



**Trinity College Dublin**

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

## DEPARTMENT OF HISPANIC STUDIES

### Senior Freshman Handbook (2017-2018)



# DEPARTMENT OF HISPANIC STUDIES

## TWO SUBJECT MODERATORSHIP (TSM)

### SENIOR FRESHMAN SPANISH (2017-2018)

This Handbook provides essential information about your SF study program in the Department. The information is accurate at the time of preparation. Any necessary revisions will be notified to students via email. Please note that in the event of any conflict between the General Regulations published in the University Calendar (available at <http://www.tcd.ie/calendar/>) and information contained in this handbook, the provisions of the Calendar will apply.

Further information about the study program is provided by the lecturers, by Blackboard, and on the Department website: [https://www.tcd.ie/Hispanic\\_Studies/](https://www.tcd.ie/Hispanic_Studies/)

#### A reminder that during the academic year the Department expects you to:

- read this handbook carefully - you can download another copy from the Department website
- read your Trinity emails, Blackboard announcements, and the Department Notice Board regularly
- attend all classes
- revise, read around and ahead of the topic/theme, and come prepared for each class
- set aside at least 30 hours each week for academic work outside language classes, lectures, and seminars
- hand in all homework pieces and required work by the deadline(s)
- speak to your lecturer, or Head of Department, if you are in any doubt about your study program or department requirements, or to your College Tutor if you are experiencing personal difficulties.

#### STAFF INFORMATION

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## TERM DATES

<b>Michaelmas Term (MT):</b>	Monday 25 September 2017 –	Friday 15 December 2017
<b>Hilary Term (HT):</b>	Monday 15 January 2018 –	Friday 6 April 2018
<b>Trinity Term (TT):</b>	Revision: Monday 9 April 2018 –	Friday 27 April 2018
	Exams: Monday 30 April 2018 –	Friday 25 May 2018

UNIVERSITY OF DUBLIN, TRINITY COLLEGE

ACADEMIC YEAR STRUCTURE  
2017 / 2018

Cal. Wk	Dates 2017/18 (week beginning)	Outline Structure of Academic Year 2017/18	Notes
1	26-Aug-17		
2	04-Sep-17	Supplemental Examinations	Statutory Term (Michaelmas) begins
3	11-Sep-17		
4	18-Sep-17	Freshers' Week / Undergraduate Orientation Week	
5	25-Sep-17	Teaching Week 1	Michaelmas Lecture Term begins
6	02-Oct-17	Teaching Week 2	
7	09-Oct-17	Teaching Week 3	
8	16-Oct-17	Teaching Week 4	
9	23-Oct-17	Teaching Week 5	
10	30-Oct-17	Teaching Week 6 (Monday, Public Holiday)	
11	06-Nov-17	Teaching Week 7 - Study Week	
12	13-Nov-17	Teaching Week 8	
13	20-Nov-17	Teaching Week 9	
14	27-Nov-17	Teaching Week 10	
15	04-Dec-17	Teaching Week 11	
16	11-Dec-17	Teaching Week 12	← Michaelmas Term ends Sunday 17 December 2017
17	18-Dec-17		
18	25-Dec-17		
19	01-Jan-18	Christmas Period (College closed 22 December 2017 to 1 January 2018, inclusive)	
20	08-Jan-18	Foundation Scholarship Examinations	Note: it may be necessary to hold some exams in the preceding week.
21	15-Jan-18	Teaching Week 1	Hilary Term begins
22	22-Jan-18	Teaching Week 2	
23	29-Jan-18	Teaching Week 3	
24	05-Feb-18	Teaching Week 4	
25	12-Feb-18	Teaching Week 5	
26	19-Feb-18	Teaching Week 6	
27	26-Feb-18	Teaching Week 7 - Study Week	
28	05-Mar-18	Teaching Week 8	
29	12-Mar-18	Teaching Week 9	
30	19-Mar-18	Teaching Week 10 (Monday, Public Holiday)	
31	26-Mar-18	Teaching Week 11 (Friday, Good Friday)	
32	02-Apr-18	Teaching Week 12 (Monday, Easter Monday)	← Hilary Term ends Sunday 8 April 2018
33	09-Apr-18	Revision Trinity Week (Monday, Trinity Monday)	Trinity Term begins
34	16-Apr-18	Revision	
35	23-Apr-18	Revision	
36	30-Apr-18	Annual Examinations 1	
37	07-May-18	Annual Examinations 2 (Monday, Public Holiday)	
38	14-May-18	Annual Examinations 3	
39	21-May-18	Annual Examinations 4	
40	28-May-18	Marking/Courts of Examiners/Results	
41	04-Jun-18	Marking/Courts of Examiners/Results (Monday, Public Holiday)	
42	11-Jun-18	Marking/Courts of Examiners/Results	
43	18-Jun-18	Marking/Courts of Examiners/Results/Courts of First Appeal	
44	25-Jun-18	Courts of First Appeal/Academic Appeals	← Statutory (Trinity) Term ends Sunday 1 July 2018
45 to 52	02 Jul 2018 - 26 Aug 2018	Postgraduate dissertations/theses/Research 1-8	Eight weeks between end of statutory (Trinity) term and commencement of statutory (Michaelmas) term. This period is also used for writing up Masters dissertations and research theses due for submission in September. ← Ends Sunday 26 August 2018

