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Important information on COVID-19 restrictions and modes of teaching and learning

In order to offer taught programmes in line with government health and safety advice, teaching and learning in Semester 1 for your programme will follow a blended model that combines online and in-person elements to be attended on campus. This blended model will include offering online lectures for larger class groupings, as well as in-person classes for smaller groups: the differing modes of teaching and learning for particular modules are determined by your home School. Information on the modes of teaching and learning in Semester 2 will be available closer to the time.

Trinity will be as flexible as possible in facilitating late arrivals due to travel restrictions, visa delays, and other challenges arising from the COVID-19 pandemic. If you expect to arrive later than 28th September, please alert your course coordinator as early as possible.

For those students not currently in Ireland, according to current Government health and safety guidelines, please note that these students are expected to allow for a 14-day period of restricted movement after arrival and prior to commencement of their studies, and therefore should factor this into their travel plans.

For those students currently on the island of Ireland, we remind you of the Irish Government's advice that all non-essential overseas travel should be avoided. If you do travel overseas, you are expected to restrict your movements for 14 days immediately from your return, during which time you will not be permitted to come to any Trinity campus. Therefore, as you are required to be available to attend College from the beginning of the new teaching year on 28 September, please ensure you do not return from travel overseas any later than 13 September.

School of English Statement on COVID-19 restrictions and teaching arrangements

The School is committed to providing a safe and positive learning environment for all its programmes, in accordance with College policy and government guidelines. In line with College policy, there will be a mixture of online and face-to-face teaching and learning. All large lectures will take place online; in respect of smaller group teaching, such as tutorials and seminars, we are committed to providing some face-to-face teaching for all cohorts, though a substantial proportion of such teaching will also be delivered online. Any face-to-face teaching will adhere strictly to College and HSE guidelines. The School office will provide precise details at the start of term, though please remember that the situation in respect of Covid-19 remains fluid, and arrangements are subject to change. In advance of beginning their studies, students are required to complete the training course provided by College on health and safety and on adapting to online learning (accessed via Blackboard). Those who become unwell with flu-like symptoms should not attend college, while those who develop symptoms while on campus should proceed to the isolation room in your building and seek medical advice. For teaching and learning queries, you are free to contact the relevant programme director; in addition, all Schools have an assigned safety officer: for the School of English, this is Elaine Maddock (maddocke@tcd.ie).

Learning to Learn Online in Trinity

Learning to Learn Online in Trinity is to support students (both undergraduate and postgraduate) manage their learning and assessment in an online environment. Academic Practice, Trinity Teaching and Learning, is leading the development of this module, which was launched in mid-August 2020 and will be available on Blackboard to all registered undergraduate and postgraduate students.

The module is a collaborative project between Academic Practice, Student Learning Development, Trinity Disability Service, the Transition to Trinity Office and the IUA Enhancing Digital Capacity Project.

Registered students can self-enrol on Blackboard for the module, and instructions on how to do this were circulated to students by email on behalf of the Dean of Students and myself. Academic and professional staff can also access the module using the self-enrolment process as described on the SLD website.

The module is structured thematically across four blocks and three of these are now available. Resources in block four will be made available shortly.

Block 1. Getting Started for Learning Online
Block 2. Working Together Online
Block 3. Creating your Study Routine
Block 4. Preparing for Assessments

SLD are providing a series of workshops to support students as they engage with the module. Students can find out more about these workshops on the SLD website .

Accessibility 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. If you would like to raise any issues or concerns about your experience of learning, particularly as we will be meeting online for so many of our classes, please let me know.

For more information on the Disability Service and how to register, visit www.tcd.ie/disability, and you can also contact your Tutor, who can advise and assist you. Dr Rosie Lavan (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 also welcome to contact her if you have any queries or concerns.

1 General Information

This handbook provides essential information about the Junior Fresh year of the degree in English at Trinity. It is your responsibility as a student to make yourself familiar with all the requirements of your degree, and this handbook will be an important source of information in the process. Your attention is drawn in particular to the General Introduction in Section 7, which is essential for new entrants as it contains most of the information you need in your first weeks. Section 8 of the handbook provides a detailed account of the Junior Fresh year, with separate subsections for Single Honors and Joint Honors Students.

You are encouraged to consult the relevant sections of the handbook whenever you have a query; further sources of information and support are listed in Section 7.1.

1.1 Emergency Procedures

In the event of an emergency, **dial Security Services (+353 1 896 1999).**

Security Services provide a 24-hour service to the College community, 365 days a year. They are the liaison to the Fire, Gard and Ambulance services and all staff and students are advised to always telephone extension 1999 (+353 1 896 1999) in case of an emergency.

Should you require any emergency or rescue services on campus, you must contact Security Services. This includes chemical spills, personal injury or first aid assistance.

It is recommended that all students save at least one emergency contact in their phone under ICE (In Case of Emergency).

1.2 Data Protection

For information on student data protection see
https://www.tcd.ie/info_compliance/data- protection/student-data.

2. School of English Staff
Administrative Staff

Name	Position	Email	Room	Ext
Ruth Archbold	School Administrative Manager	archbolr@tcd.ie	4003	**2890**
Brenda Brooks	Visiting Students Executive Officer	brooksb@tcd.ie	4013	**1839**
Diane Sadler	Fresher Executive Officer	sadlerd@tcd.ie	4024	**1111**

2.1   Academic Staff

Name	Position	Email	Room	Phone
Dr Julie Bates	Assistant Professor; Study Abroad Co-ordinator Outgoing; Co-ordinator, Evening Lectures MT 2018-20 and HT 2020	batesj@tcd.ie	C6.009	**1179**
Prof Terence Brown	Professor Emeritus	tbrown@tcd.ie	OWC	**1400**
Dr Jane Carroll	Assistant Professor; Co-Director M.Phil. in Children's Literature	jane.carroll@tcd.ie	4002	**4023**
Dr Clare Clarke	Assistant Professor; Co-ordinator Capstone Projects	clare.clarke@tcd.ie	4004	**1934**
Harry Clifton	Assistant Professor (Adjunct)	cliftonh@tcd.ie	c/o OWC	**2885**
Dr Philip Coleman	Associate Professor	pmcolema@tcd.ie	4020	**1907**
Dr Paul Delaney	Associate Professor;	delanep@tcd.ie	4025	**3841**
Prof Aileen Douglas	Professor	adouglas@tcd.ie	4016	**2322**
Dr Dara Downey	Lecturer (Adjunct)	downeyd@tcd.ie		
Dr Mark Faulkner	Assistant Professor; Visiting Student Incoming Co-ordinator; Director of Global Relations;	mark.faulkner@tcd.ie	4026	**3982**
Dr Carlo Gébler	Assistant Professor (Adjunct)	carlogebler@gmail.com	c/o OWC	**2885**
Prof Nicholas Grene	Professor Emeritus	ngrene@tcd.ie		
Prof Darryl Jones	Professor ; Assistant Columbia Dual Degree Co-ordinator	drjones@tcd.ie		
Dr Alice Jorgensen	Assistant Professor; Disability Liaison Officer	jorgena@tcd.ie	4006	**2475**
Dr Jarlath Killeen	Associate Professor; Head of School	killeej@tcd.ie	4005	**2337**
Dr Ben Keatinge	Lecturer (Adjunct)	keatinb@tcd.ie		

Name	Position	Email	Room	Phone
Dr Rosie Lavan	Assistant Professor; Disability Liaison Officer	lavanro@tcd.ie	4079	**1185**
Prof Eoin Macnamee	Professor; Director Trinity Oscar Wilde Centre; Director M.Phil. in Creative Writing	emcname@tcd.ie		
Deirdre Madden	Assistant Professor;	dmadden@tcd.ie	3160 OWC	**4397** **2885**
Prof Stephen Matterson	Prof; Director of TSM	smttrson@tcd.ie	4008	**1879**
Prof Chris Morash	Seamus Heaney Professor of Irish Writing	morashc@tcd.ie		
Prof Andrew Murphy	Professor; Head of Discipline	andrew.murphy@tcd.ie	4007	**3984**
Dr Bernice Murphy	Assistant Professor; ; Director Teaching and Learning (Postgraduate); Structured PhD Co-ordinator	murphb12@tcd.ie	4010	**2547**
Professor Eilean Ní Chuilleanáin	Professor Emerita	enchllnn@tcd.ie	OWC	**1360**
Dr Brendan O'Connell	Assistant Professor; Director Teaching and Learning (Undergraduate)	oconneb2@tcd.ie	4039	**2597**
Dr David O'Shaughnessy	Associate Professor; Director of Research	doshaug@tcd.ie	5090	**4721**
Dr Melanie Otto	Assistant Professor; Athena Swan	ottom@tcd.ie	4009	**1355**
Professor Eve Patten	Professor;	epatten@tcd.ie	4023	**1299**
Kevin Power	Assistant Professor; Literary Arts Officer	powerk9@tcd.ie	OWC	2944
Dr Björn Quiring	Assistant Professor; Head of Freshers; Co-ordinator TEP Elective	quiringb@tcd.ie	4021	**1346**

