



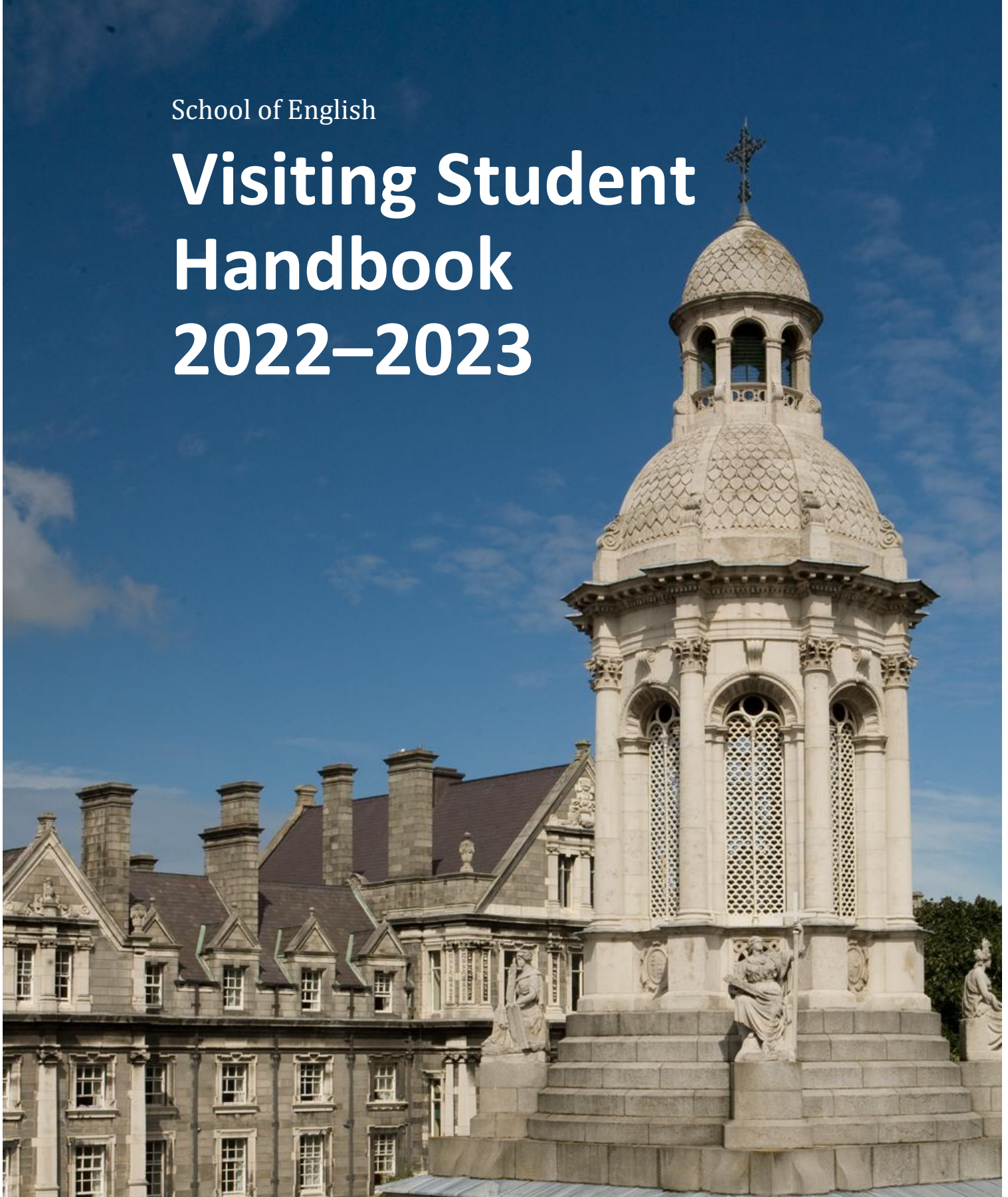
Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

School of English

# Visiting Student Handbook 2022–2023



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**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.**

## **CONTACTS**

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[ottom@tcd.ie](mailto:ottom@tcd.ie)

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**School Administrative Staff:**

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**Oscar Wilde Centre**

Sophia Ní Sheoin  
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## USEFUL WEBSITES