Assess Progress and Graduation, Academic Registry

For details of courses taught/examined outside the formal academic year structure contact the local School or Course Office.

April 2017

## SENIOR FRESHMAN SYLLABUS

The SF course is designed primarily to consolidate your competence in all four skills, in particular grammar structures and syntax, and translation practice from and into Spanish. The course also includes four literature modules across periods and genres.

### What does ECTS stand for?

The European Credit Transfer and Accumulation System (ECTS) is a student-centered system based on student workload. The credits system makes it possible to compare the Europe-wide values assigned to each module of any course – this is extremely important for academic equivalence purposes and it will be essential when taking your Erasmus courses at a university abroad to ensure that you obtain the required ECTS credits. One ECTS credit represents approximately 20-25 hours of study (private reading and researching, writing of essays, and contact hours).

## SPANISH LANGUAGE

**IMPORTANT REMINDER:** 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 provided. If you fail to provide a satisfactory explanation and/or evidence to your teachers for your absence or for not handing in the required work you will be returned as 'Non-Satisfactory' (N/S) to the Senior Lecturer, and your 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.'

**LANGUAGE:** SP2026 Grammar and Syntax (10 ECTS credits)

**Learning Outcomes:** On successful completion of this module students should be able to identify and effectively deploy a range of linguistic registers, vocabulary, and grammatical and syntactical structures, to communicate effectively with native Spanish speakers in both written and oral contexts, and to translate relatively complex extracts from a variety of registers and genres from Spanish into English and from English into Spanish.

Those who were beginners in 2015-2016 should purchase John Butt & Carmen Benjamin, *A New Reference Grammar of Modern Spanish* Arnold (London: 2011)

## SPANISH AND SPANISH-AMERICAN LITERATURE MODULES

### MICHAELMAS TERM

\*2 hrs per week the Spanish Language in Context

2 hrs per week Introduction to Golden Age Literature

### HILARY TERM

\*2 hrs per week Spanish-American Short Story

2 hrs per week Modern Spanish Poetry

**Each of the four non-language modules carries a value of 5 ECTS credits**

**General Learning Outcomes:** Students should be able on successful completion of these modules: to analyze the thematic and linguistic connections that exist between the seemingly disparate works studied in each option; to critically comment on the texts/films, and formulate responses that are both discriminating and historically informed; to appreciate the literary, dramatic, poetic, and cinematic effects of the techniques employed; to organize material into effective and detailed arguments both orally (presentation / class discussion), and in writing (extended essay).

## ALTERNATIVES TO SPANISH LITERATURE MODULES

### GENERAL LINGUISTICS

The Centre for Language and Communication Studies (CLCS) offers a range of modules, each of which involves attendance at two classes a week for one semester. Senior Freshman students can take only one of these modules. **For the semester in question, students choosing a linguistics option will be exempt from the relevant Spanish literature module asterisked above.**

The CLCS will provide the Department of Hispanic Studies with an assessment of the work it prescribes for each student, which will be considered in the overall assessment of the student's grades in SF Spanish.

## BROAD CURRICULUM MODULES

Students who are not taking a module in CLCS may take instead **one module** from the Broad Curriculum options. **For the semester in question, students choosing a Broad Curriculum module will be exempt from the relevant Spanish literature module asterisked above.** The Broad Curriculum subject area will provide the Department of Hispanic Studies with an assessment of the work it prescribes for each student, which will be taken into account in the overall assessment of the student's grades in SF Spanish.

