



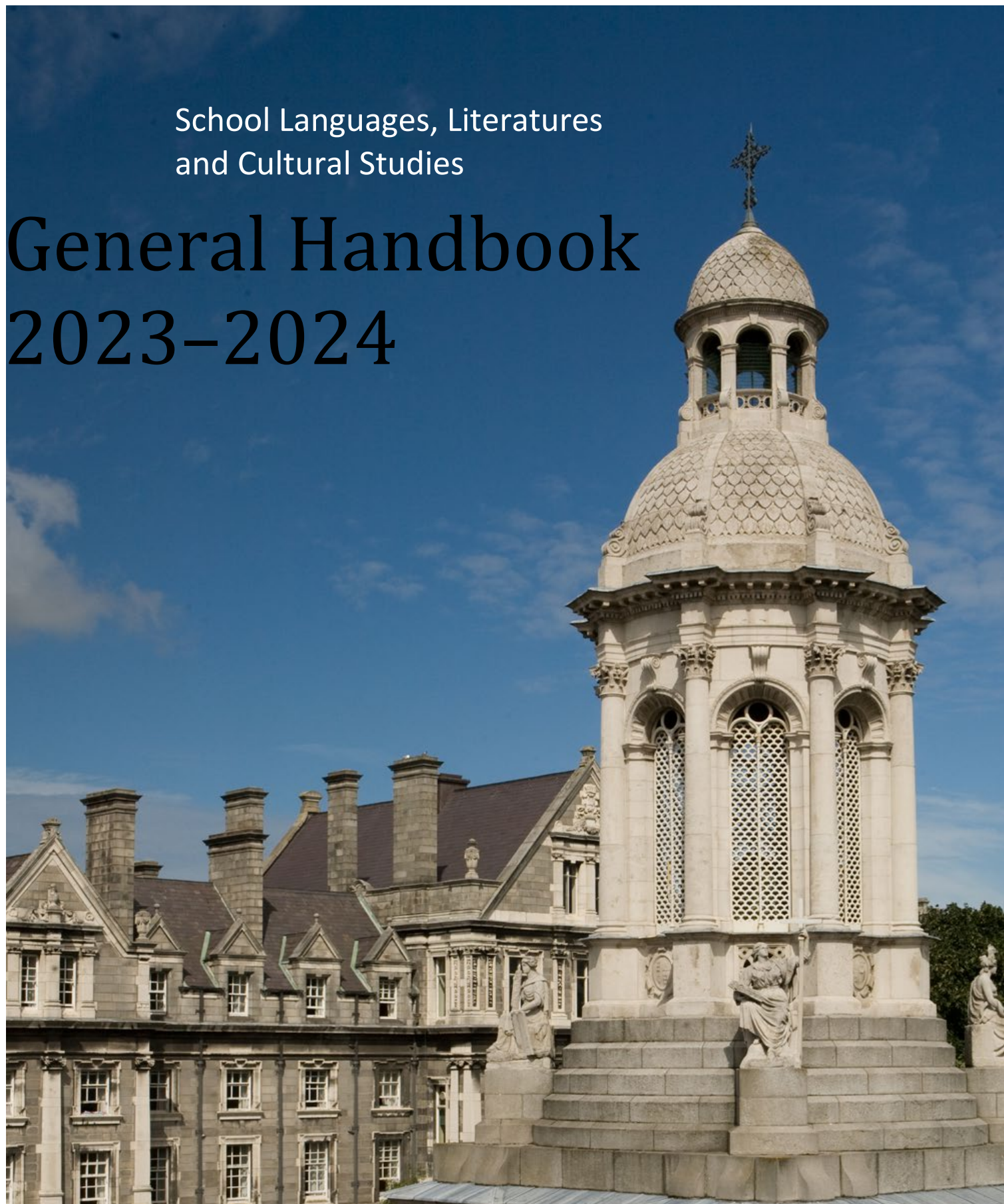
Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

School Languages, Literatures  
and Cultural Studies

# General Handbook 2023–2024



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## A NOTE ON THIS HANDBOOK

This handbook is a guide to the School of Languages, Literatures and Cultural Studies. It offers guidance as to how you should interact with the academic community that you are now joining. It also sets out the supports that are available to you. We strongly advise that you read through this handbook during Orientation Week and then keep it as a reference for the duration of your degree programme.

Information is also available on [the School of Languages, Literatures and Cultural Studies website](#), and information for all programmes can also be found there.

The information in this handbook is accurate at the time of preparation. Any additional information considered necessary will be emailed to your TCD email account. You should check your TCD email account at least once a day during term time to ensure that you do not miss any important notices.

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.

**Alternative formats of the Handbook can be made available on request.**

## **Important Information on COVID-19**

Registered students are expected to be available to attend in-person teaching activities.

We ask all students to adhere to the safety protocols when on campus.

Pursuant to advice from The Trinity Living with Covid-19 Oversight Group, chaired by the Provost, we would like to remind you of the following:

### **Mask wearing**

Mask wearing is still advised on public transport and is obligatory in health care settings. You are encouraged to wear masks in very crowded indoor settings.

### **Staying safe**

The best way to stay safe is to ensure you are [fully vaccinated](#) and have your booster, and to maintain basic hand and respiratory hygiene. Please do not come to work/college if you are displaying any [Covid-19 symptoms](#).

## SECTION I – GENERAL INFORMATION

### Welcome

Welcome to the School of Languages, Literatures and Cultural Studies [SLLCS] in the beautiful city-centre campus. The School is one of the largest of the 12 Schools in the Faculty of Arts, Humanities and Social Sciences, with some 80 staff in all (in academic and professional services), as well as affiliated academic staff (which generally brings another 50 to 60 colleagues to the School on an annual basis). We have over 1,000 students registered in undergraduate and postgraduate programmes.

We welcome students from a range of diverse backgrounds and perspectives. We believe that diversity of ideas and knowledge enriches everyone's learning, provided we treat each other with dignity and respect. We strive to incorporate accessibility and inclusivity in our teaching and classrooms to ensure all students, regardless of disability, ethnicity, gender, sexuality, background or socio-economic status, have equitable opportunity to engage fully in their studies and achieve their learning goals. We endorse [Trinity's Dignity and Respect Policy](#), [Accessible Information Policy](#) and other [disability-specific policies and procedures](#), and the [aims and objectives](#) of the Trinity Inclusive Curriculum Project. Suggestions and feedback on how we can improve our accessibility and inclusivity are encouraged and appreciated, please contact your course director.

Our tradition in Modern Languages (focusing first on French, German, Italian and Spanish) goes back to 1776, and this sets us apart from our competitors. We are ranked 1<sup>st</sup> in Ireland and 57<sup>th</sup> in the world, as per *QS World University Rankings by Subject 2023* [Modern Languages] and Trinity is the only university in Ireland where you have the opportunity to study Russian to degree level, and Irish and Celtic Languages at Trinity has long been recognized as a centre of world-class scholarship in all periods of the Irish language, from the ogham stones to the spoken language of today.

SLLCS is made up of 7 Departments: French, Germanic Studies, Hispanic Studies, Italian, Irish and Celtic Languages, Near and Middle Eastern Studies, and Russian and Slavonic Studies, and various Centres: the Centre for European Studies, the Centre for Medieval and Renaissance Studies, the Al Maktoum Centre for Middle Eastern Studies, the Trinity Centre for Literary and Cultural Translation, the Trinity Centre for Resistance Studies, the Centre for Global Intercultural Communications (established in 2021, with funding from the Human Capital Initiative of the Irish Government), and the Centre for Forced Migration Studies.

At both undergraduate and postgraduate levels we strive to teach you in a research-led context and you will be taught by scholars working at the cutting edge of their fields of expertise in various disciplines that also intercept with the interests and activities of other Schools, embracing language learning and linguistics, literary scholarship across all periods and genres, creative practice, cultural studies, drama and performance, film and visual culture, history, translation, and digital humanities, offering interdisciplinary and multi-disciplinary perspectives in teaching and research across various regions of the world, offering the possibility of adding to comparative studies.

At undergraduate level, the TEP [Trinity Education Project], focusing on the renewal of the education curriculum, will allow you to enhance your studies in various combinations of [subjects](#), depending on your main language of study, across the wide range of degree programmes in which the School participates. The School seeks to sustain the distinctiveness of its individual disciplines whilst fostering cooperation and joint programmes within and beyond the School.

We also have innovative flagship programmes in European Studies; Middle Eastern and European Languages and Cultures; Computer Science, Linguistics and a Language; Law and French; Law and German; and Business Studies and a Language (French, German, Polish, Russian, or Spanish). These exciting combinations will allow you to explore your intellectual interests and add graduate attributes to your career as we prepare you for



your future employment whilst nurturing your scholarly interests and knowledge in the humanities and beyond: <https://www.tcd.ie/courses/undergraduate/az/course.php?id=DUBJH-MLAN-1JH>

In terms of postgraduate provision, the School offers a range of taught Masters programmes, and also contributes to taught Masters programmes in other Schools. We have research postgraduates registered for PhD degrees in various disciplines, and the School has identified further growth in this area as a priority. We currently offer postgraduate degrees in Digital Humanities and Culture; Literary Translation; Comparative Literature; Identities and Cultures of Europe; Applied Intercultural Communications; Middle East in a Global Context (online); Early Irish; and an Old Irish postgraduate diploma: <https://www.tcd.ie/langs-lits-cultures/postgraduate/taught-courses.php>. We also offer PhD research supervision in all our areas of expertise.

The School is one of the most active member schools of the Trinity Long Room Hub, Arts and Humanities Research Institute. It is one of five flagship research institutes of the University, and the one dedicated to promoting and facilitating innovative research across its nine Arts and Humanities member Schools. It offers researchers a supportive research environment, showcases research excellence across the disciplines, champions the development of a small number of overarching priority research themes and seeks to pioneer cross-disciplinary collaborative projects within the university and with national and international partners. It provides a focal point for debates between academia and the wider world on the challenges facing the world today and the contributions the Arts and Humanities can make to addressing them. Members of the school are active contributors to the five College wide Arts and Humanities led research themes: Manuscript, Book and Print Cultures; Creative Arts Practice; Digital Humanities; Making Ireland; and Identities in Transformation, the last of which originated in the School.