**School of English:** <https://www.tcd.ie/English/international/visiting/>

**Forms:** <http://www.tcd.ie/English/forms>

**Examination Papers:** [http://www.tcd.ie/Local/Exam\\_Papers/index.html](http://www.tcd.ie/Local/Exam_Papers/index.html)

**Oscar Wilde Centre:** <https://www.tcd.ie/OWC/>

**Welcome Guide:** <https://www.tcd.ie/study/assets/PDF/welcome-to-trinity-2022.pdf>

**TCD Global Room:** <https://www.tcd.ie/study/international/trinity-life/global-room/>

**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/](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.tcdsu.org/>

**IT Services:** <http://www.tcd.ie/itservices/>

**Centre for Language and Communication Studies:**  
<http://www.tcd.ie/slscs/English>

**College Calendar:** <http://www.tcd.ie/calendar/>

**Student Learning Development:** [https://www.tcd.ie/Student\\_Counselling/student-learning/](https://www.tcd.ie/Student_Counselling/student-learning/)

## 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	05 September - 02 December 2022
Hilary Term	= HT	23 January - 14 April 2023

### How to get information

**Visiting Student Co-ordinator:** Dr Melanie Otto is available on email [ottom@tcd.ie](mailto:ottom@tcd.ie)

#### **Administrative Staff**

Global and Communications Officer: Abigail Ó Bardáin is available on email [aodekeye@tcd.ie](mailto:aodekeye@tcd.ie)

#### **If issues arise during your studies**

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. Ensure that you know who your College Tutor is and make contact (you can find their name via the student portal). 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 on email [KILLEEJ@tcd.ie](mailto:KILLEEJ@tcd.ie)

#### **College Email**

**Students MUST check their TCD email regularly** for important information, lecture/tutorial cancellations/reschedules, reminders etc. **Before emailing the administrative staff and the VS Co-ordinator with a query, please ensure to check if the answer is contained in this Handbook (most will be).**

## **E-mail Protocol for students**

Every TCD student has a TCD email address (Usually yourusername@tcd.ie). You should check your college email daily during teaching term as your lecturers and tutors will use it to communicate important information. You will also get some admin information to your TCD email account from the Visiting Student Coordinator and Global Officer. 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 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.

## **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.

### **Module (Course) Registration**

Course registration will take place [online](#) in 2022/23. You may sign up for any fresher modules you want, but you will need confirmation from the VS Co-ordinator that you can sign up for given sophister modules before you are allowed to do so: if you did not get to do this by meeting her via Zoom at the start of term, please email her. ([ottom@tcd.ie](mailto:ottom@tcd.ie)). If you have registered for a Sophister module that has not been pre-approved not Melanie, it will be removed from your module registrations. Please note that it may take a day or two for the module to

appear on your my.tcd.ie Student Portal and on Blackboard. Please also double check your student portal and Blackboard that you are registered for the correct Modules.

The School of English welcomes visiting students from many different countries. In 2021-2022 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.

### **Changing Modules**

It is the responsibility of the student to inform the School of English and the Academic Registry of any changes made to your Module Enrolment after the student has submitted it to the Academic Registry.

### **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 may 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 and the Academic Registry.

### **Lectures**

Lectures last 45 minutes to an hour, 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 will be based on the lecture courses, Lectures on JF modules take place in weeks 3-12; those on SF modules in weeks 1-6, 8-12

### **Tutorials**

Tutorials meet weekly in small groups and last 45 minutes, starting on the hour. Each Fresher lecture course has a set of tutorials related to it in the term it is given. Tutorials for SF modules run from the week beginning 26 September (week 3) until the week beginning 14 November (week 10) -- except Origins of English, where tutorials are as follows:

*Origins of English 1 (MT): 1 tutorial/week taught in person (wks 4-6, 8-12)*

*Origins of English 2 (HT): 1 tutorial/week taught in person from (wks 2-6, 8-12)*

Note that there are 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. 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 the time tutorials start.

**Tutorials for JF modules run from the week beginning 3 October (week 4) until the week beginning 21 November (week 11). There will be pre-recorded lectures in Study Week for JF modules but no tutorials.**



## **Teaching at Sophister Level**

Teaching in the Sophister years is by seminar except for a small number of 5 ECTS modules. 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 contact the School Manager Ruth Archbold ([archbolr@tcd.ie](mailto:archbolr@tcd.ie)).

