
<td>60 - 69%</td>
</tr>
<tr>
<td>II.2</td>
<td>50 - 59%</td>
</tr>
<tr>
<td>III</td>
<td>40 - 49%</td>
</tr>
<tr>
<td>F.1</td>
<td>30 - 39%</td>
</tr>
<tr>
<td>F.2</td>
<td>0 - 29%</td>
</tr>
</tbody>
</table>

Your final mark will normally be translated according to the system used by your home university. You are encouraged to discuss your essays with the tutor concerned. The Visiting Student Co-ordinator will not discuss your essay grade with you unless you have already met with the person who marked it to discuss your result. If after such discussion you believe the mark is inappropriate, you should contact the Visiting Student Co-ordinator, who may arrange for a reassessment by another marker (in which case the mark may go up or down).

All marks are provisional until the final examiners’ meeting.

A transcript of your results will be forwarded to home institutions by the Academic Registry. The Executive Officer and the Visiting Student Co-ordinator in the School of English do not give out final results. Contact the Academic Registry.
http://www.tcd.ie/academicregistry/service-desk/transcripts/

Results will be available on My.TCD.ie portal.

Failing Essay Grades:

If you fail a School of English essay, you have the right to submit another essay. However, you must contact the VS Co-ordinator as soon as possible with this request - no later than two weeks after the formal release of essay marks. If your essay has already been remarked in accordance with the procedures outlined elsewhere in this handbook and has still failed to achieve a passing grade, you can also resubmit. In this instance, you need to contact the VS Co-ordinator with this request no later than one week after receiving notice of your revised grade. Students must select a title/question that differs from the one they have previously submitted for this module. Students will have a maximum of two weeks in which to write and submit their new essay.

Failing Exam Grades:

If you fail an exam, you have the right to submit a supplemental essay for that module. Essay topics and details regarding word count will be provided by the VS Co-ordinator after consultation with the module co-ordinator. Students must contact the VS Co-ordinator with their written request (via email) within two weeks of being informed of their grade through the online student record system, and will have a limited time period (decided by the VS Co-ordinator) in which to write and submit their supplemental essay.

Extensions:

An extension can only be granted by the Visiting Student Co-ordinator and not by teaching assistants or lecturers. Extensions will not be granted retrospectively (i.e. after the submission date has
Students should note that extensions are normally only granted in cases of illness (with medical certificate) or serious personal difficulties, such as death or illness in the family. Plan ahead. Extensions for academic reasons e.g. difficulty with the material, lack of access hours will not be granted. An essay submitted without an extension at any time during the first week after the due date will automatically have its mark reduced by five marks. An essay submitted at any time during the second week after the due date will automatically have its mark reduced by ten marks. Essays submitted after the second week will not be accepted and a fail mark will be recorded. Please contact the VS Co-ordinator if you need an extension.

Examinations:
Examinations take place 9 - 14 December in Michaelmas Term 2019 and 27 April – 2 May 2020 in Hilary Term for all courses which are assessed by exam.

Prize:
A School of English prize is awarded to the visiting student who achieves the highest individual mark in either an essay or an examination.

Plagiarism:


University regulations on plagiarism

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

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

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

Plagiarism can arise from actions such as:

(a) copying another student’s work;

(b) enlisting another person or persons to complete an assignment on the student’s behalf;

(c) quoting directly, without acknowledgement, from books, articles or other sources, either in printed, recorded or electronic format;

(d) paraphrasing, without acknowledgement, the writings of other authors.

Examples (c) and (d) in particular can arise through careless thinking and/or methodology where students:
(i) fail to distinguish between their own ideas and those of others;

(ii) fail to take proper notes during preliminary research and therefore lose track of the sources from which the notes were drawn;

(iii) fail to distinguish between information which needs no acknowledgement because it is firmly in the public domain, and information which might be widely known, but which nevertheless requires some sort of acknowledgement;

(iv) come across a distinctive methodology or idea and fail to record its source.

All the above serve only as examples and are not exhaustive.

Students should submit work done in co-operation with other students only when it is done with the full knowledge and permission of the lecturer concerned. Without this, work submitted which is the product of collusion with other students may be considered to be plagiarism.