Our academics and professional staff are here to help you belong to our intellectual community, and you should know that Equality, Equity, Inclusion and Diversity are at the core of our activities in the School, and form a key part of our current mission, striving for justice in all our activities. This is further reflected in our interest in an inclusive curriculum covering an international context, which we continue to revise on an ongoing basis, as more colleagues also join our endeavours. Thank you for choosing Trinity College Dublin for your career. We are honoured to have you.

Prof. Omar García, Head of School



**The School comprises eight academic units, seven departments, and the Centre for European Studies**



## Contact Details

### School of Languages, Literatures and Cultural Studies (SLLCS)

Room 5042, Arts Building

Tel: 00 353 1 896 1706/1894

[undergraduate.sllcs@tcd.ie](mailto:undergraduate.sllcs@tcd.ie)

Prof. Omar García  
Ms Rima Fitzpatrick  
Ms Sinéad Doran  
Ms Tracy Corbett

Head of School  
School Administrative Manager  
Programmes & Projects Manager  
Communications Officer

[omar.garcia@tcd.ie](mailto:omar.garcia@tcd.ie)  
[fitzpari@tcd.ie](mailto:fitzpari@tcd.ie)  
[doransi@tcd.ie](mailto:doransi@tcd.ie)  
[tcorbett@tcd.ie](mailto:tcorbett@tcd.ie)

### Department of French

Head of Department:

Term 1: Prof. Michael Cronin  
([croninm8@tcd.ie](mailto:croninm8@tcd.ie))

Term 2: Prof. Sarah Alyn-Stacey  
([salynsta@tcd.ie](mailto:salynsta@tcd.ie))

### Department of Germanic Studies

Head of Department: Prof. Jürgen Barkhoff  
([jbrkhoff@tcd.ie](mailto:jbrkhoff@tcd.ie))

### Department of Near and Middle Eastern Studies

Head of Department:

Term 1: Prof. Tylor Brand ([branda@tcd.ie](mailto:branda@tcd.ie))

Term 2: Prof. Zuleika Rodgers ([rodgersz@tcd.ie](mailto:rodgersz@tcd.ie))

### Department of Italian

Head of Department: Prof. Igor Candido  
([candidoi@td.ie](mailto:candidoi@td.ie))

### Department of Hispanic Studies

Head of Department: Prof. Catherine Barbour  
([barbourc@tcd.ie](mailto:barbourc@tcd.ie))

### Department of Russian and Slavonic Studies

Head of Department: Prof. Dmitri Tsiskarashvili ([dtsiskar@tcd.ie](mailto:dtsiskar@tcd.ie))

### Department of Irish and Celtic Languages

Head of Department: Prof. Eoin Mac Cárthaigh ([emaccart@tcd.ie](mailto:emaccart@tcd.ie))

### Centre for European Studies

Director of European Studies: Prof. Clemens Ruthner ([ruthnerc@tcd.ie](mailto:ruthnerc@tcd.ie))

### Middle Eastern, European Languages and Cultures (MEELC)

Director of MEELC: Prof. Martin Worthington ([worthinm@tcd.ie](mailto:worthinm@tcd.ie))

All student queries relating to **undergraduate matters** (except timetables) should be sent to [undergraduate.sllcs@tcd.ie](mailto:undergraduate.sllcs@tcd.ie)

All student queries relating to **undergraduate timetables** should be sent to [timetables.sllcs@tcd.ie](mailto:timetables.sllcs@tcd.ie)

In order to resolve your query as quickly as possible, please ensure that you include the following in the subject line of your email:

*Course of Study, Language (where applicable), Year, Student Number and Full Name*

*Example: TJH French & Spanish, SF, 12345678, Jo Bloggs*

## Key Dates

Week	Week beginning	Academic Year Calendar 2023-24		Term/Semester
		Undergraduate continuing years / Postgraduate all years	Undergraduate new first years	
1	28 Aug	<b>Reassessment*</b> (for Semesters 1 and 2 of 2022- 23)		← <b>Michaelmas Term begins/Semester 1 begins</b>
2	4 Sep	<b>Orientation</b> (Postgraduate, Visiting, Erasmus) Marking/Results		
3	11 Sep	Teaching and Learning		← <b>Michaelmas Teaching Term begins</b>
4	18 Sep	Teaching and Learning	<b>Orientation</b> (Junior Freshman undergraduate)	
5	25 Sep	Teaching and Learning	Teaching and Learning	
6	2 Oct	Teaching and Learning	Teaching and Learning	
7	9 Oct	Teaching and Learning	Teaching and Learning	
8	16 Oct	Teaching and Learning	Teaching and Learning	
9	23 Oct	<b>Study/Review</b>	<b>Study/Review</b>	
10	30 Oct	Teaching and Learning (Monday, Public Holiday)	Teaching and Learning (Monday, Public Holiday)	
11	6 Nov	Teaching and Learning	Teaching and Learning	
12	13 Nov	Teaching and Learning	Teaching and Learning	
13	20 Nov	Teaching and Learning	Teaching and Learning	
14	27 Nov	Teaching and Learning	Teaching and Learning	

15	4 Dec	Revision	Revision	←Michaelmas Term ends Sunday 17 December 2023/Semester 1 ends
16	11 Dec	Assessment*	Assessment*~	
17	18 Dec	Christmas Period (College closed 22 December 2023 to 1 January 2024, inclusive)		
18	25 Dec			
19	1 Jan			
20	8 Jan	Foundation Scholarship Examinations^	Foundation Scholarship Examinations^	
21	15 Jan	Marking/Results	Marking/Results	←Hilary Term begins/Semester 2 begins
22	22 Jan	Teaching and Learning	Teaching and Learning	←Hilary Teaching Term begins
23	29 Jan	Teaching and Learning	Teaching and Learning	
24	5 Feb	Teaching and Learning (Monday, Public Holiday)	Teaching and Learning (Monday, Public Holiday)	
25	12 Feb	Teaching and Learning	Teaching and Learning	
26	19 Feb	Teaching and Learning	Teaching and Learning	
27	26 Feb	Teaching and Learning	Teaching and Learning	
28	4 Mar	Study/Review	Study/Review	
29	11 Mar	Teaching and Learning	Teaching and Learning	
30	18 Mar	Teaching and Learning (Monday, Public Holiday)	Teaching and Learning (Monday, Public Holiday)	
31	25 Mar	Teaching and Learning (Friday, Good Friday)	Teaching and Learning (Friday, Good Friday)	

32	1 Apr	Teaching and Learning (Monday, Easter Monday)	Teaching and Learning (Monday, Easter Monday)	←Hilary Term ends Sunday 21 April 2024
33	8 Apr	Teaching and Learning	Teaching and Learning	
34	15 Apr	<b>Revision</b>	<b>Revision</b>	
<b>35</b>	<b>22 Apr</b>	<b>Trinity Week</b> (Monday, Trinity Monday)	<b>Trinity Week</b> (Monday, Trinity Monday)	←Trinity Term begins
36	29 April	<b>Assessment*</b>	<b>Assessment*</b>	
37	6 May	Marking/Results (Monday, Public Holiday)	Marking/Results (Monday, Public Holiday)	
38	13 May	Marking/Results	Marking/Results	
39	20 May	Marking/Results	Marking/Results	
40	27 May	Research	Research	←Statutory (Trinity) Term ends Sunday 2 June 2024/Semester 2 ends
41	3 Jun	Research (Monday, Public Holiday)	Research (Monday, Public Holiday)	
42	10 Jun	Research	Research	
43	17 Jun	Research	Research	
44	24 Jun	Research	Research	
45	1 Jul	Research	Research	
46	8 Jul	Research	Research	
47	15 Jul	Research	Research	
48	22 Jul	Research	Research	
49	29 Jul	Research	Research	
50	5 Aug	Research (Monday, Public Holiday)	Research (Monday, Public Holiday)	
51	12 Aug	Research	Research	
52	19 Aug	Research	Research	

## Student Services and Support

Administrative staff are your first port of call for all general queries. Academic programme leads are available to provide assistance during the academic year. Contact details can be found on the [School website](#).

College also provides a range of administrative, academic and wellbeing supports and services to help smooth your route through College, these include: the College Tutorial Service, Student-2-Student, College Health, the Disability Service and a range of other services. Note the following links:

Senior Tutor and Tutorial Service: <https://www.tcd.ie/seniortutor/>

Trinity Disability Service: <http://www.tcd.ie/disability/>

Careers Advisory Service: <http://www.tcd.ie/Careers/>

Graduate Studies Office: <http://www.tcd.ie/graduatestudies/>

You can find further information about support on the [Student Services website](#) and in the [Student Services booklet](#).

## Academic Support

In addition to your programme of study and your instructors, the following sources of academic support are available to you:

Student Learning Development	<a href="http://student-learning.tcd.ie/">http://student-learning.tcd.ie/</a>
The Library	<a href="http://www.tcd.ie/library/">http://www.tcd.ie/library/</a>
Maths Help Room	<a href="http://maths.tcd.ie/outreach/helproom/">http://maths.tcd.ie/outreach/helproom/</a>
Undergraduate Programming Centre	<a href="http://www.scss.tcd.ie/misc/psc/">http://www.scss.tcd.ie/misc/psc/</a>
Language Learning Centre	<a href="http://www.tcd.ie/slscs/clcs/lhc/">http://www.tcd.ie/slscs/clcs/lhc/</a>
Graduate Studies Office	<a href="http://www.tcd.ie/graduatestudies/">http://www.tcd.ie/graduatestudies/</a>
English for Academic Purposes	<a href="http://www.tcd.ie/slscs/english/in-sessional.php">http://www.tcd.ie/slscs/english/in-sessional.php</a>
Disability Service	<a href="http://www.tcd.ie/disability/">http://www.tcd.ie/disability/</a>
Careers Service	<a href="http://www.tcd.ie/Careers/">http://www.tcd.ie/Careers/</a>

## Health and Wellbeing Support

The following sources of support in respect of health and general wellbeing are available to you:

Student Counselling	<a href="http://www.tcd.ie/Student_Counselling/">http://www.tcd.ie/Student_Counselling/</a>
Health Centre	<a href="http://www.tcd.ie/collegehealth/">http://www.tcd.ie/collegehealth/</a>
Sport	<a href="http://www.tcd.ie/Sport/">http://www.tcd.ie/Sport/</a>