## **Books**

It is essential to equip yourself with books and you must bring copies of the relevant texts to tutorials and seminars. You may 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 the College campus should have many of your course texts. Reading lists for each module are available on the School website (<http://www.tcd.ie/English/undergraduate/>) 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.

## **Trinity Libraries**

Trinity has three main libraries on campus, the Berkeley, the Lecky, and the Ussher, which make up the BLU complex. You can enter the libraries through the ground floor and main concourse of the Arts Building or through the main entrance of the Berkeley library. Kinsella Hall (accessible through the Ussher library or from outside) is open 24 hours a day for study.

You can access any of the Trinity libraries by showing or scanning your Trinity student card on entry.

Students are strongly encouraged to use the library resources, including printed books and online journals.

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.

Trinity also has Subject Librarians that are the key links between Trinity's academic activities and the library.

Every School or Subject has a designated Subject Librarian. The Subject Librarian for English is Ms. Isolde Harpur ([Isolde.Harpur@tcd.ie](mailto:Isolde.Harpur@tcd.ie))

For more information on the Trinity Libraries, please see <https://www.tcd.ie/library/>

## **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.

## **Attendance**

Students are expected to attend all in-person sessions and follow online teaching on a week-to-week basis.

Please note that JF modules will be releasing lecture material during week 7, which is otherwise reading week.

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.

### **Michaelmas Term 2022: Important Dates**

**Michaelmas Term 2022 Dates:** Orientation for Visiting Students will commence on **5 September**. The **FIRST DAY** of Michaelmas Term teaching will be **12 September** and the **LAST DAY** will be **2 December**. **Teaching of first year (Junior Fresh) modules** will begin **26 September** and end **2 December**. The **assessment period** for all modules will be scheduled for the week **starting 12 December 2022**. The mode of assessment will be confirmed at the beginning of time. We advise students to plan to be in Dublin during assessment week as some assessments may be in person.

### **Hilary Term 2023: Important Dates**

The **FIRST DAY** of Hilary Term for **all modules** will be **23 January 2023** and the **LAST DAY** will be **14 April 2023**. The assessment period runs from **01 May until 06 May**. The mode of assessment will be confirmed at the beginning of time. We advise students to plan to be in Dublin during assessment week as some assessments may be in person.

### **School of English Trinity Elective, Travel and English Literature. ECTS 5**

Co-ordinator MT: Dr Pádraic Whyte ([whytepa@tcd.ie](mailto:whytepa@tcd.ie)), Dr Ema Vyroubalova ([vyroubae@tcd.ie](mailto:vyroubae@tcd.ie))

Co-ordinator HT: Dr Ema Vyroubalova ([vyroubae@tcd.ie](mailto:vyroubae@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/>

The elective will run both in Michaelmas and Hilary Term. Visiting Students are very welcome to take this module.

Thursday 4-5pm, online.

## **Modules available to Visiting Students**

### **Fresher Modules**

All modules are taught either in MT or HT; there are no year-long modules. Each lecture course 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 11 and 12). You will meet your tutor at the first tutorial, and they will set out the programme of classes.

### **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. Due dates will be displayed on Blackboard.**

**The Following Fresher Modules are taught by lectures and tutorials:**

#### **ENU11001 Shakespeare**

**Module Convenor: Prof Andy Murphy**

**ECTS: 5**

**Assessment: Exam**

This module will offer an introductory survey for fresher students. It will begin by asking why Shakespeare is still considered a writer worth studying, four hundred years after his death – and why his work tends to be given a particular prominence within English Studies. Potential different approaches to studying his texts will be mapped out and considered. A selection of texts will then be examined over the course of the term, covering all of the main genres and all periods of the canon. The module will conclude by considering the question of how the study of Shakespeare's plays relates to theoretical issues more generally, before finally opening outward to consider the global context of Shakespeare dissemination and study.

