The School of Languages, Literatures and Cultural Studies

MPhil in Comparative Literature Handbook
2020–2021
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General Information

Comparative Literature as we understand it is the study of literature over time and across cultural and disciplinary boundaries. Reading literature is defined by us mostly as close reading, although in our engagement with the Digital Humanities we are open to distant reading, drawing on technical tools such as topic modelling etc. In comparing literary texts, however, we also rely heavily on a particular focus on cultural theories.

The MPhil in Comparative Literature works closely with other MPhils, such as the MPhil in Literary Translation or the MPhil in Identities and Cultures of Europe. Students of the MPhil will enrol in two core modules and will be trained in the use of theory, criticism, and various possibilities of comparison ranging from the application of imagology to interdisciplinary approaches. These core modules are then complemented by two option modules with more specific literary and cultural content.

- Students will be trained in the following areas:
  - Comparative and interdisciplinary research skills
  - An understanding of key terminology (intertextuality, influence, magical realism, etc.)
  - Applying cultural and philosophical theories to literary texts
  - An understanding of literary and cultural histories
  - An understanding of debates surrounding comparative literature and world literature

Reading literature in English translation but also in other languages, ideally knowledge of languages other than English is desired for this MPhil, although it is not a prerequisite.

Some of the cultural theories we engage with include but are not limited to texts by Mikhail Bakhtin, Michel Foucault, Jacques Derrida, Giorgio Agamben, Gilles Deleuze/Felix Guattari, Friedrich Nietzsche, Martin Heidegger, etc. The content of this programme draws on expertise by staff from the departments of the School but also on people from outside of the School and Trinity.

Structure
Key dates 20-21

Michaelmas Term (September - December)
- 28/09/2020 - Postgraduate Orientation Week
- 28/09/2020 - Michaelmas teaching term begins
- 26/10/2020 - October bank holiday
- 09/11/2020 - Reading week
- 18/12/2020 - End of Michaelmas teaching term
- 22/01/2021 - Deadline for assignments

Winter Break (December - January)
- 21/12/2020 - Christmas period begins
- 23/12/2020 - College closes
- 02/01/2021 - College opens

Hilary Term (January - April)
- 01/02/2021 - Hilary teaching term begins
- 01/02/2021 - Dissertation supervision form due
- 15/03/2021 - Reading week
- 17/03/2021 - St Patrick's Day
- 02/04/2021 - Good Friday
- 05/04/2021 - Easter Monday
- 23/04/2021 - End of Hilary teaching term

Trinity Term (May-June)
- 26/04/2021 - Trinity Week
- 03/05/2021 - May bank holiday
- 21/05/2021 - Deadline for assignments

Research Period (June - August)
- 07/06/2021 - June bank holiday
- 02/08/2021 - August bank holiday
- 10/09/2021 - Dissertation due
**Year-long Modules**
In addition to the Core and Option Modules, there is a module setup to assist students in producing their dissertation. This module is a year-long module, running in both terms.

- Exposes students to a wide range of topics pertinent to producing outstanding research.
Core Modules

Theory & Methodology (first term only)
- apply cultural theory to world literature
- sharpen students' critical and analytical skills,
- research and write essays (form a hypothesis, structure an argument and build an essay, reference outside sources);
- research and present a paper (form a hypothesis, structure an oral presentation; maintain and sustain relations with the listeners, give an overview of sources).

Literature and... (second term only)
- analyse literary texts through the lens of another discipline
- understand the importance of crossing boundaries of discourses and ways of thinking
- apply specific theories generated by other disciplines to literary studies
- research and write an essay (form a hypothesis, structure the essay, think critically about primary and secondary sources and refer to them in footnotes)
- draw on a range of disciplines from cultural studies that broaden the way we interpret literature
- understand comparative literature as more than just comparing literature
- present their ideas for the essay in a coherent way

Moving Between Cultures (both terms)
- Explore fundamental issues relating to moving between cultures across a representative range of primarily European perspectives
- tackle some of the theoretical and methodological issues raised by travel writing and other related forms of cultural expression.
- multiple levels of conception and expression of intercultural movement will be identified and investigated
Option Modules

Michaelmas Term (autumn)

- **Discovering the Other: East-West Encounters in Translation History**
  - Examines the history of translation between East Asia and the English language world from the mid-nineteenth century to the mid-twentieth century.

- **Translation Studies Methodologies**
  - A series of workshops that sharpen students’ analytical and critical skills, help them see logical problems in arguments, create rigorous research plans and express their findings clearly.