Healthy Trinity	<a href="http://www.tcd.ie/healthytrinity/">http://www.tcd.ie/healthytrinity/</a>
Student2Student	<a href="http://student2student.tcd.ie/">http://student2student.tcd.ie/</a>
Chaplaincy	<a href="http://www.tcd.ie/Chaplaincy/">http://www.tcd.ie/Chaplaincy/</a>

### Getting Involved

Trinity has a wide range of opportunities to get involved in all sorts of extra- and co-curricular activities. You can find these here:

Students' Union	<a href="http://www.tcdsu.org/">http://www.tcdsu.org/</a>
Graduate Students' Union	<a href="http://www.tcdgsu.ie/">http://www.tcdgsu.ie/</a>
Clubs	<a href="http://www.tcd.ie/Sport/student-sport/">http://www.tcd.ie/Sport/student-sport/</a>
Societies	<a href="http://trinitysocieties.ie/">http://trinitysocieties.ie/</a>
Volunteering	<a href="http://www.tcd.ie/civicengagement/">http://www.tcd.ie/civicengagement/</a>
Entrepreneurship/Tangent	<a href="http://www.tcd.ie/tangent/">http://www.tcd.ie/tangent/</a>
Global Room	<a href="http://www.tcd.ie/study/international/trinity-life/global-room/">http://www.tcd.ie/study/international/trinity-life/global-room/</a>

### Financial Support

Limited funds are available to support students suffering financial hardship, and some rewards for academic excellent carry monetary value. See here for details:

Senior Tutor's Office	<a href="http://www.tcd.ie/seniortutor/students/undergraduate/financial-assistance/">http://www.tcd.ie/seniortutor/students/undergraduate/financial-assistance/</a>
Students' Union Welfare Loans	<a href="http://www.tcdsu.org/welfare/">http://www.tcdsu.org/welfare/</a>
Bursaries/Prizes (Undergraduate)	<a href="http://www.tcd.ie/calendar/undergraduate-studies/prizes-and-other-awards.pdf">http://www.tcd.ie/calendar/undergraduate-studies/prizes-and-other-awards.pdf</a>
Bursaries/Prizes (Postgraduate)	<a href="https://www.tcd.ie/calendar/graduate-studies-higher-degrees/complete-part-III.pdf">https://www.tcd.ie/calendar/graduate-studies-higher-degrees/complete-part-III.pdf</a>
Exhibitions	<a href="http://www.tcd.ie/calendar/undergraduate-studies/entrance-awards.pdf">http://www.tcd.ie/calendar/undergraduate-studies/entrance-awards.pdf</a>
Scholarships	<a href="http://www.tcd.ie/study/undergraduate/scholarships-funding/">http://www.tcd.ie/study/undergraduate/scholarships-funding/</a>

### Support Provision for Students with Disabilities

Trinity has adopted a [Reasonable Accommodation Policy](#) that outlines how supports are implemented in Trinity. Student seeking reasonable accommodation whilst studying in Trinity must apply for reasonable accommodations with the Disability Service through their student portal (my.tcd.ie). Based on appropriate [evidence of a disability](#) and information obtained from the student on the impact of their disability and their academic course requirements, the Disability Staff member will identify supports designed to meet the student's disability support needs. Following the Needs



Assessment, the student's Disability Officer prepares an individual [Learning Educational Needs Summary](#) (LENS) detailing the Reasonable Accommodations to be implemented. The information outlined in the LENS is communicated to the relevant School/Department via the student record in SITS.

#### *Examination Accommodations and Deadlines*

Students requesting accommodations on grounds of disability should make requests as early as possible in the academic year to ensure the Assessment, Progression and Graduation Team can set your accommodations for examination purposes.

#### *Student Responsibilities for Departmental Assessments*

For reasonable accommodations in respect of assessments administered by School/Department (as opposed to the central College exams system), Students are required to initiate contact with the School/Department **at least two weeks prior** to the assessment date. The accommodation requested should be **as per the student's LENS report, or email received following their needs assessment**.

#### *Tutors*

All undergraduate students are assigned a tutor when they are admitted to College. Your tutor, who is a member of the teaching staff, is a key officer who can give confidential advice on courses, discipline, examinations, fees and other matters, and, where necessary, represent your case before the College authorities (including requesting extensions to deadlines).

It is important that you keep your Tutor informed whenever a problem arises with your studies – your Tutor may well be the person in College best placed to help.

For more information see <https://www.tcd.ie/seniortutor/>

#### *Student 2 Student*

From the moment that you arrive in College, right the way to your end of exams, *Student 2 Student (S2S)* is here to make your first year fun, engaging, and a great foundation for the rest of your time in Trinity.

You will meet S2S mentors in Freshers' Week. They will keep in regular touch with you throughout your first year and invite you to events. They will also provide useful information about your course and what to look out for.

Mentors are students who have been through the 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 is 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 coffee and a chat. S2S is supported by the Senior Tutor's Office and the Student Counselling Service.

Website: <http://student2student.tcd.ie>

Email: [student2student@tcd.ie](mailto:student2student@tcd.ie)

Telephone: (+353) 1 8962438

## Mature Students

The School welcomes and regularly includes mature students, who are fully integrated into its educational activities. Like all students, mature students are encouraged to liaise closely with their tutor in case of difficulty. For further information see <https://www.tcd.ie/maturestudents/>.

## Trinity College Dublin Student Union (TCDSU)

The Trinity College Students Union is a union for students by students. They represent the undergraduate student body at College level. You can find further information about the union, and how to get involved, on their website, <https://www.tcdsu.org/>.

## Student Class Representative

There is a system of class representatives organised through the Students Union. Information on the student representation structures can be found [here](#).

## Orientation

Information and guidance for new students and continuing students can be found [here](#).

## Trinity-Speak

A glossary of Trinity abbreviations, titles and place names designed for new students can be found [here](#).

## Registration

The Academic Registry issues an '**Invite to Register**' intray message to all new entrant and continuing students eligible to register for the forthcoming academic year through their [my.tcd.ie](https://my.tcd.ie) portal. The infographic which can be found [here](#) will take you through the registration process step by step. If you have any issues during the registration process you can view a YouTube tutorial [here](#). For a more detailed description on how to register please see the [Registration Guide](#) or contact [Academic Registry](#).

## Co-curricular Activities

Trinity College has over 130 societies and clubs, catering for all interests. There are approximately 50 sports clubs governed by Dublin University Central Athletics Club ([DUCAC](#)).

The College has a state-of-the-art Sports Centre on campus which includes a swimming pool, sauna and steam rooms, basketball, badminton, volleyball courts and 5-a-side soccer pitch. Also located on campus are squash courts, tennis courts, rugby, football and cricket pitches and a summer athletics track.

For more information see [Trinity Societies](#) and [Trinity Sports Clubs](#).

## Emergency Procedure

In the event of an emergency – including chemical spills, personal injury, or the need for first aid assistance or rescue services – staff and students should call Security Services on extension 1999 (+353 1 896 1999). This number is manned 24/7, 365 days a year. The Security Services are the liaison to the Fire, Garda and Ambulance services.

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

## Data Protection

We are careful to comply with our obligations under data protection laws. You can find further information on how we obtain, use and disclose student data at: [https://www.tcd.ie/info\\_compliance/data-protection/student-data/](https://www.tcd.ie/info_compliance/data-protection/student-data/).

## Key Locations

### Undergraduate Administration Office

This is found in Room 5080 (Arts Building). Students in Irish can also turn to 4055.

### School Office

The School office (Room 5042) is located on the fifth floor of the Arts Building.

### The Library

The College's research facilities include a book stack of more than 4 million volumes, one of the largest in Europe. As the only copyright library in Ireland, it enjoys the privilege of receiving, automatically and by right, all Irish and UK copyright material.

### Academic Registry

The Academic Registry is responsible for services that support the complete student lifecycle of Trinity College Dublin, from application to graduation.

For more information on the services of the Academic Registry please see <https://www.tcd.ie/academicregistry/>.

### Blackboard

Blackboard is the College online learning environment. The use of Blackboard varies from module to module and individual lecturers will speak to you about the requirements for their module. In order to access a module on Blackboard the department administrator will enrol you on the module. Blackboard can be accessed via <https://tcd.blackboard.com/webapps/login/>.

Should there be any difficulty with accessing a module on Blackboard inform the relevant module lecturer.

## Student Portal

[My.tcd.ie](http://my.tcd.ie) allows students to view their own central student record containing all relevant information related to the course for which they are registered. To access the system you will need your College username and network password.

If your personal student information is incorrect you should contact the Academic Registry (via email [academic.registry@tcd.ie](mailto:academic.registry@tcd.ie)) stating your full name and student ID number.

All queries in relation to your timetable should be sent to [timetables.sllcs@tcd.ie](mailto:timetables.sllcs@tcd.ie).

## Email

All official email correspondence will be sent to TCD email addresses only. You should check your email on a regular basis. When emailing the School office, you should always include your TCD Student ID Number.

### School Email Policy

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 regarding coursework, to arrange an appointment, or to request a letter of recommendation.

Lecturers and administrators generally receive large volumes of emails. You might elicit a quicker response by another means of contact, e.g. catching the lecturer at the end of a lecture or attending their office hours.

### *Manners*

Email within college is essentially work-related, so emails all should be formulated in a professional manner. As a courtesy, emails should address recipients by name and title, e.g. "Dear Dr Maloney". Emails to lecturers starting 'Hey!' may not go down very well !

### *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.

### *Introduce Yourself*

If you are writing to a member of staff for the first time, make sure to include your complete name and other relevant information (such as the module name).

### *Expectations re response*

Responses to email should only be expected during normal working hours (9.00 a.m. - 5.00 p.m., Monday to Friday). During term time it is reasonable to expect a response to an email within 2-3 working days of sending it.

For urgent queries and matters taking place outside term time please liaise with your tutor. Lecturers may have an 'out of office' response while on leave or while travelling on College business. A delay in response can be expected in these cases.

#### *Requests for Transcripts/Letters of Recommendation*

Transcripts, i.e. documents which detail modules studied and marks attained, can be requested from [Academic Registry](#). If you require further information that is not included in the official transcript, please contact [undergraduate.slcs@tcd.ie](mailto:undergraduate.slcs@tcd.ie). Letters of recommendation will normally be written by your tutor and/or lecturers. They are usually confidential (i.e. the writers sends it directly to the institution or corporation which requested the letter, and the person whom the letter is about does not see it).