### **ENU11002 Writing Childhoods: Power, Voice and Agency**

**Module Convenors:** Dr Jane Carroll

**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.

### **ENU11008 Genres: Introduction to Literary Studies**

**Module Convenors:** Dr Seán Hewitt, Dr Tom Walker

**ECTS:** 10

**Assessment:** Mid-semester assignment (1000 words) and 2-hour end-of-semester written examination.

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.

### **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: Dr 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.

**ENU22001 Writing the Body, 1690-1800: Gender, Race, and Power**

**Module Convenors: Prof Aileen Douglas**

**ECTS: 5**

**Assessment: Essay**

This module explores the eighteenth century's fascination with the body and constructions of the self by considering literary representations of the body. Ideals of beauty will be examined, as well as anxieties surrounding sexuality and the roles of both men and women. The module will also investigate material considerations, reflecting on clothing and disguise. Slavery, incarceration, and the body in pain are particular concerns in writing from this period, and theories engaging with class and race will inform our analysis of social relationships and power structures. This module will explore the eighteenth-century body across a range of genres, engaging novels, poetry, and drama.

**ENU22002 British Romantic Literature 1789-1830**

**Module Convenor: Dr Clare Clarke**

**ECTS: 5**

**Assessment: Essay**

This module gives students the opportunity to study one of the most exciting periods of British literary and social history, when tumultuous political and social changes such as revolution and industrialisation produced a range of remarkable and enduring literary responses. The module examines British Romantic literature through the close study of a broad range of prose, poetry and non-fiction. The module is structured around examination of the work of the 'Big Six' high Romantic writers, whose work is read alongside that of noncanonical Romantic writers. It examines a wide range of literary genres from the period, including various forms of poetry, the novel, and non-fictional prose writing, and offers the opportunity to study both canonical and lesser-known authors. The module will take a broadly historicist and thematic approach to the texts studied, examining them within the political, social, and cultural contexts of this revolutionary period and will study a range of critical perspectives on Romantic literature. Students will gain insight into the manifold ways in which Romantic literature engaged with a themes and issues such as: the French Revolution; industrialisation and urban massification; changes in education; slavery; evolving views on childhood; religion; and the natural world.

**ENU22003 US American Identities: Harlem Renaissance to the Present**

**Module Convenors: Dr Bernice Murphy**

**ECTS: 5**

**Assessment: Exam**

This module examines modern 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 module 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.

### **ENU22004 Fundamentals of Literary Theory**

**Module Convenors: Dr Björn Quiring, Dr Sam Slote**

**ECTS: 5**

**Assessment: Exam**

Theories of literature deal with basic issues involving the study of narratives, poems and plays. They try to answer questions such as: what is literature? What are people doing when they write or read literary texts? Is there a social function of literature? And what is the task of a literary scholar? These questions are complex and they are connected with even more fundamental questions, such as: what is language and what is its place in society and in the individual? For this reason, literary theory has become a large, intricate terrain that beginners often find difficult to navigate. This module aims to provide the students with the basic conceptual tools that will enable them to engage with theoretical texts.

### **HILARY TERM Fresher Modules**

**Assessment for Hilary 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. Due dates will be displayed on Blackboard.**

### **The Following Fresher Courses are taught by lectures and tutorials:**

#### **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 to the present, 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.

#### **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: Dr 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.

### **ENU22005 Reading the Victorians: Literature, Culture, History**

**Module Convenor: Dr Jarlath Killeen**

**ECTS: 5**

**Assessment: Essay**

The Victorian period was a dynamic and contradictory one. In the 64 years of the reign of Queen Victoria, British life and culture changed in dramatic ways. There was a transport, communications, and multi-media revolution, and extraordinary scientific innovation. The period also witnessed a number of religious and moral campaigns and revivals, campaigns to extend the franchise and for women’s rights, as well as intense debates about race, gender, sexuality, identity and human nature. It was also the period in which some of the most important and influential writers who have ever lived were working, with whose work contemporary Anglophone culture has remained invested. On this module, we will read a variety of Victorian texts from across many genres to explore many different issues and themes including: print culture; periodicals and serialisation; religious, sexual, national and ethnic identity; the women’s movement; the crisis of faith; industrialisation and the city; ecology; human and non-human animal identity; imperialism. Although the module is structured around the work of major representative writers, we will consider a variety of literary and non-literary texts to get a sense of the dynamism and variety of writing and debate in the period. This module will examine a range of English writing across the Victorian period, some of it very familiar and some of it neglected or forgotten work. Authors studied will vary from year to year, but representative authors include: the Brontës, Charles Dickens, Elizabeth Gaskell, Gerard Manley Hopkins, George Eliot, Elizabeth Barrett Browning, Thomas Hardy, Robert Browning, Alfred Tennyson, Christina Rossetti, Elizabeth Braddon, H. G. Wells. A major focus of this module is the exploration of relationships between literary texts and the historical, social and political contexts which shaped their imaginative creation. Essentially, this is a module about setting Victorian writing in its intellectual and cultural context. Each week, the lecture will address a particular topic and/or controversy in Victorian literary and social culture, and examine it in relation to a primary text, and reference will also be made to a variety of other primary material that may be pursued in tutorials and research for assessment.