Name	Position	Email	Room	Phone
Dr Margaret Robson	Teaching Fellow	robsonm@tcd.ie		
Dr Sam Slote	Associate Professor; Co-Director of M.Phil in Irish Writing; Athena Swan; Fire Officer	slotes@tcd.ie	4022	**1319**
Dr Mark Sweetnam	Assistant Professor; Head of Sophisters; Co-ordinator Columbia Degree	sweetnam@tcd.ie	4110	**3694**
Dr Ema Vyroubalová	Assistant Professor; Athena Swan Visiting Students Co-ordinator	vyroubae@tcd.ie	5089	**4722**
Dr Tom Walker	Assistant Professor; Co-ordinator of M.Phil Programmes	walkerto@tcd.ie	5016	**4353**
Dr Pádraic Whyte	Associate Professor; Co-Director M.Phil in Children's Literature; Co-ordinator of School of English Trinity Elective	whytepa@tcd.ie	4083	**1224**

2.2   Teaching Assistants 2020-2021

Name	Email
Joana Blanquer	blanquej@tcd.ie
Eva Burke	burkeev@tcd.ie
Siobhan Callaghan	CALLAGSI@tcd.ie
Dr Sarah Cleary	clearysc@tcd.ie
Sarah Cullen	scullen5@tcd.ie
Orlaigh Darling	DARLINGO@tcd.ie
Janice Deitner	DEITNERJ@tcd.ie
Rebecca Easler	EASLERR@tcd.ie
Clare Fletcher	fletchec@tcd.ie
Dr Darragh Greene	dagreene@tcd.ie
Moonyoung Hong	hongm@tcd.ie
Adrian Howlett	shewwitt@tcd.ie
Dearbhaile Houston	dhouston@tcd.ie
Alexander Jones	jonesa5@tcd.ie
Alicia Keane	BYRNEKEA@tcd.ie
Ciaran Leinster	
Dr Darrell Jones	darrell.jones1@gmail.com
Casey Lawrence	CLAWRENC@tcd.ie
Frank Leahy	fleahy@tcd.ie
Rebecca Long	longra@tcd.ie
Amelia McConville	AMCCONV@tcd.ie
Dr Anthony McGrath	amcgrat@tcd.ie
Dr Dolores McLoughlin	dmmclough@tcd.ie
Dr Wendy Mooney	wmooney@tcd.ie
Josh Newman	newmanj1@tcd.ie
Dr Emily O'Brien	eobrien@tcd.ie
Julia O'Connell	oconnej5@tcd.ie
Esther Reilly	REILLYES@tcd.ie
Anne Thompson	anthomps@tcd.ie

N

PEARSE STREET

Westland Square

Goldsmith Hall

Temporary Carpark

Map Library
Bio Resources Unit

O'Reilly Institute

Hamilton Building

Biotechnology Building

Panoz Institute

WESTLAND ROW

Dunlop Oriel House

Smurfit Institute of Genetics

Dublin Dental Hospital
Dental School
Dental School Office

Luce Hall

Botany Building IAMS

Physics Building

Physiology

Biochemistry
Robert's Lab
Zoology

Anatomy

Chemistry Building

Parsons Building

Statistics

Civil Engineering Building

Pavillion

Moyne Institute

SOUTH LEINSTER STREET

RUGBY GROUND

Samuel Beckett Centre

COLLEGE PARK

Áras an Phiarsaigh

Printing House

NEW SQUARE

Museum Building

Berkeley Library

Botany Bay

G.M.B.

Rubrics

Old Library

FELLOWS' SQUARE

Lecky Library

The Buttery
Atrium
Dining Hall

Chapel

Campanile

Public Theatre

1937 Reading Room

Arts Building

PARLIAMENT SQUARE

Provost's House

Regent House

NASSAU STREET

No. 1

COLLEGE GREEN

4 Graduate Attributes

The Graduate Attributes are: to act responsibly; to think independently; to communicate effectively; to develop continuously.

Throughout their time at Trinity, our students will be provided with opportunities to develop and evidence achievement of a range of graduate attributes that support their academic growth. Graduate attributes can be achieved in academic and co- and extra- curricular activities.

5 Student 2 Student

From the moment you arrive in College right the way through to your end of year exams Student 2 Student (S2S) is here to make sure your first year is fun, engaging and a great foundation for the rest of your time in Trinity. You'll meet your two S2S mentors in Freshers' Week and they'll make sure you know other people in your course before your classes even start. They'll keep in regular touch with you throughout your first year and invite you to events' on and off campus. They'll also give you useful information about your course and what to look out for. Mentors are students who have been through first year and know exactly what it feels like, so you never have to worry about asking them a question or talking to them about anything that's worrying you.

S2S also offers trained Peer Supporters if you want to talk confidentially to another student or just to meet a friendly face for a coffee and a chat.

S2S is supported by the Senior Tutor's Office and the Student Counselling Service.

http://student2student.tcd.ie, Email: **student2student@tcd.ie**, Phone: + 353 1 896 2438

6 Abbreviations

A few abbreviations are used throughout the Handbook as follows:

JH – Joint Honors

SH – Single Honours

JF – Junior Fresher (First year undergraduate)

SF – Senior Fresher (Second year undergraduate)

MT – Michaelmas Term

HT – Hilary Term

7 General Introduction

The School of English is large, with over six hundred students including many undergraduate, postgraduate and visiting students. For those of you who are new entrants, it will take you some time to find your way around. This Handbook is intended to give you necessary information about each stage of the course so that you know what to expect. The official regulations for the course are printed in the *University Calendar* (https://www.tcd.ie/calendar/)**.** The Handbook sets out the detailed implementation of those regulations by the School of English for Junior and Senior Freshers.

In the event of any conflict or inconsistency between the General Regulations published in the University Calendar and information contained in programme or local handbooks, the provisions of the General Regulations in the Calendar will prevail.

7.1   How to get information

You will be getting a lot of information in your first few weeks, which can be daunting. If you need clarification or advice on any issue, there several important sources of information and advice.

Email

Much information from the School and from individual lecturers and tutors will come to you by College email. It is also the quickest way to contact a member of staff. **You should check your College email daily for lecture and tutorial details**. School of English staff will use only your TCD address, and will sometimes need to communicate with you, for instance with information regarding your classes. Any changes in lectures and tutorials will be emailed to your TCD account by your tutorial teacher or Diane Sadler.

Please note that you should use only your TCD email address when corresponding with us. It is also important to note that you should only contact lecturers by email when absolutely necessary. Lecturers will not respond to emails requesting handouts or information that is contained within this handbook.

Freshers Office (Room 4024)

Diane Sadler is the Executive Officer for Junior and Senior Fresh students (1st and 2nd Years). If the office is closed Diane can be contacted using sadlerd@tcd.ie or by phone on 8961111.

Head of Freshers

Head of the Freshers is Dr Björn Quiring (QUIRINGB@tcd.ie), who will advise you on any aspect of your course. He will be available at posted office hours.

College Tutors

Your College Tutor, who may not be in the School of English, is your main adviser on both academic issues and personal matters. He or she is appointed by College and should not be confused with your module tutors in English. If you don't know who your College Tutor is, you can find out by looking under 'View my student record' at my.tcd.ie, or by emailing the Senior Tutor's office at stosec@tcd.ie. You can get help with problems specifically relating to modules in English from your Year Head. The Head of School, Dr Jarlath Killeen (KILLEEJ@tcd.ie) is also available at posted office hours, or you can make an appointment to see him by email.