Transcripts and letters of recommendation should be requested with at least two weeks' notice. When making such a request, provide your full name, student number and year and course of study.

For a letter of recommendation, it is polite to check that the relevant person is willing to write. If they are, they will probably want clear instructions as to where (or to which email address) it should be sent, and when; plus your CV, and the covering letter which you sent as part of your application.

#### *Be Secure*

Scams of various kinds are getting increasingly sophisticated. Be vigilant re what shows up in your inbox, and beware of phishing; never divulge bank account or other sensitive data, and do not click on links from unknown sources.

### **Health & Safety statements**

The College Safety Statement can be found at the following link: <https://www.tcd.ie/estatesandfacilities/health-and-safety/>.

## **SECTION II – ACADEMIC INTEGRITY (AND BREACHES THEREOF)**

### **General**

All members of the academic community use and build on the work and ideas of others. However, it is essential that we do so with integrity, in an open and explicit manner, and with due acknowledgement.

Any action or attempted action that undermines academic integrity and may result in an unfair academic advantage or disadvantage for any member of the academic community or wider society may be considered as academic misconduct.

Examples of academic misconduct include, but are not limited to:

(i) plagiarism - presenting work/ideas taken from other sources without proper acknowledgement. Submitting work as one's own for assessment or examination, which has been done in whole or in part by someone else, or submitting work which has been created using artificial intelligence tools, where this has not been expressly permitted;

**It needs to be highlighted that using another person's words without quotation marks constitutes academic misconduct *even if you have a reference to that person.***

(ii) self-plagiarism - recycling or borrowing content from the author's own previous work without citation and submitting it either for an assignment or an examination;

(iii) collusion - undisclosed collaboration of two or more people on an assignment or task, or examination, which is supposed to be completed individually;

(iv) falsification/fabrication;

(v) exam cheating - action or behaviour that violates examination rules in an attempt to give one learner an unfair advantage over another;

(vi) fraud/impersonation - actions that are intended to deceive for unfair advantage by violating academic regulations. Using intentional deception to gain academic credit;

(vii) contract cheating - form of academic misconduct in which a person uses an undeclared and/or unauthorised third party to assist them to produce work for academic credit or progression, whether or not payment or other favour is involved. Contract cheating is any behaviour whereby a learner arranges to have another person or entity ('the provider') complete (in whole or in part) any assessment (e.g. exam, test, quiz, assignment, paper, project, problems) for the learner. If the provider is also a student, both students are in violation.

Further examples of the above available at [www.tcd.ie/teaching-learning/academic-integrity](http://www.tcd.ie/teaching-learning/academic-integrity).

## Academic misconduct in the context of group work

Students should normally submit assessments and/or examinations done in co-operation with other students only when the co-operation is done with the full knowledge and permission of the lecturer concerned. Without this permission, submitting assessments and/or examinations which are the product of collaboration with other students may be considered to be academic misconduct.

When work is submitted as the result of a group project, it is the responsibility of all students in the group to ensure, so far as is possible, that no work submitted by the group is plagiarised, or that any other academic misconduct has taken place. In order to avoid academic misconduct in the context of collaboration and group work, it is particularly important to ensure that each student appropriately attributes work that is not their own.

Should a module co-ordinator suspect academic misconduct in a group assignment, the procedure in cases of suspected academic misconduct must be followed for each student.

## The consequences of academic misconduct

If academic misconduct is suspected, in the first instance, the module co-ordinator may choose to arrange an informal meeting with the student to discuss the instance of concern. Following this informal meeting, or if a meeting is not necessary, the module co-ordinator must complete the academic integrity form (accessed via [www.tcd.ie/teaching-learning/academic-integrity](http://www.tcd.ie/teaching-learning/academic-integrity)), which will provide an indicative score and level, as below.

1. (i) Level 1: (0 - 200) poor academic practice/conduct
2. (ii) Level 2: (201 - 350) academic misconduct (minor)
3. (iii) Level 3: (351 - 500) academic misconduct (major)
4. (iv) Level 4: (501+) academic misconduct (severe)

Levels 1 - 3 are normally managed by the School, and all level 4 cases will be referred directly to the Junior Dean.

Level 1 (0 - 200): Scores in the range 0 - 200 are considered to reflect poor academic practice and level 1 consequences should apply. The module co-ordinator must inform their School's Director of Teaching and Learning (Undergraduate), or their designate, who will either approve the outcome, or if they form the view that the misconduct is more serious, agree an alternative level with the module co-ordinator.

Levels 2 - 3 (201 - 500): The module co-ordinator must inform their School's Director of Teaching and Learning (Undergraduate), or their designate, of the suspected infringement and proposed consequence. If the Director or designate approves the recommended consequences, the module co-ordinator will write to the student advising them of the suspected infringement of academic integrity, offering them the option of an appropriate consequence should they admit that misconduct has taken place.

If the Director or designate forms the view that the alleged misconduct requires further investigation, or if the student disputes the academic misconduct or the consequence, it will proceed to the academic integrity meeting.

## Academic integrity meeting

The Director of Teaching and Learning (Undergraduate), or their designate, writes to the student and the student's tutor indicating the nature of the suspected academic misconduct and the evidence for it, and inviting the student to:

- (i) respond to the suspicions by completing and submitting the academic integrity response form (accessed via [www.tcd.ie/teaching-learning/academic-integrity](http://www.tcd.ie/teaching-learning/academic-integrity)) within an appropriate timeline determined by the School;



(iii) indicate whether or not they (and a representative) plan to attend an academic integrity meeting on a specified date.

If the student and or/representative is unable to attend, or chooses not to attend, the meeting will take place as planned. The academic integrity response form will be the student's submission to the meeting.

The academic integrity meeting is attended by a Director of Teaching and Learning (Undergraduate) or their designate (Chair); two academic colleagues from the School (at least one from the discipline to which the module belongs); the student and their tutor (or a representative of the Students' Union), if they wish; the co-ordinator of the module, if they wish, but only to present additional evidence.

The academic integrity meeting considers the assessment or examination(s) in question; the academic integrity form (and any verbal submissions by the module co-ordinator, if present); the student's academic integrity response form (and any verbal submissions by the student and/or tutor, if present).

The academic integrity meeting assesses the abovementioned evidence in order to determine at what level (if at all) academic misconduct has occurred and selects a consequence appropriate to that level, giving due consideration to any mitigating circumstances. Minutes of the meeting must be recorded. The Chair completes the academic integrity meeting decision form (accessed via [www.tcd.ie/teaching-learning/academic-integrity](http://www.tcd.ie/teaching-learning/academic-integrity)), which is submitted for approval to the Senior Lecturer/Dean of Undergraduate Studies. The Senior Lecturer may approve, reject, or vary the recommended consequence, or seek further information before making a decision. If the Senior Lecturer considers that the consequences provided for under the above procedure are inappropriate given the circumstances of the case, he/she may also refer the matter directly to the Junior Dean who will interview the student and may implement the procedures as referred to under CONDUCT AND COLLEGE REGULATIONS §2. If the Senior Lecturer/Dean of Undergraduate Studies approves the recommended consequence, the Chair communicates the decision to the student and their tutor.

## Consequences in cases of suspected academic misconduct

If the instance of concern can be dealt with under the above procedure, one of the following consequences will be recommended:

1. (i) Level 1: (0 - 200): poor academic practice/conduct
  - Mandatory academic integrity training is required
  - Informal warning – a record is kept for the duration of the learner's enrolment on the programme of study to inform any future instances of concern
  - The work must be corrected. The student is required to amend all elements identified as poor academic practice. Other content may or may not be altered as appropriate to the assessment and as determined by the School. The corrected work will be assessed. In the case of examinations, the work must be

reassessed. The mark for the component/ assessment/examination may or may not be reduced;

2. (ii) Level 2: (201 - 350): academic misconduct (minor infringement)

- Mandatory academic integrity training is required

- Formal warning – a written warning is issued by the Director of Teaching and Learning (Undergraduate) or designate, and the instance of academic misconduct is recorded for the duration of the learner's enrolment on the programme of study

- The work must be resubmitted. The student is required to amend all elements identified as breaching academic integrity. Other content may or may not be altered as appropriate to the assessment and as determined by the School. The resubmitted work will be assessed. In the case of examinations, the work must be reassessed. The component/assessment/examination mark will be reduced or capped at the pass mark and might not be confirmed until the reassessment Court of Examiners;

3. (iii) Level 3: (351 - 500): academic misconduct (major infringement)

- Mandatory academic integrity training is required

- Formal warning – a written warning is issued by the Director of Teaching and Learning (Undergraduate) or designate, and the instance of academic misconduct is recorded for the duration of the learner's enrolment on the programme of study

- The work must be resubmitted at the reassessment session. The student is required to amend all elements identified as breaching academic integrity. Other content may or may not be altered as appropriate to the assessment and as determined by the School. In the case of examinations, the work must be reassessed. The mark for the module will be capped at the pass mark and will not be confirmed until the reassessment Court of Examiners;

4. (iv) Level 4: (501 - 615): severe academic misconduct

- The case will be referred directly to the Junior Dean.

If the facts of the case are in dispute, or if the Director of Teaching and Learning (Undergraduate), or designate, feels that the consequences provided for under the academic misconduct procedure are inappropriate given the circumstances of the case, they 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 §2. Nothing provided for under the summary procedure diminishes or prejudices the disciplinary powers of the Junior Dean under the 2010 [Consolidated Statutes](#).

## Avoiding Plagiarism

It is a key responsibility of the author of any academic work to ensure that he/she does not commit plagiarism.

Crucial to this is accurate note-taking: every time you take notes, you should make it crystal clear, with due use of quotation marks, what you have taken from where – so that, when you come back to a chunk of your notes some days later, you don't plonk them into your essay without realising that the words and/or ideas came from someone else.

A general set of guidelines for students on avoiding plagiarism is available at <http://tcd-ie.libguides.com/plagiarism>. The webpages also contain materials and advice on citation styles which are used to reference properly, as well as the four levels of plagiarism offences and their consequences. Your departmental handbook may also contain specific examples of referencing conventions in your discipline.

All students must complete the [Ready Steady Write plagiarism tutorial](#) and sign a declaration when submitting course work, whether in hard or soft copy or via Blackboard, confirming that you understand what plagiarism is and have completed the tutorial. If you read the information on plagiarism, complete the tutorial and still have difficulty understanding what plagiarism is and how to avoid it, please seek advice from your College tutor, lecturer or supervisor.