### **ENU22006 Modernisms: Making it New**

**Module Convenor: Dr Philip Coleman**

**ECTS: 5**

**Assessment: Essay**

What do we mean when we talk about “*Modernisms*”? In part, we are talking about the multiple ways in which the term “Modernism” was and continues to be understood by different authors and thinkers, across a range of cultural, linguistic, disciplinary and social contexts. Focussing on *literary* modernisms, in particular, this module will examine the meanings of “Modernism” in relation to several writers across a number of genres, from the fiction of Jean Rhys and James Joyce to the poetry of T.S. Eliot and Ezra Pound. No matter where they come from -- Ireland, England, Russia, the Caribbean or the United States -- the writers discussed here share a desire to *make literature new*, to develop new forms and modes of expression appropriate to their sense of the modern experience.

### **ENU22007 Postcolonial Literature: An Introduction to Key Debates and Texts**

**Module Convenor: Dr Melanie Otto**

**ECTS: 5**

**Assessment: Exam**

This module introduces students to key debates and texts in the field of postcolonial studies. The lectures are

grouped together under headings relevant to historical and contemporary engagements with post coloniality. Each theme consists of two lectures: one that frames the conceptual, critical, and historical debates on the given topic, the other discussing a literary text. The critical and literary works scheduled for each lecture represent the focus of discussion, but related authors, themes, and texts are introduced and discussed alongside them, giving students direction for further study. In addition, and where appropriate, visual and audio material is used to illustrate as well as help generate debate.

## **ENU22008 Imagining the Contemporary: No future?**

**Module Convenor: Dr Julie Bates**

**ECTS: 5**

**Assessment: Exam**

As critics including Eric Hayot have pointed out, it can be difficult to analyse and write about contemporary culture because we lack the critical distance to gain perspective on works that depict our own historical moment. This module aims to provide some of that critical distance, or 'leverage' as Hayot describes it.

Through its comparative approach, the module explores how socio-political topics that are of pressing concern to writers, artists and thinkers now were also examined in earlier periods. The module aims to illustrate how studying the ways in which these themes and issues were represented and understood in the past enables us to enrich our engagement with the contemporary iteration of those topics today.

The module considers a different socio-political topic each week, examining how it has been explored in a pair of texts. The module covers a range of creative works, critical concepts and cultural theories from the 20th and 21st centuries. The genres covered by the module include novels, films, essays, autofiction, memoir, a play, TV episode, and photo-text book. Critical works and resources will be uploaded to Blackboard throughout the module. The week-by-week outline below sets out the pair of works on which each lecture will focus.

### **Fresher Module 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.

### **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 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 fresher essays will be submitted electronically by 12 noon on or before the relevant dates 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.**

<http://www.tcd.ie/English/assets/pdf/style-sheet-update-2018-19.pdf>



## **Sophister Modules**

The Sophister Modules 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:

<https://www.tcd.ie/English/undergraduate/sophister/js-module-descriptions-2022-23.php>

<https://www.tcd.ie/English/undergraduate/sophister/ss-module-descriptions-2022-23.php>

Sophister options are usually taught by seminar only. Most 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/>

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 of modules. 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.

## **Special Sophister Option: Reading Ireland**

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

### **ENU44055 Reading Ireland A**

**Michaelmas Term only 2022**

**10 ECTS**

**Module Conveners:** Dr Jarlath Killeen, Dr Darrell Jones

**Module 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. The lectures for Reading Ireland A this semester are organized around the theme 'geography and migration'. The module is likely to change a little.