No work can normally be submitted for more than one assessment for credit. Resubmitting the same work for more than one assessment for credit is normally considered self-plagiarism.

Avoiding plagiarism

Students should ensure the integrity of their work by seeking advice from their lecturers, tutor or supervisor on avoiding plagiarism. A general set of guidelines for students on avoiding plagiarism is available on http://tcd-ie.libguides.com/plagiarism.

If plagiarism is suspected, in the first instance, the Director of Teaching and Learning (Undergraduate), or their designate, will write to the student, and the student’s tutor advising them of the concerns raised. The student and tutor (as an alternative to the tutor, students may nominate a representative from the Students’ Union) will be invited to attend an informal meeting with the Director of Teaching and Learning (Undergraduate), or their designate, and the lecturer concerned, in order to put their suspicions to the student and give the student the opportunity to respond. The student will be requested to respond in writing stating his/her agreement to attend such a meeting and confirming on which of the suggested dates and times it will be possible for them to attend. If the student does not in this manner agree to attend such a meeting, the Director of Teaching and Learning (Undergraduate), or designate, may refer the case directly to the Junior Dean, who will interview the student and may implement the procedures as referred to under conduct and college regulations.

If the Director of Teaching and Learning (Undergraduate), or designate, forms the view that plagiarism has taken place, he/she must decide if the offence can be dealt with under the summary procedure set out below. In order for this summary procedure to be followed, all parties attending the informal meeting must state their agreement in writing to the Director of Teaching and Learning (Undergraduate), or designate. If the facts of the case are in dispute, or if the Director of Teaching and Learning (Undergraduate), or designate, feels that the penalties provided for under the summary procedure below are inappropriate given the circumstances of the case, he/she will refer the case directly to the Junior Dean, who will interview the student and may implement college procedures.
If the offence can be dealt with under the summary procedure, the Director of Teaching and Learning (Undergraduate), or designate, will recommend one of the following penalties:

(a) Level 1: Student receives an informal verbal warning. The piece of work in question is inadmissible. The student is required to rephrase and correctly reference all plagiarised elements. Other content should not be altered. The resubmitted work will be assessed and marked without penalty;

(b) Level 2: Student receives a formal written warning. The piece of work in question is inadmissible. The student is required to rephrase and correctly reference all plagiarised elements. Other content should not be altered. The resubmitted work will receive a reduced or capped mark depending on the seriousness/extent of plagiarism;

(c) Level 3: Student receives a formal written warning. The piece of work in question is inadmissible. There is no opportunity for resubmission.

Provided that the appropriate procedure has been followed and all parties are in agreement with the proposed penalty, the Director of Teaching and Learning (Undergraduate) should in the case of a Level 1 offence, inform the course director and where appropriate the course office. In the case of a Level 2 or Level 3 offence, the Senior Lecturer must be notified and requested to approve the recommended penalty. The Senior Lecturer will inform the Junior Dean accordingly. The Junior Dean may nevertheless implement college procedures.

If the case cannot normally be dealt with under the summary procedures, it is deemed to be a Level 4 offence and will be referred directly to the Junior Dean.
Every student in the School has a TCD email address. You should check your college email daily during teaching term as your lecturers and tutors will use it to communicate important information. If away from Trinity on Erasmus or on an exchange you should still check your TCD mail periodically.

**Sending emails**
Email is a useful way of contacting lecturers and administrators with queries re course work, to arrange an appointment, or to request a letter of recommendation. Email within college is essentially work related, and it is appropriate to be relatively formal.

**Subject Lines**
When sending email, please fill in the subject line so as to indicate the purpose of the email. This will help the recipient to answer your query and to recover the email subsequently if necessary.

**Forms of address**
As a courtesy, emails should address recipients by name. If you are using titles (Ms.; Mrs.; Mr.; Dr.; Professor) these should be accurate. If you are unsure as to a name or title this can be checked on the school website.

**Introduce yourself**
If you are writing to a member of staff for the first time, make sure your complete name appears somewhere in the email.

