



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

DEPARTMENT OF HISPANIC STUDIES

JF Handbook (2015-2016)



DEPARTMENT OF HISPANIC STUDIES

TWO SUBJECT MODERATORSHIP (TSM) JUNIOR FRESHMAN SPANISH (2015-2016)

It is your responsibility as a student to ensure that you have read this document carefully and that you become familiar with all the requirements in the Handbook. You must regularly check your portal, emails, Department Website (https://www.tcd.ie/Hispanic_Studies/), and department notice boards for changes, updates, announcements, and other matters relevant to your Spanish courses.

STAFF INFORMATION

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TERM DATES

Michaelmas Term (MT): 28 September 2015 (Monday) 18 December 2015 (Friday)
Hilary Term (HT): 18 January 2016 (Monday) 8 April 2016 (Friday)

JUNIOR FRESHMAN SYLLABUS

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

What is ECTS?

The European Credit Transfer and Accumulation System (ECTS) is a student-centered system based on student workload. ECTS makes study programs easy to read and compare for all students. One ECTS credit represents approximately 20-25 hours of study (private reading and researching, writing of essays, and contact hours).

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

Junior Freshman (JF) students **Beginners** are expected to attend **five** language classes each week in both Michaelmas and Hilary Terms (MT, HT), **one** of which must be in Spoken Spanish. Beginners will need a commitment to language study, language work, preparation and revision; by the time of the examinations in April/May you will be expected to have reached the same level as non-beginners. Note that you must spend considerable extra study and practice time outside class hours every week.

Junior Freshman (JF) students **Non-beginners** are expected each term to attend **four** language classes each week in both Michaelmas and Hilary Terms (MT, HT), **one** of which must be in Spoken Spanish.

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

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

Martin Blinkhorn	<i>Democracy and Civil War in Spain 1931-1939</i> (Routledge, 1988)
Helen Graham	<i>The Spanish Civil War. A Very Short Introduction</i> (Oxford, 2005)
John Hooper	<i>The New Spaniards</i> (Penguin, 2006)
Texts	Departmental Booklet (included in the registration fee)

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

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

A selection of poems F. García Lorca	Departmental Poetry Booklet (included in the registration fee) <i>La casa de Bernarda Alba</i> (ed. Ramsden, Manchester UP)
Jean Franco (ed.)	<i>Spanish Short Stories</i> (Penguin), Vol I

G. García Márquez	<i>Crónica de una muerte anunciada</i>
Ramón J. Sender	<i>Réquiem por un campesino español</i> (any edition)
Stephen Hart	Critical Guide to Spanish Texts: <i>Réquiem por un campesino español</i> .

Learning Outcomes: By the end of the academic year, students should be able to critically analyze a selection of literary texts from different genres, distinguish between generic literary conventions, and outline the fundamental and distinguishing characteristics of literary discourse.

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

All Junior Freshman (JF) **Beginners** should **also** have a copy of:

Juan Kattán-Ibarra & Christopher J. Pountain	<i>Modern Spanish Grammar: A Practical Guide</i> London: Routledge, 2003), 2nd Edition
Patricia González	Spanish Grammar Booklet (included in registration fee)

All Junior Freshman (JF) **Non-Beginners** should **also** have a copy of:

Juan Kattán-Ibarra & Christopher J. Pountain	<i>Modern Spanish Grammar: A Practical Guide</i> (London: Routledge, 2003), 2nd Edition
Virginia Segura González	Spanish Grammar Booklet (included in registration fee)

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

Language Classes: language homework is compulsory – your teachers will require you to present at least one piece of written work per week.

WRITTEN WORK ON NON-LANGUAGE COURSES

Three compulsory essays (two on Literature and one on Introduction to Modern Spain) will be set in the course of the year, as follows:

MICHAELMAS TERM (Semester One)

A term essay (about 2000 words), set by Monday November 2, 2015 (week 6 teaching term), and handed in to the Department Office no later than **12 o'clock Wednesday 16 December 2015** on the texts covered in the **Introduction to Literature** module. This essay will account for 30% of the total mark for this module.

A term essay (about 2000 words), set by Monday November 2, 2015 (week 6 teaching term), and handed in to the Department Office no later than **12 o'clock Monday 18 January 2016** (the first day of Hilary Term) on **Introduction to Modern Spain**. This essay will account for 30% of the total mark for this module.

HILARY TERM (Semester Two)

A term essay (about 2000 words), set by Friday February 26, 2016 (week 6 teaching term), and handed in to the Department Office, no later than **12 o'clock Wednesday 6 April, 2016** on the texts covered

in that term in the **Introduction to Spanish and Spanish American Literature** module. This essay will account for 30% of the total mark for this module.