**Assessment:** Two 3,000 word essays. Essays are due for submission by 12 noon on the dates confirmed on Blackboard.

### **ENU44056 Reading Ireland B**

**Hilary Term only 2023**

**10 ECTS**

**Module Convener:** Dr Paul Delaney ([delanep@tcd.ie](mailto:delanep@tcd.ie))

**Module 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. Classes for Reading Ireland B this semester will be organized around the theme 'memory'; this module is available to Visiting Students only. The module remains (largely) the same as 20/21.

**Assessment:** Two 3,000 word essays. Essays are due for submission by 12 noon on the dates confirmed on Blackboard.

**Submit all essays electronically by 12 noon on or before the deadline.**

**Full module details and reading list can be found on the School website.**

Reading Ireland A (ENU44055) Reading List 2020-2021 can be found [here](#).

Reading Ireland B (ENU44056) Reading List 2020-2021 can be found [here](#).

## **Sophister Assessments**

### **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 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 electronically by 12 noon on or before the relevant dates.

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.**

<http://www.tcd.ie/English/assets/pdf/style-sheet-update-2018-19.pdf>

### **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 as different options have different assessment formats and lengths.**

<http://www.tcd.ie/English/undergraduate/sophister/>

### **Marking System**

The School of English uses the following marking system.

<b>Class</b>	<b>Numerical Mark</b>
I	70 - 100%
II.1	60 - 69%
II.2	50 - 59%
III	40 - 49%
F.1	30 - 39%
F.2	0 - 29%

Your final mark will normally be translated according to the system used by your home university. If you have questions, 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 Visiting Student Co-ordinator in the School of English does not give out final results. Contact the Academic Registry.

<http://www.tcd.ie/academicregistry/service-desk/transcripts/>

Results will also 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 passed).** 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.**

**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.

## 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.

**All students must complete the online tutorial on avoiding plagiarism 'Ready, Steady, Write', located at <http://tcd-ie.libguides.com/plagiarism/ready-steady-write>. Please also view <http://tcd-ie.libguides.com/plagiarism>.**

Plagiarism can arise from deliberate actions and 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 plagiarized 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 plagiarized 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.

### **Disability Awareness and Support**

In the School of English, we are committed to providing and maintaining an inclusive learning environment for all our students. One of the ways we do this is through working closely with the Trinity Disability Service. If you have a disability, a mental health condition, or an ongoing illness or medical condition, the Disability Service is there to support you. Through registering with the Disability Service, you will be able to discuss your experience of and needs in College, including accommodations in learning and exams. The Disability Service can then tell us, while respecting your confidentiality at all times, whether there are changes we can make to teaching and assessment which will support you.

For more information on the Disability Service and how to register, visit [www.tcd.ie/disability](http://www.tcd.ie/disability), and you can also contact your Tutor, who can advise and assist you. Dr Rosie Lavan ([lavanro@tcd.ie](mailto:lavanro@tcd.ie)), is the Liaison Officer in the School of English and the point of contact between the School and the Disability Service: you are welcome to contact her if you have any queries or concerns.

The Disability Service has also developed a number of Inclusive Learning and Technology resources. For more information, please visit

<https://www.tcd.ie/disability/resources/inclusive%20teaching%20and%20learning.php>.

Trinity's Centre for English Language Learning and Teaching ([CELLT](#)),

- [Weekly in-sessional modules](#) in English for Academic Purposes (EAP) enable students to develop the discourse skills they need for effective participation in lectures, tutorials and labs, for oral and written assignments, for capstone projects and dissertations. Classes are taught by an experienced team of TCD staff and will be delivered in an online live format in Hilary term. These bespoke in-sessional modules are organised by skill and discipline, including Academic Writing, Oral Fluency, English for Business, English for Arts, Humanities and Social Sciences, and English for STEM. All of these classes run weekly on Mon-Thurs evenings throughout Hilary Term, and they are open to all TCD undergraduates and postgraduates. Students may select more than one module. Spaces remain in most modules. These modules are free of charge to all TCD students. Please email [cellt@tcd.ie](mailto:cellt@tcd.ie).