## Accurate Referencing

Providing full and accurate references is an essential academic skill. It will also protect you from plagiarism.

There are various formats for providing references, the most common ones being footnotes, the 'Harvard style' (e.g. 'Maloney 2017:56') and (less commonly) endnotes. Individual departments, modules and lecturers may indicate their own preferences, which may reflect the practice in a particular subject area.

A key point about referencing is that the reader will normally assume that a reference applies only to the sentence it attaches to, and not to other sentences in the paragraph. For example, consider this (imaginary!) paragraph:

Vampire mermaids are found through large stretches of the Milky Way. They congregate next to particularly twinkly stars, and their sardonic laughter rings loud through the darkness of the universe, keeping any passing walruses awake at night. They are especially fond of fair-trade chocolate, which they eat in untold quantities (Anderson 1995: 96).

The reader will assume that the reference to Anderson only applies to the final sentence of the paragraph, and that the previous sentences and their content are original to the author. If Anderson is in fact the source of all the information, this needs to be made clear, for example:

According to Anderson (1995: 96), vampire mermaids have the following notable characteristics: they are found through large stretches of the Milky Way; they

congregate next to particularly twinkly stars; they have sardonic laughter which rings loud through the darkness of the universe, keeping any passing walruses awake at night; and they are especially fond of fair-trade chocolate, which they eat in untold quantities.

This makes it crystal clear to the reader that all the *information* is derived from Anderson.

But – if any of the *wording* comes from Anderson, this also needs to be indicated, by quotation marks:

According to Anderson (1995: 96), Vampire mermaids have the following notable characteristics: they are found through “large stretches of the Milky Way”; they congregate next to “particularly twinkly” stars; they have “sardonic laughter which rings loud through the darkness of the universe, keeping any passing walruses awake at night”; and they are especially fond of fair-trade chocolate, which they eat in “untold quantities”.

Failing to use these quotation marks would constitute plagiarism.

## AI (‘Artificial Intelligence’)

### Introduction

We do not encourage you to use AI (‘Artificial Intelligence’) in your assessed work, but – providing you do so in conformity with the present document – we do not forbid it. See the FAQ section below for an overview of the main issues which are likely to arise and how you should address them.

If you use AI in assessed work, it must be acknowledged like any other source: if you take information, ideas and/or words from it, you should indicate this just as if you were taking them from a published article. If you take wording from AI, this should be acknowledged and put in quotation marks. As with any other source, long strings of quoted matter are not advisable. Failure to provide such acknowledgments and/or quotation marks constitutes a breach of the College plagiarism policy.

The reader should be in no doubt as to where each piece of information in your work comes from. Markers will be on the lookout for suspect information and passages that demonstrate the particular weaknesses of generative AI. Incorrect and/or fabricated information (which AI often generates, presenting it as correct) will be penalized, while thorough and competent referencing will be rewarded.

While properly referencing AI will protect you from plagiarism, it will not protect you from the errors which it generates. Since AI often draws on incorrect and outdated sources, and even invents ‘information’ unsupported by evidence, you would be well advised, you are well advised to independently verify information provided by AI. If you do this, it is fine to quote directly from the sources you use for verification – you no longer need to quote the AI itself (though the fact you have used it must be declared as per the instructions below).

All assessed-work cover-sheets in the School ask you to state whether you have used AI or not in producing the work. This question must be answered over and above the provision of any citations of AI. Answering this question incorrectly will be counted as a breach of academic integrity.

Markers often spot AI-generated text easily.

In the event that markers suspect unacknowledged/improper use of AI, the procedures for suspected infringements of academic integrity will be followed as described on pages 47-50 of the University Calendar, notably sections 99 to 102: <https://www.tcd.ie/calendar/undergraduate-studies/general-regulations-and-information.pdf#page=22> (see bottom).

Just as AI tools are evolving, so too are AI-detection tools. Improper use of AI now could come back to haunt you later.

A final point is that, precisely because a certain kind of (fairly low-level) writing can now be done by AI, future employers will no doubt be looking for humans whose capabilities in writing, research and argument go beyond those of AI tools. All the more reason, then, to properly hone these skills. 'Artificial intelligence' may prove to be a helpful tool in certain circumstances if used properly, but you should not allow it to stifle your curiosity or your determination to learn and grow as a student of Trinity College.

### How to cite AI

For all assessed work submitted to modules in the School of Languages, Literatures and Cultural Studies, citations of AI should follow this format:

Creator. Date of Access. Platform/Tool used. Accessed at: URL. Prompt: "[Text of the prompt you entered]."

Example using chatGPT:

Open AI. Accessed 5<sup>th</sup> Jan 2023. ChatGPT. Accessed at: <https://openai.com/blog/chatgpt/>. Prompt: "Give me two scholars who are sceptical of deconstructionist approaches to Italian poetry"

If you gave multiple prompts, there should be multiple citations.

Any citations such as that above should be included in your list of references, in a section at the start of the list and headed 'Citations of AI', so that the marker can see them at a glance.

You should also give the **full text** of AI's response to each prompt in an appendix to your work, so that the marker can see the full context (as they would be able to if you quoted a normal publication). Each prompt, followed by the AI response received, should be numbered and listed separately in this appendix. This is not included in the word count.

## What counts as AI

The definition of generative AI is variable. The present document applies to chatGPT, Google Translate, DeepL, and any other tools which offer similar services.

Microsoft Word *spellchecker and grammar checker* (or the equivalents) are fine: they are not considered AI, and you can use them without special acknowledgement – even if the assessment is in a foreign language.

Microsoft Word *Editor* (accessed by clicking top right in recent versions of Word) is a borderline case. Some markers will not object to this, some (particularly in foreign language work) will. Check Blackboard, and, if no info is given, email the marker well in advance of submitting the work.

## FAQs

### What are the problems with using AI in coursework?

There are two separate problems:

- 1) **academic integrity** – As with any other third-party source, if the use of AI is not properly acknowledged you are in breach of academic integrity. As with plagiarism, the consequences could be serious.
- 2) **assessment** – the School only gives you credit for work done by you. If you submit work done not by you, this will not receive credit (even if it is properly acknowledged). You could even receive a mark of 'zero'.

### How do I protect myself re the above?

For **academic integrity**, you need to properly declare/acknowledge all uses of AI, following the instructions below.

To get a good **mark**, you need to make sure that you, and not AI, is the driving force behind the work. It is perfectly normal to use third-party sources (journal papers, books, websites) in many kinds of academic work, providing they do not 'take over' the work. For example, citing five different books, and commenting on their differences, will impress the marker. Simply quoting a long extract from one book will not. Equivalent considerations apply to AI.

### Can I get AI to write my essay for me?

The School mark schemes only give credit for work done by *you*. Thus an essay which includes no intellectual input from you will – even if the use of AI is properly acknowledged – get a mark of 'zero'.

Even though you may not be infringing the principle of academic integrity as narrowly defined (in that you are disclosing your use of AI), such extreme use is not appropriate or acceptable in student assessments.

### **Can I get AI to write my introduction/conclusion for me?**

The School mark schemes only give credit for work done by *you*. Providing you declare the use above, you will not be infringing **academic integrity**. However, an introduction/conclusion not written by you will seriously lower your mark, quite possibly leading to a fail.

### **Can I get AI to write a paragraph or section for me?**

Same answer as previous: the School mark schemes only give credit for work done by *you*. Providing you declare a use such as that above, you will not be infringing **academic integrity**. However, a paragraph/section not written by you will seriously lower your mark, quite possibly leading to a fail.

### **I need to mention the population of Uruguay in my essay. Can I ask AI?**

Yes, providing you acknowledge this as you would any other source.

Be aware that answers given by AI are not always reliable. If the answer AI gives you is wrong, the marker will point out that you would have been better off using a different source, and quite possibly mark you down.

### **Can I ask AI 'Give me ten key points I should mention in an essay about topic X' ?**

Two observations: **1)** it will be better for your intellectual development if you think of the key points independently; **2)** the 'key points' given by AI are not necessarily those most suitable for your work. In the context of your module, and the readings you have been given, it may well be that there are key things AI omits.

With that said, providing the prompt is properly acknowledged, and you have gone on to develop the points with proper research, and/or critically assess the answer provided by AI, the marker is unlikely to penalize this use.

A question such as that above would better be asked in a spirit of 'Have I left anything crucial-looking out?' rather than 'I hope AI can help me structure my essay from scratch'. The more of your thinking (as opposed to AI output) is detectable in the essay, the more it is likely to impress the marker.

### **Can I ask AI to translate?**

The School mark schemes only give credit for work done by *you*. Thus a translation which includes no intellectual input from you will – even if the use of AI is properly acknowledged – receive a mark of 'zero'.

### **Can I ask AI to 'generally tidy up' a translation I have written?**

If you simply run your translation through AI and leave it to do the rest, then the 'tidying up' is not work done by you. The marker will therefore disregard the improvements made by AI, and go with the version which you cite in the prompt.



If, for argument's sake, you kept on doing this again and again so that by the end practically every word was decided by AI, then you would be back to square one: though you would have done a lot of manual work (clicking, typing, copy and pasting) the actual intellectual work (thinking about how to translate the work) would end up being done by AI. This would considerably lower your mark, even to point of 'zero'.

### **Can I get AI to solve an equation for me?**

Same answer as above: providing the use of AI is properly acknowledged, asking it to do maths will not infringe **academic integrity**. How the **marker** will react will, however, depend on what role the equation played in the assessment.

If the point of the exercise was to test your ability to do maths, and this was done by AI rather than you, then you will not get a very high mark ... If instead the focus of the work is elsewhere, then the marker may well be fine with AI-generated maths, providing this is acknowledged.

### **Can I get AI to write a computer programme?**

Same answer as above. The School mark schemes only give credit for work done by *you*. Providing the use of AI is properly acknowledged, asking it to code will not be infringing **academic integrity**. How the **marker** will react will, however, depend on what role the equation played in the assessment.

If the point of the exercise was to test your ability to code, and this was done by AI rather than you, then this will lower your mark, even to the point of 'zero' ... If instead the focus of the work is elsewhere, then the marker may well be fine with AI-generated code, providing this is acknowledged.