- **Dantean Echoes**
  - Explores influence of Dante Alighieri, by placing him in a context of world literature from ancient times on, and secondly by tracing his impact on number of English-language and Italian writers from the Renaissance to the 20th Century.

- **The Russian Avant-Garde**
  - Acquaints students with the history of the Russian avant-garde of the early 20th century, to examine the textual and visual practices of leading participants in the movement, and to study the theoretical basis for major strands of this movement.

- **Europe and Its Identities: A Cultural History**
  - Explores various aspects of the construction of Europe as an idea, a utopia and a political project as well as a form of identity.

- **Medieval and Renaissance Foundations of Europe**
  - Explore the medieval and early modern historical and cultural foundations of modern Europe, particularly, France, England, Ireland, Germany and Spain during the Middle Ages and Renaissance.
Hilary Term (spring)

**Multilingualism, Translation and Identity in Literature**
- Analyses examples of madness and nonsense in literature to question notions of identity and processes of identity formation and loss, and to explore the relationship between language, meaning, and self-knowledge.

**European Cinema and Identity**
- Explores how European identity is reflected and constructed on screen in the contemporary cinemas of Italy, Ireland and Germany, taking a selection of case studies: national identity and religion (Ireland), migration (Italy), and memory (Germany).

**Don Quixote: Romance, Comedy and the Modern Novel**
- Undertakes a close reading of Don Quixote from the perspective of the productive tension between heroic romance and burlesque comedy that structures the novel.

**Food, Drink and European Cultural Identities**
- Provides students with an understanding of how food and drink production and consumption have shaped different European Cultures.

**The Communist Century: Culture, History, Representations**
- Explores key themes from the social and cultural history of communism, and examines the ways in which such themes were represented in historical works and cultural products.

**Postmodernist Literature in East and Central Europe**
- Explores the notion of postmodernity across a range of literatures and language cultures from among the former communist states of East and Central Europe.
Dissertation

The dissertation is a substantial body of academic work of between 17,000 and 20,000 words. It offers students the opportunity to explore a subject of their choosing in some detail under the supervision of a subject specialist. Given the size and importance of the dissertation, it is strongly advised that students devote plenty of time to planning and producing the dissertation from an early stage in the course.

Supervisors

Each dissertation is supervised by at least one member of academic staff. The selection of a supervisor is the responsibility of the student involved. A list of the main supervisors can be found on the last page of this handbook.

A student may choose to split their supervision between two supervisors. Whether there is one or multiple supervisors, the total number of supervisory hours per dissertation is six. How these six hours are divided between supervisors is left to the discretion of the student.

In addition, it is not necessarily required for the student to organise six whole hours of supervision. Many students find it more beneficial to have twelve, half-hour sessions, since this will allow for a brief, focused discussion at regular intervals. Often students de-prioritise the dissertation below their other work during the Hilary Term, because it has a later deadline. However, the dissertation is the most important part of the degree structure. Moreover, supervision ends at the end of the statutory term, only a few weeks after the deadline for the assignments and several months before the deadline for the dissertation. Therefore, it is strongly recommended to start working on it early, and to work steadily on it throughout the Hilary Term to make the best use of the supervision you have. With this situation in mind, some students find that many short supervisions allow them to make sure their work is progressing steadily.

Whatever work pattern a student decides on, it is strongly recommended that students planning, working on their dissertations, and meeting their supervisors during Hilary Term. Therefore, dissertation supervisors need to be approached late in Michaelmas Term. Once a supervisor or supervisory team has been decided, the student and supervisor(s) fill out a dissertation supervision form.

This form includes spaces for the student’s and supervisor’s signatures, as well as spaces for a working schedule of meetings. It is important to fill out the form in full, including the schedule. It is accepted that the schedule is open to change, but it is not acceptable to write ‘TBC’. Specific dates and times must be decided on. The reason this is important is because supervisors’ time is short, and in practice, if a definite schedule is not decided on early, the student generally misses out on supervision hours, because the supervisor has so many other calls on their time. For this reason, any forms that are not filled out in full are returned to the student for completion.

In planning for a supervision, you should write some text and email it to your supervisor no later than one week before the supervision is scheduled to take place. This will allow them the time to look at your work and make comments. In practice, this means that your time during the supervision-proper is used most efficiently on talking through the results, rather than with the supervisor reading your work.