Remember that students can take only one non-literature Spanish module (5 ECTS credits) during the whole academic year.

**Students selecting a year-long Broad Curriculum module should note that they will not be exempt from more than one Spanish literature module asterisked above (i.e., either in MT or in HT but not in both).**

You must enroll online for a BC module at [https://www.tcd.ie/Broad\\_Curriculum/](https://www.tcd.ie/Broad_Curriculum/)

## SPANISH LITERATURE MODULES



### SP2009 THE SPANISH LANGUAGE IN CONTEXT (MT)

**Learning Outcomes:** Students should be able on successful completion of this module: to contextualise concrete Spanish language texts and utterances; determine both their literal and pragmatic meanings; identify a variety of Spanish language registers and styles; recognise the strategies applied by authors to influence and persuade their readership/audiences; benefit from a variety of skills which will enable them to reach a deeper understanding of Spanish language texts and utterances.

**Course Description:** Language can serve multiple purposes in the public sphere, becoming a tool to achieve a variety of goals, beyond its primary communicative function. Throughout the term, close analysis of a wide range of diverse textual materials will be undertaken, with the aim of identifying the various verbal strategies applied by their authors, and their intended effects within the communicative act. Furthermore, the course will introduce students to the Spanish language in a broad range of communicative contexts, increasing their awareness of its contemporary registers and styles.

### SELECTED BIBLIOGRAPHY

- Schiffrin, Deborah et al. (eds.) *The Handbook of Discourse Analysis*. Oxford: Blackwell, 2001.  
Levinson, Stephen C., *Pragmatics*, Cambridge University Press.  
Reyes, Graciela, *El abecé de la pragmática*. Madrid: Arco/ Libros, 2009.  
Brown, Deborah and Levinson, Stephen C., *Politeness: some universals in language usage*. Cambridge University Press, 1987.  
Bravo, Diana (ed.), *Estudios de la (des)cortesía en español*. Estocolmo / Buenos Aires: Dunken, 2005.

## SP2007 INTRODUCTION TO GOLDEN AGE LITERATURE: POETRY, PROSE, THEATRE (MT)

**Learning Outcomes:** Upon completion of this course, students will have learned to identify some of the most important formal and thematic features of the prose fiction produced in Spain during the sixteenth and seventeenth centuries; they will be able to situate the works studied into broad cultural and historical trends within Spain; and they will have developed a vocabulary and analytical skill set with which to read, think and write critically about literature.

**Course Description:** This course will introduce students to some of the major currents in the prose of sixteenth- and seventeenth-century Spanish literature. It will focus on the picaresque and the Moorish novel but make reference to other important genres, including the chivalric novel, the pastoral novel, and the Italian-style novella. We will read each work both as an independent creative expression and as part of an intellectual and artistic continuum. To this end, we will study the formal attributes of each text, as well as the overlapping socio-economic, political, cultural and ideological contexts in which it was created. We will further consider how each text achieves character development and psychological complexity in ways that prefigure aspects of realism associated with the modern novel.

### PRESCRIBED TEXTS

Ed. Francisco Rico. Madrid: Cátedra. Letras Hispánicas 44.	Anonymous. <i>Lazarillo de Tormes</i>
Ed. Francisco López Estrada. Madrid: Cátedra. Letras Hispánicas 115.	<i>El Abencerraje</i>
Miguel de Cervantes. <i>Novelas Ejemplares II</i>	
Ed. Harry Sieber, Catédra	‘El celoso extremeño’

## SP2005 SPANISH-AMERICAN SHORT STORY (HT)

**Learning Outcomes:** On successful completion of this module, students should be able: to read and understand a variety of Spanish-American short stories; to describe how the Spanish-American Short Story fits into a tradition of short story writing; to identify the characteristics of the Spanish-American development of the genre; and to formulate the nature of the short story in general.

**Course Description:** The intentions of the module will be: to see how the Spanish-American Short Story fits into a tradition of modern short story writing of which the nineteenth-century Russian writer, Gogol, may be said to be the progenitor; to establish the characteristics peculiar to the Spanish-American ramification of this tradition; and to arrive at some tentative conclusions about the nature of the short story in general. A key background text for the course will be Frank O’Connor’s study of the short story, *The Lonely Voice*.