### **Can I ask AI to 'generally tidy up' something I have written?**

If you simply run your draft through AI and leave it to do the rest, then the 'tidying up' is not work done by you. The marker will therefore disregard the improvements made by AI, and go with the version which you cite in the prompt.

If instead you ask AI something like "Give me six ways this piece of writing could be improved", then it makes suggestions and you think about how to apply them, the marker is likely to be fine with this, and to mark the improved version.

If, for argument's sake, you kept on doing this again and again so that by the end practically every word was selected by AI, then you would be back to square one: though you would have done a lot of manual work (clicking, typing, copy and pasting) the actual intellectual work (thinking about how to improve the work) would end up being done by AI, so that you would not receive credit for it.

### **How will the marker react to my (properly acknowledged) use of AI?**

Some cases are obvious, and you can simply use your common sense for them. For example, a whole chunk of work done by AI was not done by you, so you will not receive credit for it.

For more nuanced cases, the **academic judgment** of the individual marker will apply, and this may vary from case to case. In cases of doubt it is highly advisable to contact the marker well in advance of formal submission, to establish what is deemed permissible in the context of that particular piece of work.

**This all seems a bit negative ... Is there a way that I actually can bring added value to my work through the use of AI?**

One potentially good way to use AI is to allot it *sub*-tasks: things which you could not reasonably be expected to do in the time available, but which would be of benefit to the larger project.

For example, suppose your prompt is “Discuss the causes of the French Revolution” and you want to know if anyone has ever discussed them in terms of climate change. We cannot reasonably expect you to read everything, and if nobody whom you read on the topic mentions climate change, you are left wondering if someone else might have mentioned it. At this point you can start googling or doing JSTOR searches, and AI could be a useful shortcut for this.

However, you need to check the result: suppose AI tells you that “A prominent advocate of the role of climate change in causing the French Revolution has been Samantha O’Donnell in a series of papers starting from the 1990s, especially *Grain and the Guillotine*, published in *Historical Studies*” ... You need to go and check that this paper (and even this author) actually exist! Also, you will probably impress the marker more if you go on to read the paper, and have something to say about it.

Or suppose that, in order to make a larger argument, you want to know what the average wage in Dublin for the year 1897. If you can’t think of an obvious academic source to go and look (and bearing in mind that we can’t reasonably ask you to read *everything*), asking AI this question would be a good first step. But – remember there is no guarantee that the answer is correct. Ideally, you would get AI to give you a source for this information, which you can go on to check.

When making such use of AI, you also need to be aware of what data-set it is fed. Some of the better-known interfaces have databases which are several years out of date – which automatically means they would not be able to alert you to recent publications.

**And finally ...**

The widespread availability of AI is a recent development whose impact on society and academic work are still developing, and unknown. The University’s view of it is under constant consideration. If you have observations which you think might be useful, do speak up (e.g. via a student rep).

## Declaration on Coversheets

Work submitted for credit should always have a coversheet that contains the following declarations:

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

I have read and understand the policy on AI in the School handbook.’

The cover sheet should also state whether you have used AI or not. If ‘yes’, then you must reference it as detailed above.

Please refer to your department for any further specifications re the format of coversheets.

## Turnitin

For most pieces of assessed coursework, you will be instructed to submit via ‘Turnitin’, a platform which includes anti-plagiarism software. This will automatically generate a ‘report’ for the marker, showing up any cases which the platform has identified as likely constituting plagiarism.

Turnitin is only one tool at markers’ disposal, and markers with suspicions of plagiarism may investigate by other means (e.g. Google searches).

Where you are not required to submit coursework via Turnitin, the School nonetheless reserves the right to put the work through Turnitin.

## SECTION III – TEACHING AND LEARNING

### Explanation of ECTS Weighting

**The European Credit Transfer and Accumulation System (ECTS)** is an academic credit system based on the estimated student workload required to achieve the objectives of a module or programme of study. It is designed to enable academic recognition for periods of study, in order to facilitate student mobility and credit accumulation and transfer. The ECTS is the recommended credit system for higher education in Ireland and across the European Higher Education Area.

The ECTS weighting for a module is a **measure of the student input or workload** required for that module, based on factors such as the number of contact hours, the number and length of written or verbally presented assessment exercises, class preparation and private study time, laboratory classes, examinations, clinical attendance, professional training placements, and so on as appropriate. There is no

intrinsic relationship between the credit volume of a module and its level of difficulty.

The European **norm for full-time study over one academic year is 60 credits**. 1 ECTS credit represents 20-25 hours estimated student input, so a 10-credit module will be designed to require 200-250 hours of student input including class contact time assessments and examinations.

**ECTS credits are awarded only upon successful completion of the course year.** Progression from one year to the next is determined by the programme regulations. Students who fail a year of their programme will not obtain credit for that year even if they have passed certain component modules. Exceptions to this rule are one-year and part-year visiting students, who are awarded credit for individual modules successfully completed.

## Programme Architecture

Undergraduate programme pathways can lead to awards as Single Honours, Joint Honours, Multidisciplinary, Major, and/or Minor.

Most Trinity Undergraduate degrees last four years, of which the first two are known as 'Freshman' years, and the last two as 'Sophister' years. The pairs of years are further subdivided into 'Junior' and 'Senior', so that the full range is: JF (year 1), SF (year 2), JS (year 3), SS (year 4).

**TJH Programmes offered by SLLCS are as follows:**

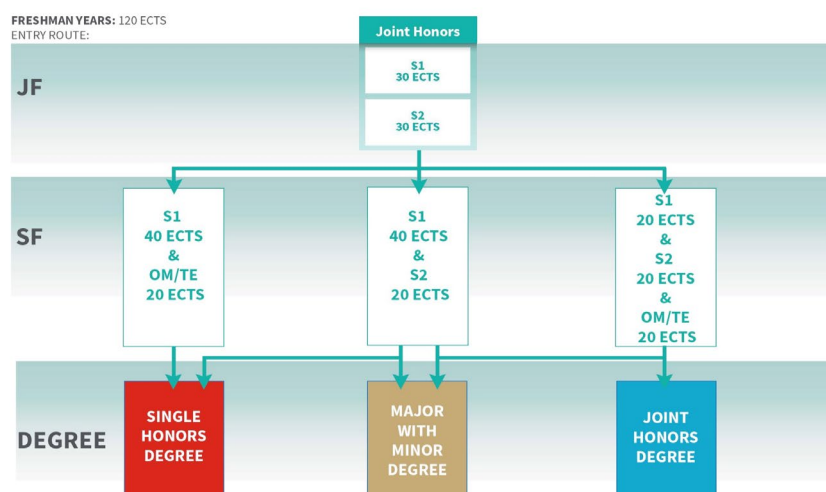
- **French**
- **German**
- **Irish**
- **Italian**
- **Spanish**
- **Russian**
- **Middle Eastern, Jewish and Islamic Civilisation**
- **Law and a Language (French/German)**
- **Business Studies and a Language – Fixed Pathway**

The pathways and degree awards offered by the TJH pathway are detailed below:

### Common Architecture

FRESHMAN YEARS: 120 ECTS

ENTRY ROUTE:

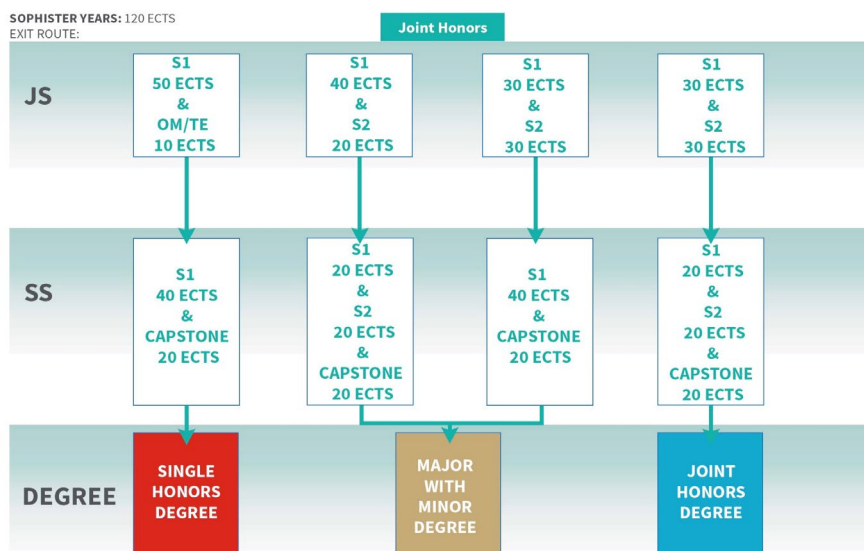


KEY: S1 - Subject 1 | S2 - Subject 2 | OM - Open Modules | TE - Trinity Electives | JF - Junior Freshman | SF - Senior Freshman

### Common Architecture

SOPHISTER YEARS: 120 ECTS

EXIT ROUTE:

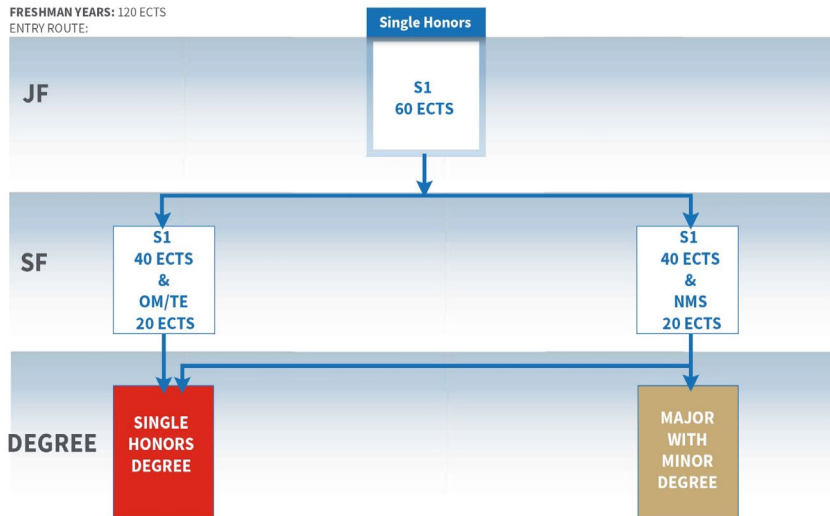


KEY: S1 - Subject 1 | S2 - Subject 2 | OM - Open Modules | TE - Trinity Electives | JS - Junior Sophister | SS - Senior Sophister