Below is a suggested structure for how your dissertation work might progress:
Submission

When preparing the work for submission, you should pay special attention to the various style guidelines associated with dissertations (see House Style below). You may choose to use this template to help you in this process.

The abstract, acknowledgements and any appendices do not count towards a dissertation’s word count. However, all other parts of the dissertation, including bibliography, introduction, and any footnotes are included in the word count. Two hard copies of the dissertation should be presented.

Students are also required to submit an electronic version of their dissertations to blackboard. The electronic and hard copies must be identical. If they differ, the hard copy is considered the officially submitted version.

As well as a soft copy which is submitted to blackboard, two printed copies of the portfolio must be handed in to the School Office (Room 5042). They should both be bound. We recommend that you keep a soft copy of the portfolio for your records.
Course Learning Outcomes

On successful completion of this programme, students should be able to demonstrate:

- an understanding of Comparative Literature as a subject of study and a critical practice;
- an understanding of the theoretical and methodological basis for comparative literary work at an advanced level;
- competence in the application of the theory and methodology of comparative literary analysis to texts of various genres and artefacts of different media;
- the appropriate oral and written presentation and communication skills to allow them to present research clearly and unambiguously in the appropriate scholarly manner;
- the ability to conduct research in a largely self-directed manner,
M.Phil:

In order to qualify for the award of M.Phil., students must obtain an overall mark of at least 40%, and a mark of at least 40% in the dissertation and an aggregate mark of at least 40% in core and optional modules (40 credits).

Students may compensate up to 10 credits, provided that they have obtained an overall mark of at least 40%, and a mark of at least 40% in the dissertation and an aggregate mark of at least 40% in core and optional modules (at least 50 credits) or a mark of at least 30% in the failed module(s).

A distinction may be awarded if a candidate has achieved an overall mark of at least 70%, passed all components and achieved a mark of at least 70% for the dissertation. A distinction cannot be awarded if a candidate has failed any credit during the course.
P.Grad.Dip:

Only in cases where an M.Phil cannot be awarded because the dissertation has either not been submitted or failed, a student may be considered for the award of P.Grad.Dip if a student has obtained an overall mark of at least 40% on the taught component of the course and an aggregate mark of at least 40% in core and optional modules (40 credits).

Students may compensate up to 10 credits, provided that they have obtained an overall mark of at least 40% and an aggregate mark of at least 40% in core and optional modules (at least 30 credits), or a mark of at least 30% in the failed module(s).

A distinction may be awarded if a candidate has achieved an overall mark of at least 70% and passed all components.
House Style

This description is the default for core modules and dissertations in the MPhil in Comparative Literature programme. Some option modules may have different requirements. Please be sure to check the requirements for your modules.

All submitted work should be word-processed.

Layout

Font: Calibri
Font size: 12pt
Line Spacing: 1.5
Page size: A4

- Use the DD/MM/YYYY format for short dates (e.g. 30/09/2000)
- Use the dddd/mmmm/yyyy format for long dates (e.g. 30th September 2000)

Dates:
- For decades, do not include an apostrophe (e.g. 1990s (not 1990’s)
- For centuries, spell out the name (e.g. ‘nineteenth century’ (not ‘19th century’).

Punctuation: Do not put a space in front of a question mark, or in front of any other closing quotation mark. Use single spaces after full-stops.

Spelling: Any English spelling convention is acceptable, as long as it is used consistently.

Title: Use bold for your assignment title, with an initial capital letter for any proper nouns.

Please indicate the level of the section headings in your assignment:

Headings:
- First-level headings (e.g. Introduction, Conclusion) should be in bold, with an initial capital letter for any proper nouns.
- Second-level headings should be in bold italics, with an initial capital letter for any proper nouns.

Tables and figures: Tables and figures must be properly titled and numbered consecutively. Do not use bold or capitals in the titles of tables and figures.

- Fewer than 40 words: in the body of the text, in single quotation marks (‘...’).
- 40 words or more: size 10, indented 2.54cm on left and right, on a new line, with no quotation marks.
- If a quotation contains a quote, this is marked with double quotation marks (‘...”...’).

Bold: Bold text should only be used to identify section or chapter titles.

Italics: Use italics for titles of books, journals, newspapers, plays, films, long poems, paintings and ships. Extensive use of italics for emphasis should be avoided.

Underlining: Underlining should not be used.
Translation examples:
Gloss in English any translation examples from other languages.

Gender-neutral language:
Do not use either masculine or feminine terms when the intention is to cover both genders.