## **Timetable for the Academic Year 2022-2023**

<b>30 August 2022</b>	Orientation Meeting for School of English Visiting/Erasmus Students.
<b>31 Aug &amp; 1 Sept 2022</b>	Module pre-enrolment Meetings on Zoom with VS Co-ordinator Dr Melanie Otto.
<b>05 September 2022</b>	Orientation week for all TCD Visiting & Erasmus Students
<b>12 September 2022</b>	Start of Michaelmas Term. Lectures begin.
<b>26 September 2022</b>	SF Tutorials begin. JF lectures begin
<b>03 October 2022</b>	JF tutorials begin
<b>24 October 2022</b>	Study Week.
<b>02 December 2022</b>	End of Michaelmas Term.
<b>05 December 2022</b>	Revision Week.
<b>12 December 2022</b>	Assessment Week/Examination Period.

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<b>23 January 2023</b>	Start of Hilary Term. Lectures begin.
<b>06 February 2023</b>	Tutorials begin.
<b>06 March 2023</b>	Study Week. No lectures or tutorials this week.
<b>14 April 2023</b>	End of Hilary Term.
<b>17 April 2023</b>	Revision Week.
<b>01 May 2023</b>	Assessment Week/Examination Period.

### Academic Staff: School of English

<b>Name</b>	<b>Position</b>	<b>Email</b>	<b>Room</b>	<b>Phone All start with +353 1 896</b>
Dr Julie Bates	Assistant Professor in Irish Writing; Director of M.Phil in Irish Writing;	<a href="mailto:batesj@tcd.ie">batesj@tcd.ie</a>	4077	<b>1179</b>
Dr Jane Carroll	Assistant Professor; Director of M.Phil. Children's Literature	<a href="mailto:jane.carroll@tcd.ie">jane.carroll@tcd.ie</a>	4002	<b>4023</b>
Dr Clare Clarke	Assistant Professor;	<a href="mailto:clare.clarke@tcd.ie">clare.clarke@tcd.ie</a>	4004	<b>1934</b>
Harry Clifton	Assistant Professor (Adjunct)	<a href="mailto:cliftonh@tcd.ie">cliftonh@tcd.ie</a>	c/o OWC	<b>2885</b>
Dr Philip Coleman	Associate Professor;	<a href="mailto:pmcolema@tcd.ie">pmcolema@tcd.ie</a>	4020	<b>1907</b>
Dr Paul Delaney	Associate Professor; Director of PG Professional Development	<a href="mailto:delanep@tcd.ie">delanep@tcd.ie</a>	4025	<b>3841</b>
Professor Aileen Douglas	Professor; Director of Research	<a href="mailto:adouglas@tcd.ie">adouglas@tcd.ie</a>	4016	<b>2322</b>
Dr Mark Faulkner	Assistant Professor; School Director of Global Relations	<a href="mailto:mark.faulkner@tcd.ie">mark.faulkner@tcd.ie</a>	4026	<b>1515</b>
Dr Carlo Gébler	Assistant Professor (Adjunct)	<a href="mailto:carlogebler@gmail.com">carlogebler@gmail.com</a> CW Office, Room 2.1 (2nd Floor)	c/o OWC	<b>2885</b>
Professor Nicholas Grene	Professor Emeritus	<a href="mailto:ngrene@tcd.ie">ngrene@tcd.ie</a>		
Dr Seán Hewitt	Teaching Fellow in Twentieth-Century British & Irish Literature	<a href="mailto:shewitt@tcd.ie">shewitt@tcd.ie</a>	4023	<b>1299</b>
Dr Darrell Jones	Teaching Fellow in Eighteenth-Century Studies	<a href="mailto:jonesd4@tcd.ie">jonesd4@tcd.ie</a>		<b>2322</b>
Professor Darryl Jones	Professor; Co-ordinator Columbia Dual Degree	<a href="mailto:drjones@tcd.ie">drjones@tcd.ie</a>	5031	<b>1200</b>
Dr Alice Jorgensen	Assistant Professor; Head of Sophisters	<a href="mailto:jorgena@tcd.ie">jorgena@tcd.ie</a>	4006	<b>2475</b>
Dr Jarlath Killeen	Professor; Head of School (2019-2023)	<a href="mailto:killeej@tcd.ie">killeej@tcd.ie</a>	4005	<b>2337</b>
Dr Rosie Lavan	Assistant Professor; Head of Freshers; Disability Liaison Officer	<a href="mailto:lavanro@tcd.ie">lavanro@tcd.ie</a>	4079	<b>1185</b>
Eoin McNamee	Associate Professor of Literary Practice; Director of Oscar Wilde Centre;	<a href="mailto:emcname@tcd.ie">emcname@tcd.ie</a>	OWC	<b>1360</b>