7.2 Teaching

Teaching takes place in two terms, the Michaelmas Term (September to December) and the Hilary Term (January to April). Each term consists of twelve weeks (of which week seven is a study week), followed by a week for revision and writing and a formal assessment week. **In 2020-21, due to Covid-19, Junior Fresh students will start a week later than other students, and will not have a formal study week.**

Teaching in the first two years is in the form of lectures for everybody at once, tutorials for smaller groups, and somewhat larger language classes for the language-based modules Origins of English 1 & 2 (SH students only). Students are expected to attend lectures. **Tutorials and language classes are compulsory**. Students who are unable to attend a tutorial for reasons of illness should contact the relevant tutorial leader, preferably in advance of class. Students who are unable to attend a tutorial for any reason other than illness should write to the relevant Year Head, preferably in advance of class. The School also makes use of the College's Virtual Learning Environment, Blackboard. **In 2020-21, students who have been granted permission to undertake their studies remotely will be able to participate in online tutorials.**

Lectures

Under normal circumstances, lectures take place on campus, lasting 50 minutes and starting punctually on the hour. Due to the current circumstances, however, all lectures will take place online, and the format may vary somewhat depending on the individual module or lecturer. Lectures, which are compulsory, are designed to help you in your reading and understanding of literature and of English studies. End of year examinations are based on the lecture modules, although this does not mean that you have to write down all that the lecturer says.

Tutorials

Tutorials give you an opportunity to try out your own ideas and enter into discussions about texts.

Tutorials meet weekly in groups, normally of not more than 10-12. Each Fresher lecture module in English has a set of tutorials related to it in the term or terms it is given.

There are no tutorials in the first two and last two weeks of Michaelmas and Hilary Terms. Tutorials start in the third week of teaching term, but JF students should note that, for them, this means tutorials start in the second week of JF lectures, as they are starting a week later than other cohorts, and will only have Orientation in the first week of teaching term. Note that there are no lectures or tutorials in week seven of Michaelmas and Hilary Terms. This is to allow students to concentrate their time on reading.

Some of the tutorials are taught by members of the full-time teaching staff, some of them 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. It is your responsibility to check the noticeboard and your email for possible changes. The Fresher notice board is near room 4015.

Language Classes (JF Single Honours only)

These meet weekly in groups of 10-15. They are intended to help you learn the older forms of the English language which are necessary to the reading of earlier English literature. In the JF year this will involve introducing you to the Old English language to enable you to read Old English literature. Details will be available in your timetable.

Timetable

The timetable of lectures, tutorials and language classes will be posted on the Fresher noticeboard and will be made available online. If you have problems with your timetable, please contact the Year Head.

Blackboard

Blackboard Learn (mymodule.tcd.ie) is College's Virtual Learning Environment (VLE). Depending on your module, you can access lecture notes, online assignments and other activities through Blackboard. When you are enrolled on a module you will automatically gain access to the Blackboard site for that module. You will need your College username and password to access Blackboard.

7.3 Books

It is essential to equip yourself with books and you must bring copies of texts to tutorials: you will not be able to depend on the College Library for such texts. For each of the modules, one of the main local bookshops, Hodges Figgis, Dawson St (for Fresher modules) has received a copy of the prescribed reading list so that the essential texts should be readily available. Reading lists for each module are available from the beginning of term and you should start reading the texts that figure in the early weeks as soon as possible. For more information about texts contact the lecturer concerned. The Library subscribes to a variety of literature databases online and you can often find texts and critical material in this way.

7.4 Libraries

The main library for English students is the Ussher, but you will also need to use other parts of the library. For information about Library tours, see the website: http://www.tcd.ie/Library**.**

There is also a School library in room 4019 containing a small collection of texts, many of them in the area of Medieval and Renaissance English.

7.5 Student Representation

The School of English Committee, the body which governs the School, and decides issues of academic modules, assessment and examining, includes elected student representatives. Student input on School decisions is invaluable, and we strongly encourage the participation of all students in elections. These are convened in MT by the Students' Union, first floor, House 6, located on the left-hand side of Front Gate. Further information can be found at https://www.tcdsu.org/.

7.6 Feedback and Evaluation

The School of English seeks feedback on undergraduate modules through meetings each term between the Director of Undergraduate Teaching and Learning and the class representatives. Individual lecturers and teaching assistants may also, at their discretion, ask students to complete evaluation forms (this may be particularly useful when teaching a module for the first time, for example). The School welcomes student feedback and would encourage you to fill in such forms and to respond to your reps when they ask for comments.

Schools are required to report on the implementation of undergraduate modules and

postgraduate course evaluations through the [Annual Faculty Quality Report](#), including the percentage of modules and courses evaluated, the response rate, repeat issues arising from evaluations, actions taken and methods to close the feedback loop to students. The results of these surveys are used to inform the School or Programme Self-Assessment Report (SAR) for quality reviews and influence policy development and change at local and institutional level.

If you have a concern or complaint with any aspect of your course in English, you are welcome to contact the lecturer responsible, the Head of Freshers, the Director of Undergraduate Teaching and Learning, or the Head of Discipline. Alternatively you may wish to talk in the first instance to your class reps or your College Tutor and ask them to talk to the School on your behalf. For College policies see the following resources:

[Academic Policies](#) – https://www.tcd.ie/teaching-learning/academic-policies/

[Student Complaints Procedure –](#)
https://www.tcd.ie/about/policies/Student%20Complaints%20Procedure.php

[Dignity and Respect Policy –](#) https://www.tcd.ie/equality/policy/dignity-respect- policy/

7.7 Essay Writing, Assessment and Examinations Essay Writing

Essay writing is especially important in the study of literature and you should try to get as much practice in writing as possible. You should follow the guidelines on the preparation and presentation of essays and other written work provided in the style sheet at the back of this handbook and in the **style sheet at** http://www.tcd.ie/English/undergraduate/sophister/

It is essential that you learn the correct forms of presentation and use them consistently. You must include a word count at the end of your assessed work which includes notes (but NOT bibliography). For further guidance on correct English see this useful website:

http://www.bristol.ac.uk/arts/exercises/grammar/grammar_tutorial/page_41.htm.

There is a penalty of 5 marks for exceeding the stated maximum word count by 10% or more.

Assessment and Examinations

Detailed information about patterns of assessment follows in later sections of this Handbook. The general policy in English is to combine continuous assessment with end-of-year examinations. **Please note that in Michaelmas Term 2020-21, all assessment will take place online; details of Hilary Term assessments will be communicated in due course.**

Absence from Examinations

If you think you are too ill to sit an examination

see your doctor and obtain a medical certificate giving the dates and reason for your absence

contact your College Tutor as soon as possible. If you do not know who your College Tutor is, you will find their contact details in your my.tcd.ie record.

your Tutor may apply for you to defer one or more examinations to the Supplemental Session.

If you become ill during an examination tell the Chief Invigilator who will arrange for you to be taken to the Medical Centre.

If there is any other grave reason why you may not be able to take your examinations (e.g. *ad misericordiam* reasons) contact your College Tutor and discuss your options.

For full regulations, consult the College Calendar. You will also find guidance on the Senior Tutor's website (https://www.tcd.ie/seniortutor/).

Results

SH and JH Fresher examination results are published on the web; follow the links from the Trinity Local Homepage www.tcd.ie/Local. If you need a detailed breakdown of your results, they will be available on your my.tcd.ie personal page.

7.8 Plagiarism

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.

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:
copying another student's work;
enlisting another person or persons to complete an assignment on the student's behalf;
quoting directly, without acknowledgement, from books, articles or other sources, either in printed, recorded or electronic format;
paraphrasing, without acknowledgement, the writings of other authors.
Examples (c) and (d) in particular can arise through careless thinking and/or methodology where students:
fail to distinguish between their own ideas and those of others;
fail to take proper notes during preliminary research and therefore lose track of the sources from which the notes were drawn;
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;
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.

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.

7.9 ECTS

ECTS refers to the European Credit Transfer and Accumulation System. All modules at Fresher level are rated as carrying either 5 or 10 credits. All students must complete 60 ECTS in each academic year; the proportion of ECTS credits you complete in English will be determined by your course and pathway. In first year, SH students take 60 ECTS in English, while JH take 30 ECTS. In second year, students take either 20 or 40 ECTS in English, with the remainder of your credits are taken in other subjects, depending on the pathway chosen at the end of first year.

7.10 Marking System

School of English: Grade Descriptors

The following are the agreed School guidelines on standards for marking assessment essays, standards equivalent to those used in examinations:

I (70—100%): First class written work will normally be characterised by consistent evidence of all of the following: an excellent understanding of appropriate texts and/or up-to-date scholarship and/or criticism and/or theory; an exceptional ability to deploy relevant knowledge in the service of an argument which manifests independent (even, on occasion, genuinely original) thought; the ability to employ accepted scholarly procedures relating to the integration and attribution of sources, footnoting, and bibliography, as well as an exceptional control of written English—including grammar and spelling—along with an appropriately extensive lexical range.