### PRESCRIBED TEXTS

Jorge Luis Borges	<i>Ficciones</i>
Julio Cortázar	<i>Ceremonias</i>
Gabriel García Márquez	<i>Los funerales de la mamá grande</i>
Juan Rulfo	<i>El llano en llamas</i>

## SP2004 MODERN SPANISH POETRY (HT)

**Learning Outcomes:** On successful completion of this module, students should be able: to identify and explain the characteristic features of modern Spanish poetry through close textual reading of the works of Gustavo Adolfo Bécquer, Antonio Machado and Federico García Lorca; to analyze the thematic and linguistic connections that exist between the seemingly disparate works of the three poets studied; to organize material into effective and detailed arguments both orally (presentation / class discussion) and in writing (essay and two short written assignments); to write independently thought-through essays; to critically comment on Spanish poetry of the 19<sup>th</sup> and 20<sup>th</sup> centuries, and formulate responses that are both discriminating and historically informed.

**Course Description:** Through a selection of representative works by some of the principal writers in Spain during the 19<sup>th</sup> and early 20<sup>th</sup> centuries, this module aims to explore the chief merits and characteristic features of modern Spanish poetry. While the broad objective of the module is to provide a sense of the range and quality of modern Spanish poetry by studying in depth the works of Gustavo Adolfo Bécquer, Antonio Machado and Federico García Lorca, it will also examine the thematic and linguistic connections that can be identified between the seemingly disparate verse of all three poets.

### PRESCRIBED TEXTS

Gustavo Adolfo Bécquer	<i>Rimas</i>
Antonio Machado	<i>Soledades, galerías y otros poemas</i>
F. García Lorca	<i>Poema del cante jondo</i>

Please check the following booksellers, as they often have copies of our prescribed texts in stock:

- **International Books**, 18 South Frederick Street, Dublin, 2; Phone: +353 (0)1 679 9375 | Fax: +353 (0)1 679 9376 | Email: [info@internationalbooks.ie](mailto:info@internationalbooks.ie);
- the London Modern Languages Booksellers: **Grant & Cutler** at Foyles, 113-119 Charing Cross Road, London WC2H 0EB, England Tel: 0044 (0) 20 7440 3248;
- **La Casa del Libro in Spain**, [www.casadellibro.com](http://www.casadellibro.com)
- **Book Depository**, <https://www.bookdepository.com/> (free delivery)

## REQUIRED WORK

**LANGUAGE:** each week you will have to present **EITHER one written piece of work OR online exercises**, AND ALSO prepare material as required for the oral classes.

### LITERATURE

#### MICHAELMAS TERM

Two Essays (ca. 2,000 words each) set in teaching week 8 – ‘Introduction to Golden Age Literature’ essay to be handed in by **12 noon, Monday 15 January 2018** and ‘The Spanish Language in Context’ essay to be handed in by **12 noon, Friday 19 January 2018**. Students taking General Linguistics or Broad Curriculum modules must also present, in addition to work prescribed by their lecturers on that module, **a term essay on ‘Introduction to Golden Age Literature’**.

#### HILARY TERM

Two Essays (ca. 2,000 words each) set in teaching week 8 to be submitted by **12 noon, Thursday 12 April 2018**. One essay on ‘Modern Spanish Poetry’, the other on ‘Spanish American Short Stories’. Students taking General Linguistics or Broad Curriculum modules must also present, in addition to work prescribed by their lecturers on that module, **a term essay on ‘Modern Spanish Poetry’**.

**All essays must be submitted to [www.turnitin](http://www.turnitin.com) – software that facilitates the detection of plagiarism.**

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 or pushed under doors – they must be handed in to the Department Office.
2. All essays must also be sent electronically to the lecturer through ‘Turnitin’ – see guidelines on how to use the system at [https://www.tcd.ie/CAPSL/students/integrity-plagarism/#What\\_is\\_Turnitin](https://www.tcd.ie/CAPSL/students/integrity-plagarism/#What_is_Turnitin)
3. For information about the return of your essays you should regularly check Blackboard, and the Department Notice Board, and emails.
4. Extensions may be allowed only where there is a medical certificate or evidence of other significant problem(s) – evidence must be presented by you or through your Tutor to the Head of Department.