When using abbreviations, the following conventions should be followed:

- When the abbreviated form ends with the same letter as the full form, no full stop is used (e.g. Mr, Dr, Mrs, vols, St)
- Other abbreviations take a full stop (e.g. Esq., vol., p., no.)
- Where the initial letters of each word of a title of a journal are used as an abbreviated title, full stops are omitted (e.g. MLR, PMLA, RHLF, TLS)
- Abbreviated Technical terms must normally be explained in the text. However, if numerous abbreviations are used, they may be listed separately after the text of the assignment.

Numerals:
In general, spell out numbers under 100; but use numerals for measurements (e.g. 12km) and ages (e.g. 10 years old). Insert a comma for both thousands and tens of thousands (e.g. 1,000 and 20,000).

Notes:
Use footnotes, rather than endnotes, consecutively numbered, with reference numbers appearing in the relevant place in the text body. Notes should be kept to a minimum and should not include any material that could appear in the text body.

Appendices:
Large bodies of data, such as transcripts and tables may be placed into an appendix at the end of the assignment. Appendices do not count for the purposes of the assignment’s word count. However, the marker also does not have to consider them. Therefore, sufficient and consistent reference to the contents of any appendices must be made in the body of the text using the same techniques as for referencing any other body of research, (e.g. ‘(see Appendix 1: 5-7)).

Pagination:
Pages should be numbered consecutively, centred in the footer.

Binding:
All pages should be affixed securely using hard, soft or spiral binding for large submissions (portfolios & dissertations). A folder of plastic wallets should not be used. Essays and other small pieces of work submitted manually should be stapled together.

Student Number:
The student number should appear in the header of each page of the assignment and in the name of the document for work submitted electronically. e.g. (1234567.pdf)

The most recent Chicago Manual of Style should be consulted for all further details.
Referencing and Bibliographies

Referencing

The referencing style used is the Author–Date System, as described in the *Chicago Manual of Style*.

Placement:

- Jones and Green (2012) did useful work on this subject.
- Khan's (2012) research is valuable.

If the reference is in parentheses, use square brackets for additional parentheses:

- (see, e.g., Khan [2012, 89] on this important subject).

Citing multiple works at a time:

Separate the references with semicolons. The order of the references is flexible, so this can be alphabetical, chronological, or in order of importance. If citing more than one work by one author, do not repeat the name:

- (Smith 2010, 2012; Khan 2012)
- (Smith 2010, 2012, 84; Khan 2012, 54–60)
- (Smith 2012a, 2012b, 82; Khan 2012, 9)

Repeat mentions in the same paragraph:

Include a full reference ever time a work is cited, even if it is cited multiple times in a single paragraph. You may use ‘ibid’ where exactly the same text has been cited in the same paragraph:

- (Smith 2010, 9)
- (ibid, 25)

With a quotation:

Citation of the source normally follows a quotation, but may be placed before the quotation to allow the date to appear with the author's name:

- As Smith (2012, 67) points out, “quoted text.”
- As Smith points out, “quoted text” (2012, 67).

After a displayed quotation, the source appears in parentheses after the final punctuation:

- end of displayed quotation. (Smith 2012, 67)

Page number or other locator:

(Smith 2012, 6–10) (Jones 2012, vol. 2)

One author:

Smith (2012) or (Smith 2012)
Two authors: Smith and Jones (2012) or (Smith and Jones 2012)

Three authors: Smith, Jones, and Khan (2012) or (Smith, Jones, and Khan 2012)

Four or more authors: Smith et al. (2012) (Smith et al. 2012)
If the reference list contains two publications in the same year that would both shorten to the same form (e.g. Smith et al. 2012), cite the surnames of the first author and as many others as necessary to distinguish the two references, followed by comma and et al. (NB: you cannot use et al. unless it stands for two authors or more.). If this would result in more than three names having to be used, cite the first author plus a short title:
(Smith et al., “Short Title,” 2012)
(Smith et al., “Abbreviated Title,” 2012)

Authors with same surname: G. Smith 2012 and F. Smith 2008

Cite first few words of title (in quotation marks or italics depending on journal style for that type of work), plus the year.

No author: In the text: (BSI 2012)
In the reference list: BSI (British Standards Institution) 2012. Title ...

Groups of authors that would shorten to the same form: Cite the surnames of the first author and as many others as necessary to distinguish the two references, followed by comma and et al.