**Expectations re response**
Responses to email should only be expected during normal working hours (that is, 9-5.00 Monday to Friday).

**Requests for Transcripts/Letters of Recommendation**
If you are emailing a request for a transcript or a letter of recommendation please allow at least ten days for your request to be processed. Such requests will be expedited if you include your student number in your email.

**Be secure**
Beware of phishing; never divulge account details and do not click on links from unknown sources.
# Timetable for the Academic Year 2019-2020

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>02 Sept. - 06 Sept. 2019</td>
<td>Freshers' Week. Meetings with VS Co-ordinator Dr Mark Faulkner</td>
</tr>
<tr>
<td>09 September 2019</td>
<td>Orientation Meeting for School of English Visiting/Erasmus Students in the Robert Emmet Theatre (ground level, Arts Building). Time: 10am</td>
</tr>
<tr>
<td>09 September 2019</td>
<td>Start of Michaelmas Term. Lectures begin.</td>
</tr>
<tr>
<td>23 September 2019</td>
<td>Tutorials begin.</td>
</tr>
<tr>
<td>21 October 2019</td>
<td><strong>Study Week.</strong> No lectures or tutorials this week.</td>
</tr>
<tr>
<td>29 November 2019</td>
<td>End of Michaelmas Term.</td>
</tr>
<tr>
<td>02 December 2019</td>
<td>Revision Week</td>
</tr>
<tr>
<td>09 - 15 December 2019</td>
<td>Assessment Week</td>
</tr>
<tr>
<td>09 - 14 December 2019</td>
<td>Examination Period</td>
</tr>
<tr>
<td>20 January 2020</td>
<td>Start of Hilary Term. Lectures begin.</td>
</tr>
<tr>
<td>03 February 2020</td>
<td>Tutorials begin.</td>
</tr>
<tr>
<td>02 March 2020</td>
<td><strong>Study Week.</strong> No lectures or tutorials this week.</td>
</tr>
<tr>
<td>10 April 2020</td>
<td>End of Hilary Term.</td>
</tr>
<tr>
<td>13 April 2020</td>
<td>Revision Week</td>
</tr>
<tr>
<td>27 April - 2 May 2020</td>
<td>Assessment Week</td>
</tr>
<tr>
<td>27 April - 2 May 2020</td>
<td>Examination Period</td>
</tr>
<tr>
<td>Name</td>
<td>Position</td>
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<td>-------------------------------</td>
<td>--------------------------------------------------------------------------</td>
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<tr>
<td>Dr Julie Bates</td>
<td>Assistant Professor in Irish Writing; Co-Director of M.Phil in Irish Writing; Co-ordinator Study Abroad Outgoing; Evening Lectures Co-ordinator (MT 2018-20; HT 2020)</td>
</tr>
<tr>
<td>Dr Jane Carroll</td>
<td>Assistant Professor; Director M.Phil. in Children’s Literature (On leave HT)</td>
</tr>
<tr>
<td>Dr Clare Clarke</td>
<td>Assistant Professor; Co-ordinator Capstone Projects</td>
</tr>
<tr>
<td>Harry Clifton</td>
<td>Assistant Professor (Adjunct)</td>
</tr>
<tr>
<td>Dr Philip Coleman</td>
<td>Associate Professor; Director of Teaching and Learning Postgraduate; Structured PhD Co-ordinator</td>
</tr>
<tr>
<td>Dr Paul Delaney</td>
<td>Associate Professor; Head of Discipline (2017-2020)</td>
</tr>
<tr>
<td>Professor Aileen Douglas</td>
<td>Professor (On leave 2019-20)</td>
</tr>
<tr>
<td>Dr Dara Downey</td>
<td>Lecturer (Adjunct)</td>
</tr>
<tr>
<td>Professor George Edmondson</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Dr Mark Faulkner</td>
<td>Assistant Professor; Co-ordinator Visiting Student (On leave HT)</td>
</tr>
<tr>
<td>Dr Carlo Gébler</td>