**WRITTEN WORK SUBMITTED AFTER THE DUE DATE WITHOUT PERMISSION  
WILL NOT BE MARKED**

## SENIOR FRESHMAN ASSESSMENT

**LANGUAGE (10 ECTS credits)** – Assessment will be based on four components:

**Paper I (45%)** – a 3-hour written examination (3 questions: Translation into Spanish; Grammar and Syntax; Spanish Essay);

**Paper II (30%)** – a 2-hour written examination (2 questions: Text Analysis; Translation into English);

**Oral examination (15%)** – (approximately 10 minutes);

**Continuous Assessment (10%)** – four in-class tests.

**Please note that a fail in any one of the following ways will mean a Fail assessment for Language:**

- Paper I: fail in two out of three questions
- Paper I: overall fail
- Paper II: overall fail

**Only failed written Paper(s) in any module must be taken again at the Supplemental Examinations in August / September.**

**LITERATURE: four modules** with a total of 20 ECTS credits. Assessment for each module will be based on:

- one essay – **70%**
- one oral presentation – **15%**
- three online assignments – **15%**

**All modules are weighted according to their credit values**

## **COMPENSATION REGULATIONS**

In order for compensation to apply you must have achieved an overall mark of 40% or above in each subject.

For detailed information about SF TSM compensation rules access the following link:

<https://www.tcd.ie/TSM/current/exam/sf.php>

## **IMPORTANT**

Students are reminded that teaching staff are normally available for consultation only during the statutory term (i.e., NOT from 1 July 2018 to 27 August 2018). The Department will advise the date for feedback on failed papers and viewing of scripts. If for whatever reason you cannot attend, any queries regarding examination results etc. should be directed to the Department **before Friday 29 June 2018**.

## **PRESENTATION OF ESSAYS**

**Essays should be typed on one side only.** Use the grammar and spellcheck facility of a word processor. Insert all Spanish accents and other orthographical signs. If you present your essay handwritten, be sure to write legibly. **Marks will be lost for poor presentation.**

2. Make sure you write grammatical English sentences. Capitalize and punctuate properly. Think especially about occasions when clarity would be better served by the use of a colon or semi-colon instead of a comma. Never use a comma where a full-stop or a semi-colon should be used.
3. Consult a dictionary regularly if you suspect that you have a tendency to misspell words, either in English or in Spanish. In particular, pay special attention to the possessive apostrophe, and also distinguish between “it’s” as an abbreviation for ‘it is’ or ‘it has’, and ‘its’ as a possessive adjective (I’ve given the cat its dinner).
4. Leave a margin of **at least** an inch all round each page. Number **all** the pages.
5. The essay must engage with the theme: if a question is being asked then that question must be answered; if it asks for discussion on topic A, the essay cannot be about topic B.
6. Writing in note form, or using conversational abbreviations of ordinary English or Spanish words, are not acceptable (e.g., do not write “can’t” for cannot/can not).