II.1 (60—69%): Upper second class written work will normally be characterised by consistent evidence of all or most of the following: an extremely competent understanding of appropriate texts and/or scholarship and/or criticism and/or theory; a notable ability to deploy relevant knowledge in the service of an argument which manifests independent thought; the ability to employ accepted scholarly procedures relating to the integration and attribution of sources, footnoting, and bibliography, as well as an extremely sound control of written English—including grammar and spelling—along with an appropriate lexical range.

II.2 (50—59%): Lower second class written work will normally be characterised by

consistent evidence of most or all of the following: a reasonably competent understanding of relevant texts and/or scholarship and/or criticism and/or theory; signs of an ability to deploy knowledge directed specifically to the question being answered; evidence of a serious attempt to employ scholarly procedures relating to the integration and attribution of sources, footnoting, and bibliography, as well as a generally sound control of written English— including grammar and spelling—along with a reasonably extensive lexical range.

III (40—49%): Third class written work will normally be characterised by evidence of a basic competence in relation to relevant texts and/or scholarship and/or criticism and/or theory, as well as signs of an appropriate attempt to direct the knowledge available to the question being answered. There may be evidence of deficiencies in one or more of the following areas: deployment of scholarly procedures concerning the proper integration and attribution of sources, footnoting, and bibliography; grammar and/or spelling; appropriate lexical range.

F1 (30—39%): Written work in the F1 range will normally fail to display even basic competence in relation to the ability to construct an answer to the question posed, based on knowledge of some relevant texts and/or appropriate scholarship and/or criticism and/or theory. Even work which does reveal such basic competence may fall into the F1 category, if there are excessive deficiencies in any one or more of the following areas: deployment of scholarly procedures concerning the proper integration and attribution of sources, footnoting, and bibliography; grammar and/or spelling; appropriate lexical range.

F2 (0—29%): Written work in the F2 range will reveal some or all of the weaknesses noted under F1, but to a greater, perhaps even extreme, extent.

8 Junior Fresh year (JF)

The Head of the Junior Fresh year is Dr Björn Quiring (QUIRINGB@tcd.ie). He has general responsibility for co-ordinating and overseeing the work of this year and if you have queries or problems in relation to your modules you should address them to him. The quickest way to contact Dr Quiring is by email.

8.1 Attendance

Tutorials are compulsory. Fresher students are required to attend and participate fully in these classes. Students who are unable to attend a tutorial for reasons of illness should contact the relevant tutorial leader, preferably in advance of class. Students who are unable to attend a tutorial for any reason other than illness should write to the relevant Year Head, preferably in advance of class. If, for whatever reason, you miss a number of tutorials, it is important to explain the situation to the tutor and also contact the Year Head.

Language classes for Origins of English are compulsory. Fresher students are required to attend and participate fully in these classes. Students who are unable to attend a language class for reasons of illness should contact the relevant language class leader, preferably in advance of class. Students who are unable to attend a language class for all reasons other than illness should write to the relevant Year Head, preferably in advance of class.

Students may also be asked to make oral presentations or hand in short pieces of written work in addition to their assessment essays. Though these are not formally assessed, they are part of the expected exercises of the course.

8.2 SH JF Course
Students in JF SH follow ten modules, all of them compulsory.

Two 10 ECTS modules are assessed by a combination of a 1000 word essay and a 2-hour exam
Two 5 ECTS modules are assessed by exam: for modules in MT 2020-21, this will be a take-home exam; details for HT exams will be communicated closer to the time.
Two 5 ECTS modules are assessed by a 1500-2000 word essay
Two 5 ECTS modules are assessed through continuous assessment.
All modules are assessed in the semester in which they are taught.
All modules are taught by lectures and tutorials, with the exception of Origins of English 1 & 2, which are taught by lectures and weekly language classes.

Michaelmas Term		*Hilary Term*	
Module	**Credits**	**Module**	**Credits**
ENU 11008 Genres: Introduction to Literary Studies (Dr Tom Walker) **ESSAY and EXAM (Take-Home)**	10	**ENU11003** Irish Writing (Dr Paul Delaney) **ESSAY and EXAM**	10
ENU11004 Early Modern Literature: Themes, Texts and Context (Dr Mark Sweetnam and Dr Ema Vyroubalova) **ESSAY**	5	**ENU11009** Imagining the Middle Ages (Dr Brendan O'Connell) **ESSAY**	5
ENU11010 Origins of English 1 (Dr Alice Jorgensen) **CONT ASSESSMENT**	5	**ENU11005** Origins of English 2 (Dr Mark Faulkner) **CONT ASSESSMENT**	5
ENU11001 Shakespeare (Prof Andy Murphy) **EXAM (Take-Home)**	5	**ENU11006** Cultures of Retelling (Dr Rosie Lavan) **EXAM**	5
ENU11002 Writing Childhoods (Dr Pádraic Whyte) **ESSAY**	5	**ENU11007** Pulp: Introduction to Popular Literature (Dr Bernice Murphy) **ESSAY**	5

Michaelmas Term

The following modules are taken by both SH and JH students in the first semester:

ENU11008 Genres: Introduction to Literary Studies (10 ECTS)
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.

EN11004 Early Modern Literature: Themes, Texts and Contexts (5 ECTS)
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.

In addition, SH students also take the following modules in the first semester:

ENU11010 Origins of English 1 (5 ECTS)
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.

ENU11001 Shakespeare (5 ECTS)
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 (5 ECTS)

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.

Hilary Term

The following modules are taken by both SH and JH students in the second semester:

ENU11003 Irish Writing (10 ECTS)

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.

ENU11009 Imagining the Middle Ages (5 ECTS)

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.

In addition, SH students also take the following modules in the second semester:

EN11005 Origins of English 2 (5 ECTS)

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.

ENU11006 Cultures of Retelling

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

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.

8.3 Assessment and examination for SH

Assessment in the JF year will be on the basis of examinations, essays and continuous assessment. All formal examinations take place during the Assessment Week at the end of the semester. The dates for essays and continuous assessments are noted below.

Michaelmas Term

Continuous Assessment	Origins of English 1 Complete assessments as assigned during semester. Final assessment is scheduled for Week 12 of Teaching term.
Friday 13 November 12 noon	Deadline for submission of essay (1,000 words) for "Genres: Introduction to Literary Studies"
Friday 8 January 12 noon	Deadline for submission of essay (1,500-2000 words) for "Early Modern Literature" Deadline for submission of essay (1,500-2000 words) for "Writing Childhood"
Assessment Week Begins 11 January (Precise Dates to be confirmed)	Take-Home examination for "Genres: Introduction to Literary Studies" Take-Home examination for "Shakespeare"

Hilary Term

Continuous Assessment	Origins of English 2 Complete assessments as assigned during semester. Final assessment is scheduled for Week 12 of Teaching term.
Friday 12 March 12 noon	Deadline for submission of essay (1,000 words) for "Irish Writing"
Friday 30 April 12 noon	Deadline for submission of essay (1,500-2000 words) for "Imagining the Middle Ages" Deadline for submission of essay (1,500-2000 words) for "Pulp: Introduction to Popular Fiction"
Assessment Week Begins 10 May (Precise Dates and format to be confirmed)	Examination for "Irish Writing" Examination for "Cultures of Retelling"

Continuous Assessment

Origins of English

Origins of English 1 is to be assessed as follows: 50% of the final grade will be based on the grammar tests administered online throughout the semester; 50% will be based on a short thematic commentary submitted in Week 12.

Origins of English 2 is to be assessed by exercises, details of which will be provided by the co-ordinators at the start of term. Final assessment will be due in Week 12.

Submission of Essays

Details of the assessments for all modules will be provided through Blackboard. If you have any problems with Blackboard access it is imperative you contact the module co- ordinator as soon as possible.

Essay titles will be posted on the module page on Blackboard. Essay titles are not available from the Fresher Office. The titles for essays due at the end of the semester will be made available by the end of teaching week 6 of the relevant semester.

Essays must be submitted via Blackboard by the relevant deadline. You are strongly advised to keep a back-up copy of all assessment work submitted.

A word count **MUST** be included at the end of each piece of work. The word count includes the footnotes but not the bibliography.