Organization as author: The organization can be listed under its abbreviation so that the text citation is shorter. If this is the case, alphabetise the reference under the abbreviation rather than the full

Author with two works in the same year: Put a, b, c after the year (Chen 2011a, 2011b)

Secondary source: When it is not possible to see an original document, cite the source of your information on it; do not cite the original assuming that the secondary source is correct.
Smith's diary (as quoted in Khan 2012)

Classical work: Classical primary source references are given in the text, not in the reference list.

Personal communication: References to personal communications are cited only in the text: A. Colleague (personal communication, April 12, 2011)

Unknown date: (Author, n.d.)
(Author, forthcoming)
List the original date first, in square brackets:
Author ([1890] 1983)

Multivolume works:
(Author 1951–71)
Bibliography

List all primary and secondary sources consulted, using the *Chicago Manual of Style* conventions.

General

Alphabetically by last name of author. If no author or editor, order by title. Follow Chicago's letter-by-letter system for alphabetizing entries. Names with particles (e.g. de, von, van den) should be alphabetized by the individual's personal preference if known, or traditional usage.

Order:

A single-author entry precedes a multi-author entry that begins with the same name. Successive entries by two or more authors when only the first author is the same are alphabetized by co-authors' last names. If references have the same author(s), editor(s), etc., arrange by year of publication, with undated works at the end.

If the reference list contains two or more items by the same author in the same year, add a, b, etc. and list them alphabetically by title of the work:

Green, Mary L. 2012a. Book Title.
Green, Mary L. 2012b. Title of Book.

Form of author name:

Generally, use the form of the author name as it appears on the title page or head of an article, but this can be made consistent within the reference list if it is known that an author has used two different forms (e.g. Mary Louise Green and M. L. Green), to aid correct identification.

Punctuation:

Headline-style capitalization is used. In headline style, the first and last words of title and subtitle and all other major words (nouns, pronouns, verbs, adjectives, adverbs) are capitalized. For non-English titles, use sentence-style capitalization.

Books


Four to ten authors: Give all authors' names.

More than ten authors: List the first seven authors followed by et al.


No author: Begin the bibliography entry with the title, and ignore “the”, “a” or “an” for the purposes of alphabetical order.
Two authors

Three authors:

Four to ten authors:
Give all authors' names.

More than ten authors:
List the first seven authors followed by et al.

Translated:

Not in English:
Capitalize sentence-style, but according to the conventions of the relevant language.

Other article types:

Issue numbers:
The issue number can be omitted if the journal is paginated consecutively through the volume (or if month or season is included), but it is not incorrect to include it.
When volume and issue number alone are used, the issue number is within parentheses. If only an issue number is used, it is not within parentheses:
Journal Title, no. 25: 63–69.
If using month, abbreviate as Jan., Feb., etc. If using season, spell out in full.

Online first publication:
Use year of online publication and include ‘Advance online publication’. Remove any version type, eg Rapid online or epub, e.g.:
If you can update the reference to include published volume and issue numbers before publication, please do so.

Other kinds of media
You should use non-peer reviewed forms of media extremely sparingly (or not at all), and mostly as primary data, rather than as secondary sources of authoritative information. Each form of media has its own citation conventions. The various media include: Theses and Dissertations, Interviews, News or Magazine Articles, Book Reviews, Websites, Social Media Content, and Personal Communications.
Dissertation

Title page: The dissertation must begin with a title page that contains the following information (in this order): the full name of its author; the student number of the author; the title of the assignment or the task that it fulfils; the degree for which it is submitted (MPhil in Literary Translation); the module to which it is attached (where applicable); the term and year in which it is submitted.

Declaration: Immediately following the title page, every dissertation must contain the following declaration, signed and dated:

Declaration

“I declare that this dissertation has not been submitted as an exercise for a degree at this or any other university and that it is entirely my own work.

I agree that the Library may lend or copy this dissertation on request.

Signed: Date:

Abstract: Immediately following the declaration, every dissertation must contain an abstract (250-300 words), which summarizes the methods used and the conclusions reached. The abstract must be headed with the title of the dissertation and the author’s full name (in that order), and must not exceed one page of single-spaced typescript.

Acknowledgements: The inclusion of an acknowledgement page is optional. However, it is conventional to acknowledge any person or persons who might have provided assistance or guidance in the course of your research.

Table of contents: Immediately following the abstract, every dissertation must contain a table of contents listing the main divisions (parts, chapters, sections, sub-sections, etc., as appropriate) and the pages on which they begin.

Abbreviations list: Include full details of abbreviations and editions used.