7. A change of theme or a new stage in the argument demands a new paragraph. Each paragraph should develop, expand, clarify or exemplify your argument(s). While paragraphs should not be excessively long, avoid one-sentence paragraphs.
8. Italicize the titles of books and complete works like plays, stories, novels and (usually) poems: e.g. *La vida es sueño*, *El celoso extremeño*, *La familia de Pascual Duarte*, *Romance sonámbulo*. Do not use inverted commas for the titles of extended written works.
9. Note that, in Spanish book titles, only the first letter is capitalized, except for proper names and words that always have a capital letter, as for example, in the following novels: *Cinco horas con Mario*, and *Su único hijo*.
10. Titles of chapters, articles in periodicals, essays in collections (and sometimes shorter poems) are given in quotation marks: for example, 'Poetic Unity in Lorca's *Romancero Gitano*'. The name of the periodical is italicized, and identified thus: *Bulletin of Hispanic Studies*, 21 (1954), pp. 150-151 – that is, vol. no., (year), page reference(s).
11. QUOTATIONS from a literary work should be identified: number or line-numbers of poem; chapter and page-number of novel or play. Indicate which edition you are using. Subsequent references can be put in your text in brackets and need not be relegated to footnotes or endnotes. Avoid a string of footnotes or endnotes referring only to the work that you are chiefly discussing. Quotations of less than about four lines should be run on in the text. This includes poetry, the lines of which are then separated by forward slashes. **Longer quotations (over about 40 words)**, whether in verse or prose, are given their own lines of text, and should be indented and single spaced without single inverted commas. Your quotations should make sense either as part of your own sentence or as complete sentences in their own right (avoid such mistakes as "The author refers to older 'people who think like teenagers' in his 1987 interview" – either 'older people ... teenagers' if 'older' is part of the quotation, or else "... refers to older people 'who think ... teenagers' otherwise).
12. FOOTNOTE/ENDNOTE numbers should be placed at the end of a sentence after the punctuation. Notes provide supplementary information to the argument conducted in the body of the text. They should be used very sparingly and never simply for effect.
13. Ensure that only essential footnotes/endnotes are included. When a particular work is being frequently referred to throughout the essay, the first reference to that work should be footnoted. A footnoted reference should read as in the following example: Paul Preston. *Franco. A Biography*. London: HarperCollins Publishers, 1993, pp. 23-24; and all further references to this work are given by page number(s) in brackets in the text.
14. There are different ways of referring to critical works in your bibliography. The most complete is probably as follows: Author, Title, Place of publication, Publisher (if available), date; e.g., Elliot, J. H. *Richelieu and Olivares*. Cambridge: Cambridge University Press, 1984, p. 99. For editions of texts, use the following convention: Author, Title, Editor, then as above: Pérez Galdós, Benito. *Fortunata y Jacinta*. Ed. F. Caudet. Madrid: Cátedra, 1985, p. 98.
15. If you use someone else's ideas – whether quoted or paraphrased – you must attribute the borrowing to the author. A reference in the Bibliography is not enough. **Your indebtedness to the writer must be acknowledged at the point of borrowing**. You can use some of the standard conventions to attribute borrowings to an author; for example: According to F. Caudet ... (p. 5); Paul Preston argues that ... (p. 25); As J. H. Elliot points out, ... (p. 89).
16. Even if you do not incorporate quotations from or references to books or articles in the body of your essay, you must, on a separate page entitled Bibliography, give a list of the sources you have used in the preparation of the essay.
17. You must follow the same conventions and appropriate referencing when accessing material on the web, and in brackets add the date you accessed the website; for example, <http://www.tcd.ie/Local/> (accessed 12 January 2016).
18. **Basic principles:** be clear and consistent; in general, it is sound practice to let the introduction briefly outline what you intend to deal with, discuss, describe etc.; the body of the essay should fulfill the expectations prompted by the introduction; the essay should be rounded off with a brief conclusion of the arguments and themes.
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 skillful 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

### WHAT IS PLAGIARISM?

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

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

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

**REMEMBER:**

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

**VERY IMPORTANT**

To ensure that you have a clear understanding of what plagiarism is, how Trinity deals with cases of plagiarism, and how to avoid it, 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.

**DATE** .....

**SIGNATURE** .....

**IMPORTANT: You must read the following section on Plagiarism**

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**Matrix of Levels & Consequences**

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The University of Dublin Calendar refers to various levels of plagiarism. What constitutes plagiarism at a particular level, and the consequences of being found to have committed plagiarism at that level, are detailed below.

Nothing provided for under the summary procedure diminishes or prejudices the disciplinary powers of the Junior Dean under the 2010 Consolidated Statutes.

	<i>Range of Penalties</i>	<i>Characteristics of Offence</i>
<p>**Please read the matrix in full before any determination is made as to the level of plagiarism which applies.**</p> <p><b>Level 1</b></p>	<p>You receive an informal verbal warning from the Director of Undergraduate Teaching and Learning/Postgraduate Teaching and Learning.</p>	<p>You have little previous exposure to the norms and conventions of different types of academic work (essays, reports, group or individual projects, dissertations, presentations, etc.) or you bring different cultural assumptions to your work. Students at postgraduate level can reasonably be assumed to be familiar with rules in respect of plagiarism, therefore any plagiarism occurring in the context of any postgraduate work cannot normally be deemed to constitute Level 1 plagiarism.</p>
	<p>The piece of work in question is inadmissible. You are required to rephrase and reference correctly all plagiarised elements. Other content should not be altered. The resubmitted work will be assessed and marked without penalty.</p>	<p>Your work* demonstrates one or more of the following:</p> <ul style="list-style-type: none"> <li>• Poor use and/or understanding of referencing conventions, including how to present direct quotations;</li> <li>• Poor understanding of how to acknowledge sources of direct and indirect quotations;</li> <li>• Poor paraphrasing skills;</li> <li>• Lack of recognition of the boundary between material in the public domain which does not require acknowledgement and that which</li> </ul>