	Director of M.Phil in Creative Writing			
Deirdre Madden	Assistant Professor; Director of M.Phil in Creative Writing	<a href="mailto:dmadden@tcd.ie">dmadden@tcd.ie</a>	3160 OWC	<b>4397</b> <b>2885</b>
Professor Stephen Matterson	Professor; Director of TSM	<a href="mailto:smtrson@tcd.ie">smtrson@tcd.ie</a>	4008	<b>1879</b>
Professor Chris Morash	Seamus Heaney Professor of Irish Writing	<a href="mailto:morashc@tcd.ie">morashc@tcd.ie</a> IW Office, Room 2.2 (2nd Floor)		<b>TBC</b>
Professor Andy Murphy	1867 Professor of English; Head of Discipline (2020-23)	<a href="mailto:Andrew.murphy@tcd.ie">Andrew.murphy@tcd.ie</a>	4007	<b>3984</b>
Dr Bernice Murphy	Associate Professor; Director of Teaching and Learning (Postgraduate); Structured PhD Coordinator	<a href="mailto:murphb12@tcd.ie">murphb12@tcd.ie</a>	4010	<b>2547</b>
Dr Brendan O'Connell	Assistant Professor; Inclusive Curriculum Champion	<a href="mailto:oconneb2@tcd.ie">oconneb2@tcd.ie</a>	4039	<b>2597</b>
Dr Melanie Otto	Assistant Professor; Athena Swan Champion; Co-ordinator Visiting Students Incoming	<a href="mailto:ottom@tcd.ie">ottom@tcd.ie</a>	4009	<b>1355</b>
Professor Eve Patten	Professor; Director of Trinity Long Room Hub	<a href="mailto:epatten@tcd.ie">epatten@tcd.ie</a>	4023	<b>1299</b>
Kevin Power	Assistant Professor; Co-ordinator of Evening Lectures; Literary Arts Officer	<a href="mailto:powerk9@tcd.ie">powerk9@tcd.ie</a>	c/o OWC	<b>2944</b>
Dr Björn Quiring	Assistant Professor	<a href="mailto:quiringb@tcd.ie">quiringb@tcd.ie</a>	4021	<b>1346</b>
Dr Margaret Robson	Teaching Fellow	<a href="mailto:robsonm@tcd.ie">robsonm@tcd.ie</a>		
Dr Sam Slote	Associate Professor; Co-Director of M.Phil. in Irish Writing; Fire Officer	<a href="mailto:slotes@tcd.ie">slotes@tcd.ie</a>	4022	<b>1319</b>
Dr Mark Sweetnam	Assistant Professor; Director of Teaching and Learning (Undergraduate) (2021-23)	<a href="mailto:sweetnms@tcd.ie">sweetnms@tcd.ie</a>	4110	<b>3694</b>
Dr Ema Vyroubalová	Assistant Professor; Athena Swan Champion; Co-ordinator of School of English Trinity Elective (TEP) (HT); Co-ordinator Study	<a href="mailto:vyroubae@tcd.ie">vyroubae@tcd.ie</a>	5089	<b>4722</b>

	Abroad Outgoing; Co-ordinator Capstone Projects			
Dr Tom Walker	Assistant Professor; Co-ordinator of M.Phil Programmes	<a href="mailto:walkerto@tcd.ie">walkerto@tcd.ie</a>	5016	<b>4353</b>
Dr Pádraic Whyte	Associate Professor; Director of M.Phil. Children's Literature; Co-ordinator of School of English Trinity Elective (TEP) (MT)	<a href="mailto:whytepa@tcd.ie">whytepa@tcd.ie</a>	4083	<b>1224</b>