Introduction: The introduction sets out the objectives and scope of the dissertation, and the general shape of the argument, together with some statement of how the work relates to studies already available.

Chapters: Chapters are to be divided as most appropriate to the material. If subsections to chapters are used, these should be given separate headings, and listed in the Table of Contents.

Conclusion: The conclusion describes the results of your investigation, indicates their significance, sets them in a wider context and suggests possible future explorations.

Bibliography: List all primary and secondary sources consulted using the Chicago Manual of Style conventions.

Binding of dissertations: Every dissertation must be securely bound. Bindings can be either hard bound, soft bound or spiral bound. The front cover or spine must bear the candidate’s name in full, the degree for which the dissertation is submitted, and the year. The front cover must also bear the candidate’s full name and the title of the dissertation.
Regulations and Guidelines

Plagiarism

When writing or presenting your work, it is important always to avoid using other people’s ideas or words as if they were your own. At its worst, this is plagiarism, a form of intellectual dishonesty and fraud and as such is considered a very serious offence by TCD. You have always to credit and acknowledge all your sources of information (printed, virtual or listened to). It is clearly plagiarism if you simply transcribe (or cut and paste) somebody else’s text (essay, translation, etc.) without specifying (usually in an appropriate footnote) your source very clearly. The offence may not always be intentional, but even when it is not done deliberately, it can still count as an offence and you may be technically guilty of plagiarism leading – at worst – to your expulsion from the College. The reasons for this and Trinity’s policy on plagiarism are explained in an online repository, hosted by the Library: (http://tcd-ie.libguides.com/plagiarism)

Assignment Submission

Postgraduate students are required to complete the online tutorial Ready, Steady, Write (http://tcd-ie.libguides.com/plagiarism/ready-steady-write), which contains some interesting analyses of borderline cases. In addition, all cover sheets, which you must complete when submitting assessed work, now contain the following 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 at: http://tcd-ie.libguides.com/plagiarism/ready-steady-write

Assignments

Students are required to submit their assignments by the deadline indicated for each individual module.

For most modules, hard copies are not required. Where hard copies of essays are required, one hard copy of essays with the appropriate cover sheet should be submitted in person to the School office (room 5042, Arts Building). Students are also required to submit an electronic version of their essays to slcs@tcd.ie and to upload the main text of their assignment (minus any video or audio appendices) to the blackboard site of the module in question.

Assignments for each module must be accompanied by a completed submission sheet. In the case of online only submissions, this should be uploaded. In the case of assignments where hard copies are required, the sheet should be printed and affixed to the hard copy.

Grading

The final degree only has three possible classifications: fail, pass, and distinction. However, each component of the degree is graded according to the university’s general scale. The pass mark is 40%.
In general, the four pass bands above are to be interpreted as follows:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Demonstration</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>(70+)</td>
<td>Demonstrates a full understanding of key issues, an ability to construct a detailed argument on the basis of that understanding, and a capacity for developing innovative lines of thought</td>
</tr>
<tr>
<td>II.1</td>
<td>(60-69)</td>
<td>Demonstrates a full understanding of key issues and an ability not only to construct a detailed argument on the basis of that understanding, but to generate additional insights</td>
</tr>
<tr>
<td>II.2</td>
<td>(50-59)</td>
<td>Demonstrates a full understanding of key issues and an ability to construct a detailed argument on the basis of that understanding</td>
</tr>
<tr>
<td>III</td>
<td>(40-49)</td>
<td>Demonstrates an adequate understanding of key issues and an ability to construct a basic argument</td>
</tr>
</tbody>
</table>
Deadlines

Each assignment has a specific deadline associated with it. If this deadline is not clear to you, it is your responsibility to find out when the deadline is. After checking any written instructions you may have been given, including the blackboard site for the module, the most reliable way of finding out the deadline is to email the convenor of the module directly.

Occasionally, the unexpected can happen during your course. Extensions to deadlines can be issued in extreme circumstances if such unexpected things occur. Such cases are called “ad misericordiam appeals” (please see below).
Resources and Facilities

Trinity Student ID Card
As a Trinity student, you will be issued with a multi-purpose identity card. It serves as a membership ID card for the Library, and will also grant you access to the Trinity Centre for Literary and Cultural Translation.

Email
You will be provided with a Trinity email account. This is the main way that members of staff will communicate with you during the course. For that reason, you should check your Trinity email account regularly (at least once per weekday): https://www.tcd.ie/itservices/students/myzone.php

VLE
Trinity makes use of a Virtual Learning Environment (VLE) called Blackboard. Most, but not all of the modules make extensive use of this VLE, posting reading lists, schedules, messages, and exercises. Some also require you to submit your assignments via Blackboard.