		does;
		<ul style="list-style-type: none"> <li>Poor understanding that borrowing the language of another author for stylistic purposes constitutes plagiarism.</li> </ul>
	Level 1 Plagiarism is not deemed to be academic misconduct.	Generally, only small amounts of material (text, graph, computer code, images, etc.) are unacknowledged. If more substantial amounts are involved, the offence should be classified as Level 2 or 3 plagiarism.
<b>Level 2</b>	You receive a formal written warning from the Head of School.	Level 2 Plagiarism occurs when you should have been aware of what constitutes plagiarism.
	The piece of work in question is inadmissible. You are required to rephrase and reference correctly all plagiarised elements. Other content should not be altered. The resubmitted work will receive a reduced or capped mark (at the pass mark) depending on the seriousness/extent of plagiarism.	Your work* demonstrates one or more of the following:
		<ul style="list-style-type: none"> <li>Failure to utilise referencing conventions, including the use of direct quotations;</li> </ul>
		<ul style="list-style-type: none"> <li>Failure to acknowledge public and private domain sources;</li> </ul>
		<ul style="list-style-type: none"> <li>Paraphrasing without appropriate recognition;</li> </ul>
		<ul style="list-style-type: none"> <li>Sections copied from other sources and presented as your own;</li> </ul>
	<ul style="list-style-type: none"> <li>Borrowing the language of another author for stylistic purposes,</li> </ul>	

		knowing that it is incorrect to do so.
	Level 2 Plagiarism is considered as academic misconduct.	
<b>Level 3</b>	You receive a formal written warning from the Head of School.	Level 3 Plagiarism occurs when you should have been aware of what constitutes plagiarism.
	The piece of work in question is inadmissible. There is no opportunity for resubmission with corrections. The student is required to submit a new piece of work as a supplemental assessment during the next available session. Provided the work is of passing standard, the assessment mark and the module mark will be capped at the pass mark. Discretion lies with the Senior Lecturer/Dean of Undergraduate Studies and the Dean of Graduate Studies (as appropriate) in cases where there is no standard opportunity for a supplemental assessment under applicable course regulations.	Your work* demonstrates one or more of the following:
		<ul style="list-style-type: none"> <li>It contains elements of another student's work, even if they gave you permission to use their work;</li> </ul>
		<ul style="list-style-type: none"> <li>You have submitted, on more than one occasion for credit, a correctly cited and referenced assignment from your own research. This work may have been submitted either in whole or in part, for separate marks in a different module or in previous years;</li> </ul>
		<ul style="list-style-type: none"> <li>Substantial sections copied from other sources and presented as your own;</li> </ul>
		<ul style="list-style-type: none"> <li>It borrows, substantially, material and/or language from a source without correct acknowledgement;</li> </ul>
<ul style="list-style-type: none"> <li>It makes extensive use of synonyms instead of the author's</li> </ul>		

		<p>original voice, but keeps to the same structure and meaning of the original work;</p>
		<ul style="list-style-type: none"> <li>• It contains fabricated referencing, is without referencing or citation, or lacks, to a large degree, appropriate citation and/or referencing.</li> </ul>
	<p>Level 3 Plagiarism is considered as academic misconduct.</p>	
<p><b>Level 4</b></p>	<p>Case referred to the Junior Dean for disciplinary procedures.</p>	<p>Level 4 plagiarism cannot normally be dealt with under summary procedures (Levels 1-3 above). For example, plagiarism in the context of postgraduate theses or dissertations will always be categorised as Level 4. The following constitute examples of Level 4 plagiarism:</p> <ul style="list-style-type: none"> <li>• You have previously committed plagiarism and this is a repeat offence;</li> <li>• You have sought, bought or commissioned work with the intention of representing it as your own work;</li> <li>• You have improperly enlisted editorial input, eg. engaging a paid proof reader or copy-editing service, having a language assignment edited by a native speaker where language competence is</li> </ul>

		being assessed;
		<ul style="list-style-type: none"> <li>Your submitted assignment is identical to another student's work, even if they gave you permission to use their work.</li> </ul>
*The term 'work' refers to individual or group work		

**Contact your College Tutor, your Head of Department, or your Lecturer if you are unsure about any aspect of plagiarism.**

**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.**

## SCHOLARSHIP EXAMINATION

The objective of the Foundation Scholarship examination is to identify students who, at a level of evaluation appropriate to the Senior Freshman year, can consistently display exceptional knowledge and understanding of their subjects. The searching examination requires candidates to demonstrate: skill in synthesizing and integrating knowledge across the full range of the set examination materials; rigorous and informed critical thought; and, in appropriate disciplines, a highly developed ability to solve problems and apply knowledge.