Extensions

Extensions can only be granted following discussion and agreement with the Year Head, Dr Björn Quring (QUIRINGB@tcd.ie). Extension requests must be submitted in writing by email. Late submission on medical grounds will require medical certification. If the reasons are not medical, you should contact your College Tutor who should make representation on your behalf. Extension applications should normally be made ahead of the submission date. Essay submission dates will not be affected by the activities of other Schools or Faculties. Extensions will not be granted because submission dates clash with the submission dates or other activities organised by other Schools. If no extension is granted, a fail mark (0) will be returned for the late-submitted essay. **If, for some reason, you have not managed to get an essay in on time, you need to contact your College Tutor and the Head of Year as soon as possible.**

Word counts

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 but not the bibliography.**

Return of Assessed Essays

Once essays have been marked and returned, students are encouraged to discuss their performance with the tutor concerned. If, after such discussion, you believe the mark is inappropriate, you can ask for the essay to be re-marked

by writing a note of between 300-500 words explaining why you consider the mark inaccurate to the Director of Teaching and Learning (Undergraduate), Dr Brendan O'Connell, who may arrange for a reassessment by another marker (OCONNEB2@tcd.ie). **Students are warned that in the case of any essay that is being re-marked, the mark can go up *or* down**. A mark will then be established and communicated to the student concerned. **Students must request a re-mark within one week of receiving the essay.**

Examinations

Examinations are timetabled centrally by the College and take place during the assessment weeks. In 2020-21, all MT exams (Semester One) will be take-home, online assessments. Arrangements for HT will be communicated closer to the time.

Semester One: Shakespeare; Genres: Introduction to Literary Studies

Semester Two: Irish Writing; Cultures of Retelling

Passing the Year

To pass in any year students must achieve an overall credit-weighted average mark of at least 40 per cent (grade III) and accumulate 60 credits by *(a)* passing all modules outright or *(b)* passing by compensation. **To pass by compensation** students must pass outright modules totalling 50 credits and achieve a Qualified Pass of 35-39 percent in modules totalling up to 10 credits. The designation of certain modules, or module components, as non-compensatable may reduce the level of compensation permitted in any year. Students who do not pass at the annual examination session, either outright or by compensation, must complete supplemental assessments in all modules in which they did not achieve a mark of at least 40 per cent (grade III) by taking such assessment components as required during the supplemental examination period.

What this means: a JF SH student who fails any module with a mark under 35, or who fails more than ten ECTS at 35-39, has failed the year. That student will retake examinations and resubmit failed essays and assessments for the failed modules in the supplemental examination session. Students who do not pass at the supplemental examination session are permitted to repeat the year. Students may repeat any given year of the degree only once.

All assessed work must be submitted. Absent work will be marked at zero. You may only pass a module if you submit all assessed elements.

Students are entitled to view their examination scripts when discussing their examination and assessment performance with examiners. Students who wish to see their exam scripts should contact the Fresher Executive Officer, Diane Sadler (sadlerd@tcd.ie).

8.4 Senior Fresher Choices: Pathways and Models for SH

In your second year you will add breadth to your degree by taking a number of modules outside English. Alternatively or in addition you can choose to take up a Minor Subject.

8.5 Single Honors English:

You will take 40 ECTS of modules in English.

You should also apply for 20 ECTS of Approved and Elective modules, 10 ECTS per term. You must take at least one 5 ECTS Trinity Elective and at most two. You may take only one Elective per term. The other credits are to be filled with Approved Modules, as available. A SF year would generally look as follows:

Michaelmas Term	Hilary Term
Writing the Body, 1690-1800: Gender, Race, and Power British Romantic Literature, 1789-1830 US American Identities: Harlem Renaissance to the Present Fundamentals of Literary Theory	Understanding the Victorians: Literature, Culture, History Modernisms: Making it New Postcolonial Literature: An Introduction to Key Debates and Texts Imagining the Contemporary: No future?
10 ECTS Approved/Electives	**10 ECTS Approved/Electives**
Take at least one Trinity Elective, but no more than one in each semester.	

If you would like to take up a Minor Subject:
You can apply to take 20 ECTS in a second subject (Subject 2), which you may be allowed to do if space is available and depending on your JF results. Guidance on the modules to be taken for your second subject will be available from the School in question.

The 20 ECTS for Subject 2 can be substituted either for the Approved and Elective modules or for part of the English curriculum.

Whichever you choose, you can decide whether to return mainly to English in JS and gain a Single Honors degree or, alternatively, to continue with Subject 2 and gain a Major with Minor degree.

If you take the full set of English modules in SF plus a new subject your SF year will be as follows (pathways SS1 and SS3):

Michaelmas Term	Michaelmas Term
Writing the Body, 1690-1800: Gender, Race, and Power British Romantic Literature, 1789-1830 US American Identities: Harlem Renaissance to the Present Fundamentals of Literary Theory	Understanding the Victorians: Literature, Culture, History Modernisms: Making it New Postcolonial Literature: An Introduction to Key Debates and Texts Imagining the Contemporary: No future?
10 ECTS Subject 2	**10 ECTS Subject 2**

If you take modules in Subject 2 and also Elective and Approved Modules, your SF year will be as follows (pathways SS2 and SS4):

Semester One	Semester Two
Two of the following modules including **at least one** of the asterisked modules: *Writing the Body, 1690-1800: Gender, Race, and Power *British Romantic Literature, 1789-1830 US American Identities: Harlem Renaissance to the Present Fundamentals of Literary Theory	**Two** of the following modules including **at least one** of the asterisked modules: *Understanding the Victorians: Literature, Culture, History *Modernisms: Making it New Postcolonial Literature: An Introduction to Key Debates and Texts Imagining the Contemporary: No future?

10 ECTS Approved/Electives	10 ECTS Approved/Electives
10 ECTS Subject 2	10 ECTS Subject 2

JF Joint Honors Course (JH)

Students in JF JH follow four modules, shared with JF SH, all of them compulsory.

- **Two 10 ECTS modules are assessed by an essay and an exam**
- **Two 5 ECTS modules are assessed by a 2-hour exam (students answer two questions per exam).**
- All modules are assessed in the semester in which they are taught.
- All modules are taught through lectures and tutorials.

Michaelmas Term		*Hilary Term*	
Module	**Credits**	**Module**	**Credits**
Genres: Introduction to Literary Studies (Dr Tom Walker) **ESSAY and EXAM (Take-Home)**	10	Irish Writing (Dr Paul Delaney) **ESSAY and EXAM**	10
Early Modern Literature: Themes, Texts and Context (Dr Ema Vyroubalova and Dr Mark Sweetnam) **ESSAY**	5	Imagining the Middle Ages (Dr Brendan O'Connell) **ESSAY**	5

Brief descriptions of all these modules are given under 8.2 above. Descriptions and initial reading lists may be downloaded from the Fresher website.

8.6 Assessment and examination for JH

Assessment in the JF year will be on the basis of a combination of examinations. The pattern of work is as follows:

Michaelmas Term

Friday 13 November 12 noon	Deadline for submission of essay (1,000 words) for "Genres: Introduction to Literary Studies"
Friday 8 January 12 noon	Deadline for submission of essay (1,500-2000 words) for "Imagining the Middle Ages"
Assessment Week **Begins 11 January** (Precise Dates to be confirmed)	Take-home examination for "Genres: Introduction to Literary Studies"

Hilary Term

Friday 12 March 12 noon	Deadline for submission of essay (1,000 words) for "Irish Writing"
Friday 30 April 12 noon	Deadline for submission of essay (1,500-2000 words) for "Early Modern Literature"
Assessment Week **Begins 10 May** (Precise Dates to be confirmed)	Sit the 2-hour examination for "Irish Writing"

Submission of Essays

Details of the assessments for all modules will be provided through Blackboard. If you have any problems with Blackboard access it is imperative you contact the module co-ordinator as soon as possible.

Essay titles will be posted on the module page on Blackboard. Essay titles are not available from the Fresher Office. The titles for essays due at the end of the semester will be made available by the end of teaching week 6 of the relevant semester.

Essays must be submitted via Blackboard by the relevant deadline. You are strongly advised to keep a back-up copy of all assessment work submitted.

A word count **MUST** be included at the end of each piece of work. The word count includes the footnotes but not the bibliography.