1. **The Department accepts responsibility ONLY for term essays presented with the signed coversheet** (see section on plagiarism). Essays **MUST NOT** be handed in to individual lecturers, pushed under doors, or sent electronically.
2. **You should regularly check the Department notice board and emails for information about the return of your essays.**
3. **Extensions will only be allowed where there is a medical certificate or evidence of other significant problem(s) – evidence must be presented in writing to the Head of Department.**

JUNIOR FRESHMAN ASSESSMENT

Your formal assessment for the year will be based on the end-of-year examinations, as follows:

Spanish Grammar and Syntax: In addition to a Spanish Oral examination (approximately 10 minutes), all students will sit **TWO** papers in the following areas: **Paper I:** Grammar and Syntax (one question), Translation from Spanish (one question), Translation into Spanish (one question); **Paper II:** Spanish Essay (one question), Text Analysis (one question). **Note that 10% of the language mark will be provided by four in-class tests.**

The record of your marks for language work will be taken into account in assessing borderline grades in the language examinations.

Introduction to Modern Spain and Introduction to Literature: All TSM students will sit **ONE** 2-hour paper (two questions) on **Introduction to Modern Spain** and **ONE** 2-hour paper (two questions) on **Introduction to Literature**.

STUDENTS MUST PASS ALL THREE MODULES

All three modules are weighted according to their credit values.

Please note that serious failure in any section of language Paper I or Paper II or overall failure in either language paper will mean a fail assessment. Where there is a failure in language, only the failed paper(s) must be repeated. Where there is a failure in Introduction to Modern Spain or Introduction to Literature students will have to sit a Supplemental Examination on the failed paper.

Important: Students are reminded that academic members of staff are not normally available for consultation between 1 July 2016 and 26 August 2016 (i.e. outside the statutory term). The Department will have a day for failed paper(s) feedback and viewing of scripts. If for whatever reason you cannot attend, any queries regarding examination results etc. should be directed to the Department before Monday 27 June 2016.

PRESENTATION OF ESSAYS AND PAPERS

1. **Essays should be typed on one side only.** Use the grammar and spellcheck facility of a word processor. Insert all Spanish accents and other orthographical signs. If you present your essay handwritten, be sure to write legibly. **Marks will be lost for poor presentation.**
2. Make sure you write grammatical English sentences. Capitalize and punctuate properly. Think especially about occasions when clarity would be better served by the use of a colon or semi-colon instead of a comma. Never use a comma where a full-stop or a semi-colon should be used.

3. Consult a dictionary regularly if you suspect that you have a tendency to misspell words, either in English or in Spanish. In particular, pay special attention to the possessive apostrophe, and also distinguish between “it's” as an abbreviation for ‘it is’ or ‘it has’, and ‘its’ as a possessive adjective (I’ve given the cat its dinner).
4. Leave a margin of **at least** an inch all round each page. Number **all** the pages.
5. The essay must engage with the theme: if a question is being asked then that question must be answered; if it asks for discussion on topic A, the essay cannot be about topic B.
6. Abbreviations of ordinary English or Spanish words (e.g. do not write “can’t” for cannot/can not), and writing in note form, are not acceptable.
7. A change of theme or a new stage in the argument demands a new paragraph. Each paragraph should develop, expand, clarify or exemplify your argument(s). Paragraphs should not be excessively long. Avoid one-sentence paragraphs, especially.
8. Italicize the titles of books and complete works like plays, stories, novels and (usually) poems: e.g. *La vida es sueño*, *El celoso extremeño*, *La familia de Pascual Duarte*, *Romance sonámbulo*. In other words, do not use inverted commas for the titles of extended written works.
9. Note that in Spanish titles only the first letter of the title is capitalized, except for proper names and words that always have a capital letter. See, for example, the following novel titles: *Cinco horas con Mario*, and *Su único hijo*.
10. Titles of chapters, articles in periodicals, essays in collections (and sometimes shorter poems) are given in quotation marks: for example, ‘Poetic Unity in Lorca’s *Romancero Gitano*’. The name of the periodical is italicized, and identified thus: *Bulletin of Hispanic Studies*, 21 (1954), pp. 150-151, that is vol. no., (year), page reference(s).
11. QUOTATIONS from a literary work should be identified: number or line-numbers of poem; chapter and page-number of novel or play. Indicate which edition you are using. Subsequent references can be put in your text in single inverted commas and need not be relegated to footnotes or endnotes. In other words, avoid a string of footnotes or endnotes referring only to the work that you are chiefly discussing. Quotations of less than about four lines should be run on in the text. This includes poetry, the lines of which are then separated by forward slashes. **Longer quotations**, whether in verse or prose, are given their own lines of text, and should be indented without single inverted commas. Your quotations should make sense either as part of your own sentence or as complete sentences in their own right.
12. FOOTNOTE/ENDNOTE numbers should be placed at the end of a sentence after the punctuation. Notes provide supplementary information to the argument conducted in the body of the text. They should be used very sparingly and never simply for effect.
13. Ensure that only essential footnotes/endnotes are included. When a particular work is being frequently referred to throughout the essay, the first reference to that work should be footnoted. A footnoted reference should read as in the following example: Paul Preston. *Franco. A Biography*. London: HarperCollins Publishers, 1993, pp. 23-24; and all further references to this work are given by page number(s) in the text.
14. There are different ways of referring to critical works in your bibliography. The most complete is probably as follows: Author, Title, Place of publication, Publisher (if available), date; e.g.: Elliot, J. H. *Richelieu and Olivares*. Cambridge: Cambridge

University Press, 1984, p. 99. For editions of texts, use the following convention: Author, Title, Editor; then as above: Pérez Galdós, Benito. *Fortunata y Jacinta*. Ed. F. Caudet. Madrid: Cátedra, 1985, p. 98.