**SLLCS further offers a Single Honours Programme in Early and Modern Irish**

### Common Architecture

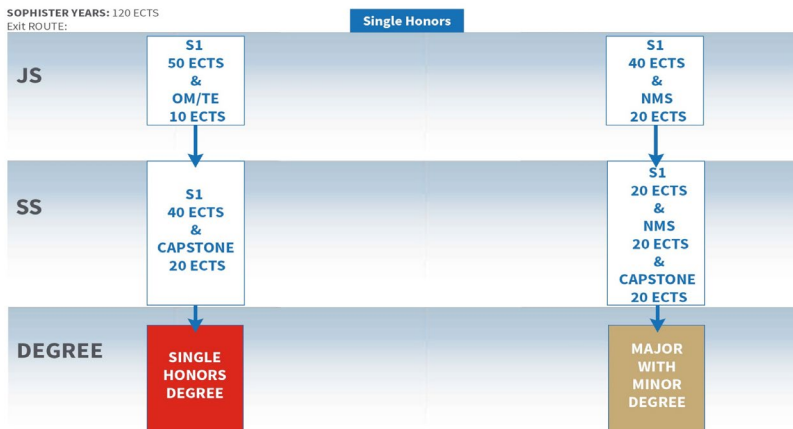
FRESHMAN YEARS: 120 ECTS  
ENTRY ROUTE:



KEY: S1 - Subject 1 | OM - Open Modules | TE - Trinity Electives | NMS - New Minor Subject | JF - Junior Freshman | SF - Senior Freshman

### Common Architecture

SOPHISTER YEARS: 120 ECTS  
EXIT ROUTE:



KEY: S1 - Subject 1 | OM - Open Modules | TE - Trinity Electives | NMS - New Minor Subject | JS - Junior Sophister | SS - Senior Sophister

For further information on the choices and pathways available to Joint Honours students, visit the [Trinity Pathways website](#). The [Joint Honours Pathway Tool](#) is also helpful in exploring the different pathways and the impact they will have on your degree award. Further information on Joint Honours pathways is available from the [Joint Honours Course Office](#).

### Multidisciplinary Programmes offered by SLLCS:

- European Studies
- Middle Eastern and European Languages and Cultures
- Computer Science, Linguistics and a Language





Timetabling may restrict the availability of modules to individual students. The timetabling office does its best to resolve clashes which arise. These should be notified to [timetables.sllcs@tcd.ie](mailto:timetables.sllcs@tcd.ie).

## Reading Lists

Most modules will issue you with a reading list. This may well contain more than you can feasibly read, in which case you should prioritise intelligently. Learning what is worth reading slowly, what can be read quickly, and what can be skimmed, is an important skill in the Humanities. The same comment applies to learning to identify what is important and what is not, and how this changes from context to context.

Some readings may be marked as compulsory, in which case you should follow the instruction.

Some lecturers prefer you to do the reading before their lecture, so that you come to it prepared; others prefer for the reading to happen after the lecture, so that the lecture guides you through what you will go on to read. Where no indication is given, you need to see what works for you.

## Study Abroad

Students have opportunities to study abroad through an approved Erasmus or College-wide exchange programme during their JS year. For general information on study abroad, please see TCD's Study Abroad & Exchange website at <http://www.tcd.ie/study-abroad/>. Students should note that marks achieved abroad count towards their final degree result.

Any TJH student interested in applying to study abroad should first consult the [TJH Regulations for Study Abroad](#). For further information about the options available in different departments and on different programmes, please consult the relevant departmental coordinator. A list of designated coordinators is available [here](#).

For some programmes, study abroad is compulsory. This is specified in the relevant regulations and handbook.

## Student Feedback

The School of Languages, Literatures and Cultural Studies has a policy of openness and transparency with respect to the design, delivery and assessment of the curriculum at undergraduate and postgraduate levels. We are keen to foster a critical mindset in students and to encourage constructive dialogue between staff and students on the structure and delivery of the curriculum.

The School thus seeks feedback through departmental and School meetings at which student representatives are present, as well as through the completion of module evaluation forms at the end of each module. The forms are anonymous.

## Student Concerns

Where a student or group of students has concerns with any aspect of their course, the following procedure should be followed:

- The student should, either directly or through a representative, address their concerns to the lecturer responsible for teaching the module in a constructive and conciliatory manner. Students should be reassured that such an initiative will not impact on their standing or progress: there are processes in place, such as second marking and external examiners, to ensure this does not happen.
- If this first initiative does not resolve a student's concerns, an informal approach should be made to the Head of Department, and only if this procedure does not resolve the issue should an approach be made to the Director of Teaching and Learning, who may consult the Head of School.
- At every stage of the process it is essential to respect the dignity and the right to confidentiality of all parties

See also the section on complaints.

## Capstone Project

The Undergraduate [Capstone Project](#) — though defined differently by different subjects (and sometimes referred to as a dissertation) — is the common element across all undergraduate degree exit routes. It is weighted at 20 ECTS.

The capstone project requires a significant level of independent research by the student. It should be an integrative exercise that allows students to showcase skills and knowledge which they have developed across a range of subject areas and across their four years of study. It should result in the production of a significant piece of original work by the student. Students should refer to College Policies and Procedures with regards to research guidelines and ethical practices. See: Policy on Good Research Practice.

## Ethical Approval for the Capstone Project

All research is subject to ethical scrutiny. However, at Trinity College **only research involving human participants or their data or research on animals requires ethical approval**. You should consult both your Capstone supervisor and the **College Policy on Good Research Practice** to determine whether ethics approval is relevant for your project.

If, for example, interviews or surveys are a core element of your Capstone research, you must apply for ethics approval to the SLLCS Research Ethics Committee. **We advise that you engage with this process early in Michaelmas Term, so that you can progress your research without issue. Delaying the application will hold up your project, which could have serious consequences for your ability to get a good mark.** Your Capstone

supervisor is integral to this process, as they will be called upon to participate in the online approval process.

You should in the first instance familiarise yourself with the 'Key information for students, supervisors and researchers', available at <https://www.tcd.ie/langs-lits-cultures/research/ethics/index.php>. Subsequently, you should consult other documents on the same webpage as appropriate.

## Graduate Attributes

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

### To Act Responsibly

#### A Trinity Graduate

- Acts on the basis of knowledge and understanding
- Is self-motivated and able to take responsibility
- Knows how to deal with ambiguity
- Is an effective participant in teams
- Has a global perspective
- Is ethically aware

### To Develop Continuously

#### A Trinity Graduate

- Has a passion to continue learning
- Builds and maintains career readiness
- Commits to personal development through reflection
- Has the confidence to take measured risks
- Is capable of adapting to change



### To Think Independently

#### A Trinity Graduate

- Has a deep knowledge of an academic discipline
- Can do independent research
- Thinks creatively
- Thinks critically
- Appreciates knowledge beyond their chosen field
- Analyses and synthesises evidence

### To Communicate Effectively

#### A Trinity Graduate

- Can present work through all media
- Is expert in the communication tools of a discipline
- Connects with people
- Listens, persuades and collaborates
- Has digital skills
- Has language skills

## Relevant University Regulations

Please reference the links below for College regulations, policies and procedures:

### ACADEMIC POLICIES

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- <https://www.tcd.ie/teaching-learning/academic-policies/>

### STUDENT COMPLAINTS PROCEDURE

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- [https://www.tcd.ie/about/policies/160722\\_Student%20Complaints%20Procedure\\_PUB.pdf](https://www.tcd.ie/about/policies/160722_Student%20Complaints%20Procedure_PUB.pdf)

### DIGNITY & RESPECT POLICY

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- <https://www.tcd.ie/equality/policy/dignity-respect-policy/>

## SECTION IV – Examination and Assessment

### Examinations

There are formal University assessment sessions following the end of teaching term in semester one (in Michaelmas term) and following the end of teaching term in semester two (in Trinity term). Students are assessed at the end of semester one in all modules that are taught only in semester one and at the end of semester two in all year-long modules and all modules that are taught only in semester two.

There is one reassessment session (sometimes called the ‘supplemental period’) which is held at the beginning of Michaelmas term. Reassessments of exams are held during this period. For missing coursework, Departments will usually set a deadline some weeks before this, to allow for marking time. Students are assessed in all failed modules from both semesters at the reassessment session.

Students are required to complete all assessment components for each module as prescribed by the programme regulations. No notice is required of intention to take an end-of-semester examination or to sit for reassessment in the course for which students have registered. It is the responsibility of students to establish the date, time and venue of their examinations by consulting the relevant timetable on the [my.tcd.ie](http://my.tcd.ie) portal. No timetable or reminder will be sent to individual students by any office. Examination timetables are published four weeks in advance of the dates of examinations on the [my.tcd.ie](http://my.tcd.ie) portal. The College reserves the right to alter the published time and date of an examination in exceptional circumstances. Students should ensure that they are available for examinations for the duration of the assessment session.

Students are not permitted to repeat successfully completed assessments or examinations in order to improve their performance.

### Absence from Examinations

The following is an extract from the College Calendar outlining the College policy on absence from examinations (§§ 50-58):

Students who are unable to complete such assessment components necessary to complete a module or modules at the end of the appropriate semester due to certified illness, disability, or other grave cause beyond their control may seek, through their tutor, permission from the Senior Lecturer to present at the reassessment session. Where certified illness, disability, or other grave cause beyond their control prevents a student from completing at the reassessment session they may seek, through their tutor, permission from the Senior Lecturer to repeat the year.

Where such permission is sought, it must be appropriately evidenced:

(a) For illness: medical certificates must state that the student is unfit to sit examinations/ complete assessment and specify the date(s) of the illness and the

dates on which the student is not fit to sit examinations/complete assessment. Medical certificates must be submitted to the student's tutor within three days of the beginning of the period of absence from the assessment/examination.

(b) For other grave cause: appropriate evidence must be submitted to the student's tutor within three days of the beginning of the period of absence from the assessment/examination.

Where illness occurs during the writing of an examination paper, it should be reported immediately to the chief invigilator. The student will then be escorted to the College Health Centre. Every effort will be made to assist the student to complete the writing of the examination paper.

Where an examination/assessment has been completed, retrospective withdrawal will not be granted by the Senior Lecturer nor will medical certificates be accepted in explanation for poor performance.