Extensions

Extensions can only be granted following discussion and agreement with the Year Head, Dr

Björn Quring (QUIRINGB@tcd.ie). Extension requests must be submitted in writing by email. Late submission on medical grounds will require medical certification. If the reasons are not medical, you should contact your College Tutor who should make representation on your behalf. Extension applications should normally be made ahead of the submission date. Essay submission dates will not be affected by the activities of other Schools or Faculties. Extensions will not be granted because submission dates clash with the submission dates or other activities organised by other Schools. If no extension is granted, a fail mark (0) will be returned for the late-submitted essay. **If, for some reason, you have not managed to get an essay in on time, you need to contact your College Tutor and the Head of Year as soon as possible.**

Word counts

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 but not the bibliography.**

Return of Marked Assessed Essays

Once essays have been marked and returned, students are encouraged to discuss their performance with the tutor concerned. If, after such discussion, you believe the mark is inappropriate, you can ask for the essay to be re-marked by writing a note of between 300-500 words explaining why you consider the mark inaccurate to the Director of Teaching and Learning (Undergraduate), Dr Brendan O'Connell, who may arrange for a reassessment by another marker (OCONNEB2@tcd.ie). **Students are warned that in the case of any essay that is being re-marked, the mark can go up *or* down**. A mark will then be established and communicated to the student concerned. **Students must request a re-mark within one week of receiving the essay.**

Examinations

Examinations are timetabled centrally by the College and take place during the assessment weeks. In Michaelmas Term 2020-21 (Semester One), all JF JH exams will be take-home, online assessments. Arrangements for HT will be communicated closer to the time.

Semester One: Genres: Introduction to Literary Studies

Semester Two: Irish Writing

Passing the Year

In order to pass and rise with their year, students must obtain credit for the academic year by satisfactory attendance at lectures and tutorials and by carrying out, submitting and sitting the required assessment components. In addition, students must pass the year by achieving, at a minimum, an overall credit-weighted average pass mark (minimum 40 per cent) for the year at course level, and either:

   a. accumulate 60 credits by achieving a pass mark in all modules, or

    b. pass by compensation. All modules and components are compensatable. In order to pass a year by compensation, students:

        (1) are required to obtain a minimum of 50 credits at grade pass or above and obtain a module mark of at least 35 per cent in any remaining module(s);

        (2) may accumulate a maximum of 10 credits at qualified pass (QP) where the mark lies between 35-39 per cent.

The same compensation regulations apply at the reassessment session as at the annual end- of-year court.

Students are required to present for reassessment at the reassessment session when:

    a. they obtain in excess of 10 credits at qualified pass (QP) (i.e. marks between 35-39 per cent);

    b. they fail any module (i.e. achieve marks below 35 per cent);

    c. they do not obtain an overall pass for the year at course level;

    d. or any combination of *(a) – (c)*.

Students who pass a module at either Semester 1 or 2 are not permitted to be reassessed in order to improve their performance.

Students who fail in one or both subjects at the supplemental examination may be permitted to repeat the year in both subjects.

What this means: a JF JH student who fails any module with a mark under 35, or who fails more than ten credits at 35-39, has failed the year. That student will retake examinations and resubmit failed essays and assessments for the failed modules in the supplemental examination session. Students who do not pass at the supplemental examination session are permitted to repeat the year. Students may repeat any given year of the degree only once.

All assessed work must be submitted. Absent work will be marked at zero. You may only pass a module if you submit all assessed elements.

Students are entitled to view their examination scripts when discussing their examination and assessment performance with examiners. Students who wish to see their exam scripts should contact the Fresher Executive Officer, Diane Sadler (sadlerd@tcd.ie).

8.7 Senior Fresher Choices: Pathways and Modules for JH Students

Students who enter through the Joint Honors programme have the option to take either 20 or 40 ECTS of English in the Senior Fresh year. Your remaining credits will be taken in your other subject and/or in Elective and Approved Modules. Whichever you choose, you leave your options open as to the nature of your final degree (Single Honors, Major with Minor or Joint Honors).

If you are taking Elective and Approved modules, you must take at least one 5 ECTS Trinity Elective and at most two. You may take only one Elective per term. The other credits are to be filled with Approved Modules, as available.

SF JH Students taking 20 ECTS of English

If you take 20 ECTS of English, your SF year will be as follows (pathways TS2, TS4, TS6, TS8):

Michaelmas Term	Hilary Term
Two of the following modules including **at least one** of the asterisked modules: *Writing the Body, 1690-1800: Gender, Race, and Power *British Romantic Literature, 1789-1830 US American Identities: Harlem Renaissance to the Present Fundamentals of Literary Theory	**Two** of the following modules including **at least one** of the asterisked modules: *Understanding the Victorians: Literature, Culture, History *Modernisms: Making it New Postcolonial Literature: An Introduction to Key Debates and Texts Imagining the Contemporary: No future?
10 ECTS Subject 2	**10 ECTS Subject 2**
10 ECTS Approved/Electives	**10 ECTS Approved/Electives**

Alternatively you may choose to take 20 ECTS per term in your other subject (without Approved/Elective modules).

SF JH Students taking 40 ECTS of English

If you take 40 ECTS of English, your SF year will be as follows (pathways TS1, TS3, TS5, TS7):

Michaelmas Term	Michaelmas Term
Writing the Body, 1690-1800: Gender, Race, and Power British Romantic Literature, 1789-1830 US American Identities: Harlem Renaissance to the Present	Understanding the Victorians: Literature, Culture, History Modernisms: Making it New Postcolonial Literature: An Introduction to Key Debates and Texts Imagining the Contemporary: No future?

Fundamentals of Literary Theory	
10 ECTS Subject 2	**10 ECTS Subject 2**

SF JH Students deciding to switch to Single Honors in either subject

Both pathways described above (20 ECTS of English or 40 ECTS of English) leave your final options open: you can decide at a later stage whether to graduate with Single Honors in one of your subjects, with one of your subjects as a Major, or with Joint Honors.

However, a few students may already be sure at the end of the JF year that they wish to continue with only one subject. In that case they may take 40 ECTS (20 credits per term) in that subject in SF year, plus 10 ECTS per term of Trinity Electives and Approved modules (pathway TS1). Please be aware that if you choose to give up either of your subjects at the end of first year you will not be able to have that subject as part of your final degree.

9 Student Exchange Schemes

The School of English participates in a number of exchange schemes with other European universities and it may be possible for students to take their SF or JS year in English abroad. The School is also prepared to facilitate JH students who may wish to participate in exchange schemes organised by other departments. Trinity also provides competitive scholarships for study in the United States.

- The coordinator of the student exchange schemes in the School of English is Dr Julie Bates. Anyone interested in going on a student exchange should contact for information and advice. It is advisable to contact Dr Bates early in the year if possible.

- All students going abroad, whether on an exchange scheme based in the School of English or, in the case of JH students, on a scheme organised by another department, **must** have their module choices approved by Dr Bates, and permission to go abroad given by the Head of School.

- SF JH students seeking to spend their JS year abroad must inform the Sophister office (Room 4015) of which subject they wish to major in before the end of the SF academic year.

10 Scholarships and Prizes

A number of scholarships and prizes are available to students in the School of English. The following list provides an overview, but the most complete and up-to-date information about scholarships and prizes may be found in the College Calendar.

10.1 Foundation Scholarship

A limited number of valuable Foundation Scholarships are offered each year on the basis of a College-wide competitive examination, which is held in January. Students can enter for this examination only in the SF year, although exceptions may be made in exceptional cases. If you are thinking of sitting the Scholarship examination, you should consult with the Director of Teaching and Learning (Undergraduate) or with any member of staff early in MT of the year you want to enter. Formal notice must be given before November 2019 on a prescribed form that can be downloaded from the Examinations Office website: http://www.tcd.ie/vp-cao/teo/vpindexexams.php. A meeting for students planning to apply for Foundation Scholarship will be held in MT, to clarify issues in relation to the examination.

10.2 Prizes

Several prizes are offered to students of English on the basis of the annual examinations: Composition Prizes, the Robert Wallace Henry Exhibition (for the highest marks in JF), the Costello Prize (for the best woman student in SF), the Richard F. Littledale Prize (for the highest marks in SF JH, and another for the highest marks in SF SH), and the Prize in Old and Middle English (for the highest marks in English language in the Fresher years). These are all automatically awarded on the basis of marks achieved.

There are also some prizes of special interest to students of English awarded on the basis of specially submitted work. The details of these prizes are below. Few of these prizes are worth a great deal in terms of money, but they have prestige value and add distinction to a curriculum vitae. Students who have an interest in the subjects prescribed should seriously consider entering for them, and should contact the Head of Discipline.