<td>Assistant Professor (Adjunct)</td>
</tr>
<tr>
<td>Professor Nicholas Grene</td>
<td>Professor Emeritus</td>
</tr>
<tr>
<td>Professor Darryl Jones</td>
<td>Professor (On leave academic year 2019/20)</td>
</tr>
<tr>
<td>Dr Alice Jorgensen</td>
<td>Assistant Professor; Disability Liaison Officer MT</td>
</tr>
<tr>
<td>Dr Ben Keatinge</td>
<td>Lecturer (Adjunct)</td>
</tr>
<tr>
<td>Dr Jarlath Killeen</td>
<td>Associate Professor Head of School (2019-2023)</td>
</tr>
<tr>
<td>Dr Rosie Lavan</td>
<td>Assistant Professor; Disability Liaison Officer HT (On leave MT)</td>
</tr>
<tr>
<td>Name</td>
<td>Position</td>
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<tr>
<td>Deirdre Madden</td>
<td>Assistant Professor; (On leave 2019-20)</td>
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<tr>
<td>Professor Stephen</td>
<td>Professor; Director of TSM</td>
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<td>Matterson</td>
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<tr>
<td>Dr Deirdre McFeely</td>
<td>Lecturer (Adjunct)</td>
</tr>
<tr>
<td>Professor Eoin McNamee</td>
<td>Professor; Director of the Oscar Wilde Centre</td>
</tr>
<tr>
<td>Dr Sinead Moriarty</td>
<td>Teaching Fellow</td>
</tr>
<tr>
<td>Professor Chris Morash</td>
<td>Seamus Heaney Professor of Irish Writing; (On leave academic year 2019-20)</td>
</tr>
<tr>
<td>Dr Sinéad Moriarty</td>
<td>Teaching Fellow in Children’s Literature</td>
</tr>
<tr>
<td>Professor Andrew Murphy</td>
<td>1867 Professor of English; Director of PG Professional Development</td>
</tr>
<tr>
<td>Dr Bernice Murphy</td>
<td>Assistant Professor; Co-ordinator Columbia Dual Degree; Co-ordinator M.Phil. Programmes HT (On leave MT)</td>
</tr>
<tr>
<td>Dr Brendan O’Connell</td>
<td>Assistant Professor; Director of Teaching and Learning (Undergraduate) (2019-21)</td>
</tr>
<tr>
<td>Dr David O’Shaughnessy</td>
<td>Associate Professor; Director of Research (2019-21)</td>
</tr>
<tr>
<td>Dr Melanie Otto</td>
<td>Assistant Professor; Athena Swan</td>
</tr>
<tr>
<td>Professor Eve Patten</td>
<td>Professor; Deputy Director, School Director for Global Relations</td>
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<tr>
<td>Kevin Power</td>
<td>Assistant Professor; Literary Arts Officer</td>
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<tr>
<td>Dr Amy Prendergast</td>
<td>Teaching Fellow in Eighteenth-Century Writing</td>
</tr>
<tr>
<td>Dr Björn Quiring</td>
<td>Assistant Professor; Head of Freshers (HT 2019-20); Co-ordinator TEP Elective MS</td>
</tr>
<tr>
<td>Name</td>
<td>Position</td>
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<tr>
<td>Dr Margaret Robson</td>
<td>Teaching Fellow</td>
</tr>
<tr>
<td>Dr Sam Slote</td>
<td>Associate Professor; Co-Director of M.Phil in Irish Writing; Athena Swan; Fire Officer</td>
</tr>
<tr>
<td>Dr Mark Sweetnam</td>
<td>Assistant Professor; Head of Sophisters; Co-ordinator Columbia Degree (MT)</td>
</tr>
<tr>
<td>Dr Ema Vyroubalová</td>
<td>Assistant Professor; Visiting Student Co-ordinator (Incoming) (HT): Athena Swan</td>
</tr>
<tr>
<td>Dr Tom Walker</td>
<td>Assistant Professor; Co-ordinator M.Phil Programmes (On leave HT)</td>
</tr>
<tr>
<td>Dr Pádraic Whyte</td>
<td>Associate Professor; Co-Director M.Phil. Children’s Literature; Co-ordinator of School of English Elective HT (on leave MT)</td>
</tr>
</tbody>
</table>