You can access Blackboard at: https://tcd.blackboard.com

You will be prompted for your login details which are the same as those issued to you at registration to access your Trinity email account.

Once you have gained access to Blackboard, you will see a list of the modules on which you are registered. If you click on the individual modules, you will be taken to the content for that module.

Internet
While on campus, you can also access the Trinity WIFI. The login details are the same as those you use to access your Trinity email account. For further information, see this page: https://www.tcd.ie/itservices/network/tcdconnect.php

Internet connections are also available at the Trinity Centre for Literary and Cultural Translation. However, as there are currently no computers allocated for student use, you are recommended to bring your own laptop to the Centre.

Learning Development
Very often, postgraduate students discover that they do not have certain skills that they require to flourish on their course. There is no shame in this. A taught postgraduate course is intense and demanding. Also, what is expected in a taught postgraduate course at Trinity is almost certainly very different from what you have learnt is expected at your previous university and in your previous course.

For international students especially, it is highly recommended that you study this page: https://student-learning.tcd.ie/international/, which gives a brief introduction of key aspects of the Trinity academic culture.

If you find that you are struggling with some aspect of the course, such as managing your study time and meeting deadlines, writing in the way that is expected of you, planning your essays, or taking notes, it is highly recommended that you undertake one of the workshops that is organized to target these issues as soon as possible. Do not wait and expect the problem to get better by itself. The course is very short and expects a lot. For that reason, its marking structure can be unforgiving for those who struggle to understand the expectations. You can find details of the services available to help you through such situations here: https://student-learning.tcd.ie/services/
**Ad Misericordiam Appeals**

Ad misericordiam appeals must be able to demonstrate the impact of the timing of the event or circumstances on the specific assessment and must be supported with relevant documentary evidence and certification which refers specifically to the time period in question. Ad misericordiam appeals must be made directly to the course director before the deadline for the assignment has passed. Such appeals often take several working days to administer. Therefore, students are recommended to make their appeal as early as possible.

Below is a list of the categories of event that may warrant an ad misericordiam appeal:

- Significant accident or trauma affecting the student at the time of an assessment; or significant accident or trauma during preparation for it.
- An assault or other crime of which the student is the victim.
- Serious illness affecting the student at the time of the assessment; or an unanticipated deterioration in an ongoing illness or chronic medical condition. In the case of an ongoing illness or chronic medical condition, there is a reasonable expectation that it will have been disclosed in advance.
- Ongoing life-threatening illness or accident involving someone close to the student where it can be demonstrated that the relationship was close. This may include parents, friends, in-laws, grandparents and grandchildren. There is a reasonable expectation that the circumstances will have been disclosed in advance.
- Death of close family member, e.g. parent or guardian, child, sibling, spouse or partner, at the time of assessment. Where the bereavement has occurred prior to the assessment, there is a reasonable expectation that it will have been disclosed in advance.
- Death of someone close to the student, e.g., friends, in-laws, grandparents and grandchildren, during the time of assessment. Where the bereavement has occurred prior to the assessment there is a reasonable expectation that it will have been disclosed in advance. The student must be able to demonstrate that the relationship was close.
- Significant or abrupt change in serious ongoing personal, emotional or financial circumstances of the student e.g. domestic upheaval, divorce, fire, burglary, required court appearance at or near the time of the relevant assessment, loss of income.
- Diagnosis of Special Learning Difference, but only eligible when diagnosis is obtained prior to the assessment, but too late for reasonable adjustments to be made by way of special arrangements or in other ways (See Disability Office website).
- Bullying, harassment, victimisation or threatening behaviour where the student is the victim or the alleged perpetrator and where the student can provide evidence that such behaviour has occurred.