School of English Prizes
http://www.tcd.ie/English/undergraduate/sophister/prizes.php

Title	Details
ANNE O'CATHASAIGH PRIZE	This prize was founded in 2003 in memory of Anne O'Cathasaigh and is awarded annually for an essay (c. 5,000 words) on W.B. Yeats. Value, €400. Essays should be submitted to the Senior Lecturer by 31st January 2021. Topic for 2021: *Yeats and Europe*
BRONTË PRIZE	This prize was founded in 1921 by a bequest from Miss A.G. Woolson of Portland, U.S.A. It is awarded triennially by the Board on the recommendation of a committee for the best essay on either (a) an English author of Irish descent, or (b) the seats of learning in Ireland prior to 900 a.d. The committee consists of the Regius Professor of Greek and the Professors of Latin and English Literature. A candidate must be of Irish

	birth or have been domiciled in Ireland for at least ten years. The candidate must also be an undergraduate of the University or a graduate of not more than five years' standing. The next award will be made in 2021. Value, €1,905.
COMPOSITION PRIZES IN MODERN LANGUAGES	Composition prizes are awarded each year to Junior and Senior Fresh students in the School of English (2 prizes), the Departments of French (6), Germanic Studies (6), Hispanic Studies (4), Irish and Celtic Languages (4), Italian (4), and Russian and Slavonic Studies (4), following two-subject moderatorship, European studies, computer science and language and single honor courses. If sufficient merit is shown, two additional prizes may be awarded in English and in French. One prize for composition in English is awarded to Sophisters. Value, €40 each. Each prize may be divided between students of equal merit.

COSTELLO PRIZE IN ENGLISH LITERATURE	This prize derives from the bequest made in 1954 by Miss Louisa G. Costello. It is awarded annually to the woman student who achieves the best performance in the annual Senior Fresh examination in Trinity term in English. Value, €45.
COTTER PRIZE IN MODERN LANGUAGES	This prize was founded in 1953 by a bequest from W.E.P. Cotter. It is awarded annually to the most highly placed unsuccessful candidate for scholarship in modern languages and literature. Value, €75.
DR HENRY HUTCHINSON STEWART LITERARY SCHOLARSHIPS	These scholarships were founded in 1884 by a bequest from Henry Hutchinson Stewart. Two scholarships, value €500 and €400, are awarded annually to those students who have obtained the highest aggregate of marks in the two-subject moderatorship examinations and whose major subject was a modern language (English, French, German, Irish, Italian, Russian, Spanish). At least one scholarship is reserved for a student whose minor subject was also a modern language. If holders are engaged on full-time postgraduate study in the area of modern languages, the scholarships are increased to €4,445 and €3,175, and renewed at this level for a maximum of a further two years.
EDWARD MILLINGTON STEPHENS PRIZE	This prize was founded in 1972 by a bequest from Mrs L.M. Stephens. The prize will be awarded annually for an essay on some aspect of the Anglo-Irish literary movement. Value, €166. Essays should be submitted to the Head of Discipline in the School of English by 31st January 2021. Topic for 2021: Elections
PRIZE IN OLD AND MIDDLE ENGLISH	This prize is awarded annually to the student obtaining the highest marks in English language in the Fresh years. Value, €30.
RICHARD F. LITTLEDALE PRIZE	This prize was founded in 1892 by subscription in memory of Richard F. Littledale. The prize is divided and is awarded annually for the highest marks, without loss of class, at the Senior Fresh honor examination in English to a Senior Fresh student in single honors English and to a Senior Fresh student of English in two-subject moderatorship. Value (division I) single honors, €350; (division II) two-subject moderatorship, €350

ROBERT WALLACE HENRY EXHIBITION	This exhibition was founded in 1946 by a gift from Mrs A. Wallace Henry. It is awarded to the student who gets the highest marks in English at the annual Junior Fresh honor examination. Value, €25.
SHERIDAN PRIZE	This prize was founded by a gift from an anonymous donor in 1961. It is awarded annually on the recommendation of the Professor of English Literature for an essay on some aspect of the English language after 1400, by a student below M.A. standing. The Professor of English Literature will announce the topics for the following year before the end of Trinity term. Essays should be submitted to the Head of Discipline in the School of English by 31st January 2021. Value, about €200. Topic for 2021: *Writing in dialects*
VICE-CHANCELLOR'S PRIZE	These prizes are awarded annually for the best compositions on proposed topics in prose or verse in English, Greek, Irish and Latin. They are open to all students on the College books under M.A. standing, but a student cannot obtain a prize oftener than twice in succession, or more than three times in all. The examiners are the Professor of English Literature, the Regius Professor of Greek, the Professor of Irish and the Professor of Latin. The topics for compositions are announced before 1 June. Compositions, with fictitious signatures and accompanied by sealed envelopes containing the names of the essayists and of their tutors, essays must reach the Head of Discipline of the School of English by 31 January. No prize is given of more than €80; prizes of less amount and more than one in each kind of composition, may be awarded on the recommendation of the examiners. Topics for 2021: Prose: Trust Poetry: Climate Change
WILLIAM AND MARY ATKINS MEMORIAL FUND	This fund was established in 1980 under the Board's trusteeship by a bequest from Iris Olive Atkins. The income is used to support two needy students, one in modern languages and one in English. Applications should be made to the Secretary of the Financial Assistance Committee.

11 Style Sheet

There is much more to writing a good essay than presentation. Good organization, a clear plan, attention to paragraphs and clear expression are all of paramount importance. However, poor or inconsistent presentation is a distraction to whoever is marking your essay, and can result in a lack of clarity, confusion, and loss of marks. Moreover, it is particularly important that you should provide clear and accurate references to the secondary and primary sources you use. This is not only to avoid the charge of plagiarism: all scholarly books and essays take part in a wider conversation, and you should enable your reader to follow up the ideas you mention. By giving references you are also showing that your argument rests on sound evidence.

The following are some guidelines on presentation and referencing that we expect you to follow in your work for the School of English. Remember to leave ample margins for

comments by the marker. Your essay should be typed not handwritten, and it should be double-spaced.

General points

- Italicise book titles and the titles of plays and long (for example, epic) poems e.g.
  Middlemarch; *Hamlet; Paradise Lost*.

- The titles of short poems, essays, articles and short stories should be given in inverted commas; e.g. 'Among School Children'; 'Conflict in the Work of Emily Dickinson'; 'The Secret Life of Walter Mitty'.

- Always use a reputable edition of the text, preferably the one mentioned on the module reading list or lecture handout. Editions on the internet are often inaccurate, may lack proper pagination, or may even be incomplete. There are some exceptions, but if in doubt consult your lecturer.

- All spelling should be correct. There is no excuse for misspelling.

- Never confuse *its* and *it's*. 'It's' is a contraction of 'it is'. 'Its' is the possessive of 'it' and, like similar possessives ('yours', 'theirs') it does not need an apostrophe. If you are in doubt about a sentence in which you have used 'it's', try substituting 'it is' and seeing whether the sentence makes sense.

  The whale was harpooned in it's side = the whale was harpooned in

  it is side This is clearly wrong, so use 'its'.

- Check all of your quotations for accuracy, and make sure that your sources are provided.

- Be careful of your choice of words. Do not use a long or technical word that sounds impressive if you are not sure what it means. If in doubt, consult a reputable dictionary such as the *OED*.

- Be careful of sentence structure. The following are **not** complete sentences and would not be acceptable in an essay:

  Although the poem is a strikingly original work.

  Considering Melville's style and his use of the first person singular.

- Beware over-long sentences. If in doubt, read your sentence aloud to get a sense of its shape and break it into shorter sentences if it seems awkward.

Quotations

a. Prose

If you are quoting a small amount, simply include this in the text with inverted commas around the quoted portion.

Example:

> As Melville wrote, 'Better sleep with a sober cannibal than a drunken Christian'.

For a longer quotation, indent the block of quoted text; do not centre it. When you indent, inverted commas are not necessary.

Example:

As Melville wrote:

> For all his tattooings he was on the whole a clean, comely looking cannibal. What's all this fuss I have been making about, thought I to myself – the man's a human being just as I am: he has just as much reason to fear me, as I have to be afraid of him. Better sleep with a sober cannibal than a drunken Christian.

If you miss out some of the quotation, perhaps because it is less relevant to your argument, indicate this in the text using an ellipsis of three dots.

Example:

> For all his tattooings he was on the whole a clean, comely looking cannibal. What's all this fuss I have been making about, thought I to myself – the man's a human being just as I am ... Better sleep with a sober cannibal than a drunken Christian.

b. Poetry.

When you quote more than two or three lines, indent the text block. Do not centre or italicise. Make sure that you quote accurately, paying special attention to the ends of lines.

Example:

As Yeats puts it:

> Poet and sculptor, do
> the work, Nor let the
> modish painter shirk
> What his great
> forefathers did, Bring
> the soul of man to

> God, Make him fill the
> cradles right.

If you are quoting only a couple of lines, there is no need to indent; simply place the quotation in your text as with any other quotation. If there is a line break, signal this with a slash.