- If protracted illness prevents students from taking the prescribed assessment components, so that they cannot rise into the next class, they may withdraw from College for a period of convalescence, provided that appropriate medical certificates are submitted to the Senior Lecturer. If they return to College in the succeeding academic year they must normally register for the year in full in order to fulfil the requirements of their class. Where appropriate please see the regulations governing fitness to practise.
- Where the effects of a disability prevent a student from taking the prescribed assessment components, so that they cannot rise into the next class, the Senior Lecturer may permit the student to withdraw from College for a period of time provided that appropriate evidence has been submitted to the Disability Service. If they return to College in the succeeding academic year they must normally register for the year in full in order to fulfil the requirements of their class.
- The nature of non-standard examination accommodations, and their appropriateness for individual students, will be approved by the Senior Lecturer in line with the Council-approved policy on reasonable accommodations. Any reports provided by the College's Disability Service, Health Service or Student Counselling Service will be strictly confidential.

## In-Class Tests

The dates of in-class tests are announced at the beginning of the academic year, and it is very important that you attend them. Missing an in-class test without valid justification will lead to a mark of 'zero' for it. If you can provide a valid justification for absence (such as a medical certificate), the weight of the remaining components in the module will be recalculated accordingly. For a justification to have validity, it will normally involve a serious and unforeseeable occurrence beyond your control.

If you think you may be absent from a test for any reason, please contact the module instructor and/or coordinator as early as possible.

## Coursework Requirements

In-course assessment and examination arrangements, including marking conventions, rubrics and grade descriptors, as well as guidelines on presentation and submission of work for assessment purposes, can be found in departmental handbooks, on departmental websites, and/or on Blackboard pages. Please ensure that you familiarise yourself with these requirements.

Students are reminded of [Trinity's Accessible Information Policy](#). All written material (e.g. theses, essays) should use sans serif font (e.g. Calibri, Arial), minimum size 11/12. More information on accessible materials is available on the [Trinity Inclusive Curriculum webpages](#).

## Coursework – Penalties for Late Submission

All students must fulfil the requirements of attendance and coursework which attach to their programme of study. Coursework should be submitted by the relevant deadline.

Coursework submitted late will, in the absence of an approved extension or acceptable justification (e.g. medical certificate), be penalised as follows:

- 2% of the final mark will be deducted for each calendar day an assignment is late;
- After 14 calendar days the assignment will not be accepted for marking, and a mark of zero will be awarded.

These penalties are, with the agreement of all departments and programmes, applicable across the School of Languages, Literatures and Cultural Studies.

## Extensions on coursework

If you have a problem submitting one or more pieces of coursework on time, you should contact your tutor – or, alternatively, the Senior Tutors office:

<https://www.tcd.ie/seniortutor/students/undergraduate/>

They can, on your behalf, request an extension from the lecturer concerned.

## Marking Scale

The School only gives credit for work done by you, the human student. Work which includes chunks of text generated by AI will be marked down (see section on Academic Integrity).

The following institutional marking scale is used for undergraduate degree and diploma courses:

I	70-100 %
II.1	60-69 %
II.2	50-59 %
III	40-49 %
F1	30-39 %
F2	0-29 %

For further information please refer to the [College Calendar, Part II, General Regulations and Information, Section II, Item 30](#). Individual Departments and even modules have their own mark schemes.

## Progression Regulations

For College progression regulations please reference the College Calendar at <http://www.tcd.ie/calendar/undergraduate-studies/general-regulations-and-information.pdf>.

It is extremely important that students familiarise themselves with these regulations, which determine whether a student is allowed to progress to the next year of study (or, in the final year, to get their degree).

Note that, if after the reassessment/supplemental period a student still has one or more failed modules, the student will normally (unless a single fail can be compensated for) not be allowed to progress to the next year.

## Reassessment and the supplemental period

You are required to submit assessed coursework by the specified deadlines, and to pass it. However, where this does not happen the Court of Examiners is likely to give you permission to be assessed during the 'supplemental period', in the summer.

The deadlines for the supplemental period are set by Departments. If the supplemental period applies to you, it is very important to meet the deadlines in it, since failure to do this will very probably mean that you have to repeat the year.

A given module's mode of assessment in the supplemental period is not always the same as the mode of assessment at annual assessment (i.e. in the period September-May). For example, if the annual mode of assessment was two essays, the supplemental assessment for the same module might be different – you simply cannot assume that you submit 'the missing essay'.

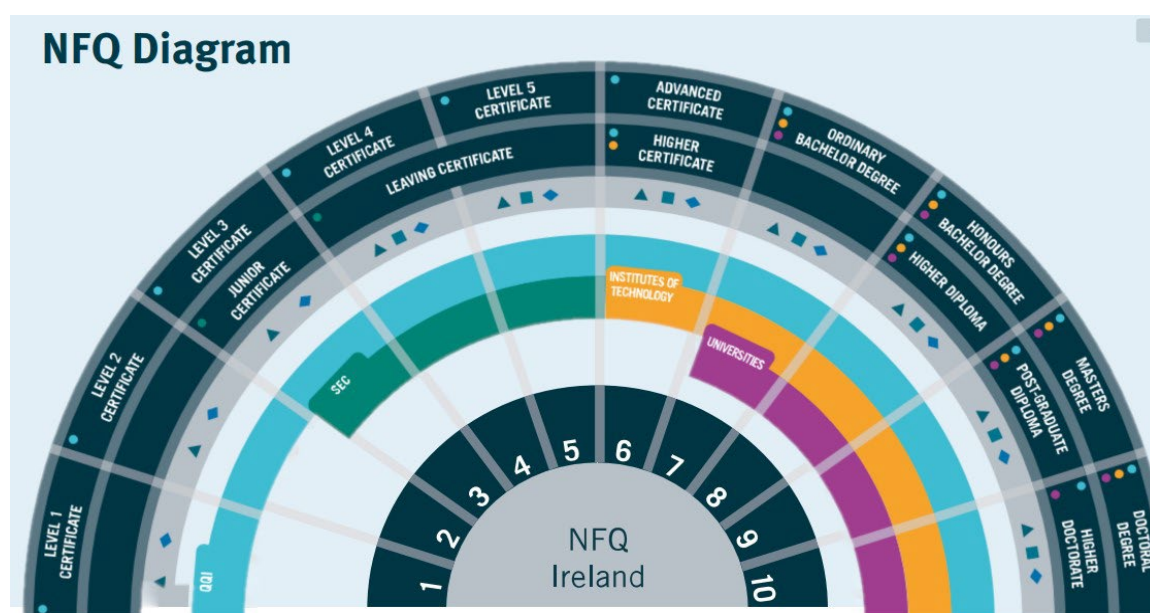
It is therefore your responsibility to ensure that you are aware of the requirements for reassessment in individual modules, and of the deadlines which apply to them. In the first instance you should check module information on Blackboard, and/or ask the module coordinator.



## Degree Awards

Your degree award (Single Honours, Major with Minor, Joint Honours, etc.) will depend on your programme of study. Please refer to your departmental/programme handbook for further information.

The [National Framework of Qualifications](#) (NFQ) is a system of ten levels used to describe the Irish qualifications system. The NFQ is based on standards of knowledge, skill and competence and incorporates awards made for all kinds of learning, wherever it is gained.



## SECTION V – Scholarships and Prizes

### Foundation Scholarship

The full College regulations for the achievement of Scholarship can be found at <http://www.tcd.ie/calendar/undergraduate-studies/foundation-and-non-foundation-scholarships.pdf>. Further information is also available on the relevant section of the [Academic Registry website](#).

Students enter for the Scholarship examination in their Senior Fresh year. Any student thinking of applying for the Scholarship examination should consult with their relevant department(s) or degree programme coordinator. Many departments hold meetings in MT to advise students on the structure and duration of the exams. Students must give formal notice of their intention to take the examination on the prescribed form available on the College website: <https://www.tcd.ie/academicregistry/exams/scholarship/>. Where a candidate is

prevented from sitting the scholarship examination in their SF year due to exceptional circumstances (such as bereavement, serious illness), he/she may apply to the Senior Lecturer through their tutor to be allowed sit the examination in the Junior Sophister year, provided that an application for candidature was made during the specified period in the SF year.

In order to be recommended for Foundation Scholarship, candidates must achieve an overall mark of 70 per cent or higher in the Foundation Scholarship examinations. In addition, candidates are required to achieve first class marks in at least two out of the three Foundation Scholarship papers in courses with three papers; and at least two out of four Foundation Scholarship papers in courses with four papers. Additionally, no Foundation Scholarship paper can have a mark below 65 per cent.

Any student who wishes to withdraw from the Scholarship examination should complete the withdrawal form available on the [Academic Registry website](#). They should also inform their relevant department(s) of their wish to withdraw.

Past Papers are available at the following link: [Examinations & Assessment - Academic Registry - Trinity College Dublin \(tcd.ie\)](#)

## Prizes, Medals and other Scholarships

The College Calendar provides a list of all college-wide prizes available to students: [prizes-and-other-awards.pdf \(tcd.ie\)](#).

**Gold medals** are awarded by the Board of Trinity College to candidates of the first class who have shown exceptional merit at degree examinations in honour or professional courses. The Board of Trinity College has approved specific [Criteria for the Award of Gold Medals](#).

## SECTION VI – Beyond graduation

### Postgraduate degrees

Postgraduate education is an excellent thing to do, both intellectually and to maximise employability. If you are interested in staying on for Graduate work in the School, speak to your instructors about it early in fourth year.

The School hosts a thriving community of postgraduate students. We offer a broad and attractive range of one-year taught MPhil programmes, which consist of coursework and a dissertation. One can also study for a three to four-year doctoral (PhD) programme.

For further details see: <https://www.tcd.ie/langs-lits-cultures/postgraduate/>

## Careers Information

Useful information and advice on careers is available on the Careers Advisory Service webpage at [Home - Trinity Careers Service - Trinity College Dublin \(tcd.ie\)](https://www.tcd.ie/careers/).

The Careers Service supports students with career planning through a range of practical supports. It aims to help equip students with the skills needed to enhance their employability and succeed in their future careers.

[MyCareer](#) is an online career management portal which enables students to:

- Search and apply for job opportunities
- Search postgraduate courses and funding opportunities
- View and book employer and Careers Service events
- Submit career queries to the Careers Service team
- Book an appointment with your Careers Consultant