Trinity does not normally accept the following as grounds for an ad misericordiam appeal:

- Typical symptoms associated with exam stress e.g. anxiety, sleeping disturbances etc.
- Exam stress or panic attacks not supported by medical evidence
- Minor illness such as a common cold, aches, pains, sore throats and coughs where these are not symptoms of a more serious medical condition
- Relationship difficulties
- Commuting and transport issues
- Misreading the timetable for assessments or otherwise misunderstanding the requirements for assessment including submission deadlines
- English is the second language
- Multiple assessments in a short time i.e. assessments that are scheduled close together or on the same day, or that clash, due to incorrect registration by the student
- Failure to plan study schedule
• Paid Employment, Voluntary Work, Sporting and College Society commitments, election/campaigning commitments
• Other Extra-curricular activities/events, such as weddings, holidays during the academic year, family occasions (holy communions, christenings etc.)
• Statement of a medical condition without reasonable evidence (medical or otherwise) to support it, or a medical condition supported by ‘retrospective’ medical evidence, i.e. evidence which is not in existence at the same time as the illness e.g. a doctor’s certificate which states that the student was seen after the illness occurred and declared that they had been ill previously
• Medical circumstances outside the relevant assessment period
• Long term health condition for which student is already receiving reasonable or appropriate accommodations
• Late disclosure of circumstances on the basis that the student ‘felt unable – did not feel comfortable’ confiding in a staff member about their exceptional circumstances
• Temporary self-induced conditions e.g. hangovers, ill-effects from the use of recreational or performance-enhancing drugs, whether legal (e.g. caffeine, energy drinks) or illegal.

Ad misericordiam appeals should be directed in the first instance to the director of the course. Further information on the nature of the evidence required in each case can be found here: https://www.tcd.ie/undergraduate-studies/assets/documents/EvidenceofadmisAppeal%2027-01-16%20(1).pdf

Student Advisory Service
There is also a confidential student advisory service for postgraduates in Trinity which can help you work through a range of issues that do not necessarily require the involvement or knowledge of the course director. More information is provided at www.tcd.ie/seniortutor/students/postgraduate/

Medical Issues
For issues of a medical nature, there is a Health Service in Trinity for students and staff. It is likely a cheaper option than going to a local doctor or hospital for many non-emergency issues. There is no charge for student consultations, which must be made by appointment. However, if tests are required, fees may apply. https://www.tcd.ie/collegehealth/

Careers Service
There is a careers advisory service in Trinity, which offers a wide range of services to students, from exploring career options and mentoring, to assisting you making applications and working on your CV. https://www.tcd.ie/Careers/

Representatives
Each year, the class nominates one or more representatives from among the students. These representatives attend meetings each term and act as the student voice on behalf of the whole class. If you would like to act as a representative, you should approach the course Director early in the academic year.

Academic Registry
Most of the academic administration of the course, such as admissions, fees and registration, graduation, certificates, and transferring/withdrawing is handled by the Academic Registry. You can find the Academic Registry in the Watts Building, on campus, around 5 minutes’ walk from the Centre. However, it is highly recommended that you try to find your issue on their website before dropping in, to increase the likelihood of getting the advice you require: https://www.tcd.ie/academicregistry/

Please note that some issues are only managed in consultation with the course director.
School of Languages, Literatures and Cultural Studies
The school is the body that runs the course, and that manages it day to day. Any hard copies of work that you have to submit must be handed in to the school office in Room 5042 of the Arts Building. Any emails to the school can be directed to slcs@tcd.ie. The school is also your first port of call for academic transcripts and issues pertaining to your option modules. Generally, issues handled by the school are done so in consultation with the course director.

Course Director
The course Director is the individual responsible for the smooth running of the course. The current Director is Peter Arnds, whose office is 4081 of the Arts Building. He can also be reached by emailing arndsp@tcd.ie. The Director manages your journey through the course, your supervisors, the marking and moderating of your assignments, and a variety of other activities not covered by any of the other bodies mentioned here. The Director is available for meetings to discuss issues. These should be organised in advance by sending an email that briefly outlines the nature of the issue to the address above.
**Teaching Staff**

Peter Arnds is the current course director of the MPhil in Comparative Literature. He is your first and most frequent point of contact for any questions or concerns. If you wish to organise a meeting with him, you should email him at arndsp@tcd.ie.

**Supervisors**

Each student is required to find a supervisor for their dissertation. You are encouraged to start identifying and approaching potential dissertation supervisor in Michaelmas Term (MT). Dissertation supervisors are settled by the beginning of Hilary Term (HT). Potential supervisors include but are by no means limited to:

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<tr>
<th>Department of Russian and Slavonic Studies</th>
<th>Department of Hispanic Studies</th>
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<tr>
<td>Dr Justin Doherty</td>
<td>Dr Ciara O’Hagan</td>
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<td>Dr Kasia Szymanska</td>
<td>Dr Brian Brewer</td>
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<td>Dr Balázs Apor</td>
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<td>Dr Alexandra Lukes</td>
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<td>Dr Pádraig de Paor</td>
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