15. If you use someone else's ideas – whether quoted or paraphrased – you must attribute the borrowing to the author. A reference in the Bibliography is not enough. **Your indebtedness to the writer must be acknowledged at the point of borrowing.** You can use some of the standard conventions to attribute borrowings to an author (For example: According to F. Caudet ...; Paul Preston argues that ...; As J. H. Elliot points out, ...).
16. Even if you do not incorporate quotations from or references to books or articles in the body of your essay, you must, on a separate page entitled Bibliography, give a list of the sources you have used in the preparation of the essay.
17. You must follow the same conventions and appropriate referencing when accessing material on the web: <http://www.tcd.ie/Local/> and in brackets add the date you accessed the website: for example, (accessed 12 January 2014).
18. **Basic principles:** be clear and consistent; in general, it is sound practice to let the introduction briefly outline what you intend to deal with, discuss, describe etc.; the body of the essay should fulfill the expectations prompted by the introduction; the essay should be rounded off with a brief conclusion of the arguments and themes.
19. Remember, a good reference for essay writing is John Peck and Martin Coyle. *The Student's Guide to Writing*. London: Macmillan Press Ltd., 1999.
20. **Grades and marks:**

70-100	I	(First)	40-49	III	(Third)
60-69	II.I	(Upper Second)	30-39	F1	(Fail)
50-59	II.II	(Lower Second)	0-29	F2	(Fail)

First (excellent):

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

Upper Second (very good):

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

Lower Second (good):

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

Third (acceptable):

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

Fail I (not acceptable):

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

Fail II (inadequate):

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

PLAGIARISM

Plagiarism is taking the work of another and presenting it and claiming it as your own either intentionally or unintentionally.

WHAT IS PLAGIARISM?

According to Neville (2000, p. 30) there are three main forms of plagiarism:

1. Copying another person's work, including the work of another student (with or without consent), and claiming or pretending it to be your own.
2. Presenting arguments that use a blend of your own and a significant percentage of copied works of the original author without acknowledging the source
3. Paraphrasing another's person work, but not giving due acknowledgement to the original writer or organization publishing the writing, including Internet sites. The exceptions to this would be in relation to common knowledge.

REMEMBER:

Copying and pasting from numerous sources and moving them around to make a complete assignment is another form of plagiarism.

VERY IMPORTANT

To ensure that you have a clear understanding of what plagiarism is, how Trinity deals with cases of plagiarism, and how to avoid it, you will find a repository of information at:

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

We ask you to take the following steps:

- (a) Visit the online resources to inform yourself about how Trinity deals with plagiarism and how you can avoid it at <http://tcd-ie.libguides.com/plagiarism/>. You should also familiarize yourself with the 2015-2016 Calendar entry on plagiarism located on this website and the sanctions which are applied;
- (b) Complete the 'Ready, Steady, Write' online tutorial on plagiarism at <http://tcd-ie.libguides.com/plagiarism/ready-steady-write/>. **Completing the tutorial is compulsory** for all students.
- (c) Familiarize yourself with the declaration that you will be asked to sign when submitting course work at <http://tcd-ie.libguides.com/plagiarism/declaration/>

Text of Declaration

Each coversheet that is attached to submitted work should contain the following completed declaration:

I have read and I understand the plagiarism provisions in the General Regulations of the University Calendar for the current year, found at <http://www.tcd.ie/calendar/>

I have also completed the Online Tutorial on avoiding plagiarism 'Ready Steady Write', located at <http://tcd-ie.libguides.com/plagiarism/ready-steady-write/>

- (d) Contact your College Tutor, your Head of Department, or your Lecturer if you are unsure about any aspect of plagiarism.

Plagiarism is viewed by Trinity as academic fraud and an offence against University discipline. The University considers plagiarism to be a major offence, and subject to the disciplinary procedures of the University.

All students must read the part of the University of Dublin Calendar on plagiarism that applies to them; every coversheet that is attached to submitted work has a declaration that must be completed, confirming this.

USEFUL INFORMATION

Campus online resource offering e-learning modules



Skills4Study Campus is an online resource offering e-learning modules on: Writing Skills, Referencing and Understanding Plagiarism, Reading and Note-making, Critical Thinking, Exam Skills, and Confidence with Numbers. It offers a wide variety of activities to be completed before taking a module assessment. **Skills4Study Campus** is available to all students 24 hours a day, 7 days a week, on the Trinity Local Homepage.

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

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