The Scholarship is awarded solely on the basis of this examination performance – and no other factors are taken into account. A Scholarship at Trinity College remains the most prestigious undergraduate award in the country, an award that has undoubtedly helped to foster long-lasting links between many outstanding graduates and the College. A principal aim of the College is the pursuit of excellence: one of the most tangible demonstrations of this is the institution of the Scholarship.

Students considering the Scholarship Examination must access the link below to familiarize themselves with the general regulations: <https://www.tcd.ie/academicregistry/exams/scholarship/>. The Scholars themselves, an excellent source of encouragement and advice, have produced a very useful video which you can view at <https://www.youtube.com/watch?v=-0RweAxp6vs>

Make sure you complete the online Application Form which will be downloadable at the 'academic registry/exams' link **from Wednesday 1 November 2017 until Wednesday 15 November 2017**.

The Scholarship will examine the language and non-language modules studied in Junior Freshman year and in Michaelmas Term (MT) of the Senior Freshman year. Students must demonstrate:

- a high level of language competence in written and oral Spanish – special attention will be given to accuracy and fluency
- a marked ability to answer questions on their course work in a reasoned, structured, analytical, and convincing manner.

**Candidates must sit two papers:**

### **LANGUAGE**

One paper on Spanish language competence (1.5 hours) – 200 marks.

An oral examination (approximately 15 minutes) – 50 marks.



## COURSE WORK (non-language modules)

One paper (3 hours) – total 250 marks – with three sections:

- A: questions on JF and SF (MT) Coursework (25%)
- B: a question on an unseen literary text (25%)
- C: general questions (not from the set curriculum for Spanish) related to your area of study (50%).

Candidates must answer one question from each section.

Successful candidates, those achieving an overall first-class result with most of their papers at first-class level, are elected by the Board on Trinity Monday. Two additional regulations were introduced in 2015-2016. First, to be eligible for Scholarship a candidate cannot achieve a mark below 65% on any paper. Second, all courses will examine students on material that goes beyond the set curriculum by setting discipline-specific general paper(s) and/or general section(s) on papers as part of their examination. Consult the College *Calendar* for further details.

### REMEMBER:

The Scholarship Examination can only be taken by students in their Senior Freshman year, except in exceptional circumstances when students may defer it to the following year. In the event that a serious problem arises in the lead-up to the examination please contact your Tutor, who will make the appropriate application.

## ERASMUS IN JUNIOR SOPHISTER YEAR

In JS year students can spend MT at a Spanish university on an Erasmus exchange – in exceptional circumstances students may apply to go for a whole academic year – access the Department webpage on Study Abroad [https://www.tcd.ie/Hispanic\\_Studies/undergraduate/study-abroad/](https://www.tcd.ie/Hispanic_Studies/undergraduate/study-abroad/) and contact Dr Bayó Belenguer ([bayobels@tcd.ie](mailto:bayobels@tcd.ie)) for additional information.

## RESIDENCE REQUIREMENT

Remember that students of Spanish **must spend not less than eight full weeks** in a Spanish-speaking country before their Moderatorship examinations I or II in Spanish. This regulation can be waived only in exceptional circumstances and with the prior approval of the Head of Department.

## 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.

**REMEMBER:**

Students should check regularly the Department Website to access forms, handbook, announcement of events, updates of information: [www.tcd.ie/Spanish\\_Department/](http://www.tcd.ie/Spanish_Department/)

**Keep all this information safely for reference – if you lose it you can download a copy from Blackboard or the Department Website.**

**IT IS EACH STUDENT'S PERSONAL RESPONSIBILITY TO COMPLY WITH THE WORK REQUIREMENTS AND DEADLINES OF THE MODULES.**

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

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

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**IMPORTANT NOTE**

**It is each student's personal responsibility to access the portal or the Examinations Office website (<http://www.tcd.ie/academicregistry/exams/timetables-dates/>) in regard to examination dates, times, venues, last-minute changes, etc.**

**You will not be admitted to an examination after the first half-hour.**

**If, through circumstances beyond your control, you cannot arrive within the first half hour, you must immediately contact your Tutor or the Senior Tutor's Office (phone: 896 2551; House 27)**

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