Example:

In 'Under Ben Bulben' Yeats wrote that the 'modish painter' should not 'shirk/What his great forefathers did'.

Referencing and Bibliography

The proper acknowledgement of sources for quotations and arguments you have used is of crucial importance to writing essays in the School of English. Failure to acknowledge a source could open you to a charge of plagiarism, even if you have been merely careless. Remember that you need to acknowledge a source even if you have not quoted it, but only summarized it or used ideas you got from it.

There are several basic ways of annotating sources, and you will see that the published books and articles you read vary in how they do this. However, while you are learning the principles of referencing we expect you to follow the method laid out below, which combines short footnotes with a bibliography.

- **Footnotes**

In the body of your essay references to sources should be given through footnotes. Always give a precise reference to the page(s) and (where relevant) line numbers of the text. When you quote, number each quotation consecutively and then provide a numbered footnote giving the source. In Microsoft Word, use Insert >> Footnote. The main object of the citation is to allow the reader to find the quotation in the source you have used.

Example:

As Melville wrote, 'Better sleep with a sober cannibal than a drunken

Christian'.[7] Your note would read:

7. Melville, *Moby-Dick*, p. 24.

If you find you are quoting a great deal from one text (for example if your essay is focussed on a specific novel), you can use an abbreviated form of the novel's title or insert a page number in the text. This will reduce the number of notes and will help the essay to flow more easily.

Example:

As Melville wrote, 'Better sleep with a sober cannibal than a drunken Christian' (*Moby-Dick*, p. 24).

If you've cited some information from a web site, give the web page name and address in full in the footnote, and add the date on which you used this source.

Example:

'Alfred 8', *Prosopography of Anglo-Saxon England*, http://www.pase.ac.uk, accessed 27 May 2010.

The footnotes do not need to be detailed, since the full citation will appear in your bibliography. A citation should give the author's surname, a short but recognizable form of the title, and the page number(s) for the passage you are referring to:

Austen, *Pride and Prejudice*, p. 67.

Wilcox, 'Eating People is Wrong', pp.

210-11. Note that p. means page and

pp. means pages.

If you are citing a multi-volume work give the volume number and then the page

number(s): Foot, *Veiled Women*, I, pp. 141-44.

If you are citing a poem, give line numbers. For a play, give act, scene and line numbers.

Donne, 'Elegie to his Mistress Going to Bed',

ll. 33-35 Shakespeare, *The Tempest*, 5.1.33-

57

- **Bibliography**

The bibliography should include all the works from which you have quoted or to which you have referred, and all of the works you have consulted in the preparation of your essay, including any web material. List works under the author's name, in alphabetical order. You may wish to list primary sources first (poems, plays, novels etc) and then have a separate section for secondary sources (criticism and other scholarly works).

Books

Whether the book is a primary or secondary source, you should list

- name of author

- full title of the work, in italics

- name of the editor or translator, if there is one

- edition, if there has been more than one

- the place of publication, publisher, and date of publication

- number of volumes, if more than one

Examples:

Ness, Patrick. *A Monster Calls*. Illustrated edition. London: Walker, 2016.

Malory, Sir Thomas. *Le Morte Darthur*. Ed. Stephen H.A. Shepherd. New York and London: Norton, 2004.

Foot, Sarah. *Veiled Women.* Farnham: Ashgate, 2000. 2 vols.

Poems, short stories and other short primary sources

For shorter primary sources such as poems and short stories, list

- name of author (where known)

- title of primary source in inverted commas

- title of collection in which it appears, in italics

- name of editor where relevant

- edition, if there has been more than one

- in parentheses, place of publication, publisher, and date of publication

- the page range

Note that italics are used for the title of the whole book, not for the shorter unit.

Example:

Lawrence. D. H. 'Love Among the Haystacks'. In *Selected Stories*. Ed. Sue Wilson. Harmondsworth: Penguin, 2007. Pp. 3-42.

Sometimes a text which might be a book-length work in its own right is contained within a larger collection, in which case you may decide the title of the text as well as

that of the collection should be in italics. You may do this if you have noticed the title of the text is usually given in italics in the criticism you have read.

Example:

Chaucer, Geoffrey. *The Book of the Duchess*. In *The Riverside Chaucer*. Ed. Larry D. Benson. 3rd edition. Oxford: O.U.P, 1988. Pp. 329-46.

Critical essay in an essay collection

Many critical essays are published in essay collections with the name of an editor or editors on the cover. In your bibliography, list

- name of the author of the essay

- title of the essay, in inverted commas

- name of the collection, in italics

- name(s) of the editor(s)

- number of the edition, if there has been more than one

- place of publication, publisher, and date

- page range

Example:

Wilcox, Jonathan. 'Eating People is Wrong: Funny Style in *Andreas* and its Analogues'. In *Anglo-Saxon Styles*. Ed. Catherine E. Karkov and George Hardin Brown. Albany, NY: State University of New York Press, 2003. Pp. 201-22.

Journal article

Journal articles differ from essays in essay collections in that journals (also called periodicals) are published regularly, usually annually, in numbered volumes that may be subdivided into several issues. The editors' names are not normally prominent and it is not usual to cite them. Your bibliography should list

- name of author of article

- title of article, in inverted commas

- name of journal, in italics

- volume number of journal

- year, in parentheses

- page range

Example:

Adler, Joyce. 'Cannibalism in Melville'. *American Literature* 23 (1985), 332-50.

Websites and material consulted online

For material from web sites give the full citation in the bibliography so that the marker can find the same material and add the date you accessed the site (this is in case it is later taken down or changed). Since URLs can be very long give a DOI (Digitial Object Identifier) if possible. For articles consulted through major repositories such as JSTOR it is acceptable to give simply the name of the repository. Depending on the nature of the resource, you may or may not be able to provide the name of an author or the date when the material was published to the web.

In the examples below, the first two are journal articles accessed online in pdf format, but the last two are online-only resources: a digital edition and an entry in a database.

Pareles, Mo. 'Men as Meat: Exploiting Jewish Law in Ælfric's Translation of Maccabees'. *Exemplaria* 27 (2015). 185-204. DOI: 10.1179/1041257315Z.00000000071 Accessed 16th April
2018

Hardman, Phillipa. 'The *Book of the Duchess* as a Memorial Monument'. *The Chaucer Review* 28 (1994), 205-15. JSTOR. Accessed 4th March 2015.

Stracke, Richard. *The Paris Prose: Edition of the Latin and English of the First Fifty Psalms in the Paris Psalter, MS. Bibliothèque Nationale Fonds Latin 8824*. 1999, revised 2002. http://www.aug.edu/augusta/psalms/ Accessed 20th April 2013.

'Alfred 8'. *Prosopography of Anglo-Saxon England*. http://www.pase.ac.uk Accessed 27 May 2010.

12 Email Protocol for Students

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.

13 Careers Advisory Service

A career may seem a distant prospect as you enter College to read English, but it is worth reflecting on your career options and making use of the extensive material and expertise available in College.

English graduates typically take a further course of study – a professional course or a higher degree – before developing a career, and the choice of available careers is very wide. Recent graduates from English have careers in publishing, law, broadcasting, journalism, management, teaching, lecturing, researching, arts administration, human resources and editing.

TCD Careers Advisory Service helps students and recent graduates of the College make and implement informed decisions about their future. Useful information and advice is available on www.tcd.ie/Careers and in the Careers Library within the Careers Service space, second floor, 7-9 South Leinster St.

The Guide: Get started by reading the Trinity **Careers Service Guide** available in the Careers Library. Guidance software: Two electronic guidance software programmes that we suggest you try are **Prospects Planner** and **Pathfinder**. Both are available on the College PC network and in the Careers Library. These will help you to reflect on yourself and suggest career areas for investigation.

Contacts database: A new alumni **contact database** has been launched and is available in the Careers Library.

Face-to-face guidance: Staff are available to answer **quick queries** and to provide career counselling.

The School of English also liaises with Careers Guidance to offer talks on applying for jobs and for post-graduate study. Details of these will be posted on the English noticeboards.

Careers Advisory Service, www.tcd.ie/Careers, second floor, 7-9 South Leinster St; Careers@tcd.ie; ph. 8961721/8961705

14 Useful links

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

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/

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

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

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

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

Mature Student Office: https://www.tcd.ie/maturestudents/

Careers Advisory Service: http://www.tcd.ie/Careers/contact/map_cas.php

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

Student Learning Development: https://www.tcd.ie/Student_Counselling/student-learning/

Trinity Sport https://www.tcd.ie/Sport/

Student Clubs and Societies https://www.tcd.ie/students/clubs-societies/