



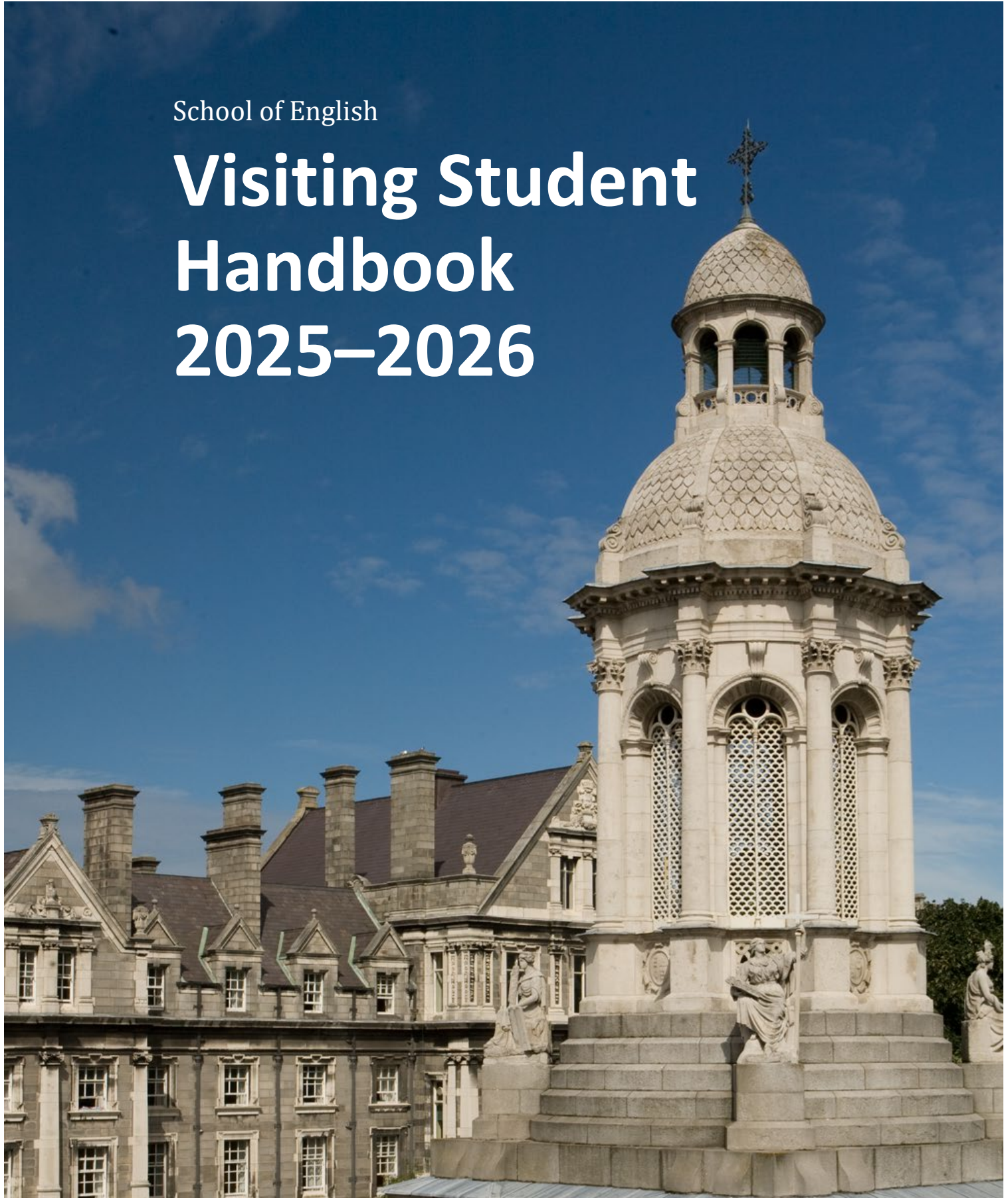
**Trinity College Dublin**

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

School of English

# Visiting Student Handbook 2025–2026



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**Important - it is the responsibility of students to acquaint themselves with and abide by the contents of this handbook. Failure to do so may affect your results.**

## **CONTACTS**

**Visiting Student Coordinator:**

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Room 5089, Arts Building  
[Vyroubae@tcd.ie](mailto:Vyroubae@tcd.ie)

**Global and Communications  
Officer:**

Annelise Berghenti  
Room 4016, Arts Building  
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**School Administrative Staff:**

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**Oscar Wilde Centre:**

Sophia Ní Sheoin  
Tel: +353 1 8962885  
[wilde@tcd.ie](mailto:wilde@tcd.ie)

## **USEFUL WEBSITES**

**School of English:** <https://www.tcd.ie/english/>

**Exam Papers (needs TCD password):** <https://www.tcd.ie/academicregistry/exams/past-papers/annual/>

**Oscar Wilde Centre:** <https://www.tcd.ie/OWC/>

**Welcome Guide:** <https://www.tcd.ie/study/assets/PDF/WelcometoTrinity2024.pdf>

**TCD Global Room:** <https://www.tcd.ie/study/international/student-experience/global-room/>

**Academic Registry:** <http://www.tcd.ie/academicregistry/service-desk/>

**Your College Tutor:** [http://www.tcd.ie/Senior\\_Tutor/](http://www.tcd.ie/Senior_Tutor/)

**College Health:** <http://www.tcd.ie/collegehealth/>

**Admissions:** <https://www.tcd.ie/study/admissions/index.php>

**College Maps:** <http://www.tcd.ie/Maps/>

**Disability Services:** <http://www.tcd.ie/disability/>

**Student Union website:** <http://www.tcdsu.org/>

**IT Services:** <http://www.tcd.ie/itservices/>

**College Calendar:** <http://www.tcd.ie/calendar/>

**Student Counselling:** <https://www.tcd.ie/studentcounselling/>

## **General Introduction**

The School of English is large, with over twenty full time academic staff members, five administrative staff, more than thirty teaching assistants, and over six hundred students including many visiting students and postgraduate students. As you are all new entrants, it will take you some time to find your way around. This Handbook is intended to give you necessary information so that you know what to expect. The official regulations for the course are printed in the University Calendar: The Handbook sets out the detailed implementation of those regulations by the School of English.

This general introduction is designed particularly for visiting students and should contain most of the information you need in your first weeks. The rest of the Handbook gives the full account of the courses in each year, with the requirements for assessment and examinations, so it is essential that you consult it as necessary throughout your time in the School of English. **It is your responsibility as a student to make yourself familiar with the requirements listed in the Handbook. You should consult the handbook throughout your time here at TCD.**

A few abbreviations are used throughout the Handbook as follows:

Junior Fresher	= JF	i.e. First year undergraduate
Senior Fresher	= SF	i.e. Second year undergraduate
Junior Sophister	= JS	i.e. Third year undergraduate
Senior Sophister	= SS	i.e. Fourth year undergraduate
Michaelmas Term	= MT	15 September - 14 December 2025
Hilary Term	= HT	19 January - 19 April 2026

## **How to get information**

**Visiting Student Co-ordinator:** Dr Ema Vyroubalova is available by email at [vyroubae@tcd.ie](mailto:vyroubae@tcd.ie)

### **Administrative Staff:**

Global and Communications Officer Annelise Berghenti is available by email [aberghen@tcd.ie](mailto:aberghen@tcd.ie)

### **Supports**

You can get help with problems specifically relating to courses in English from the Visiting Student Co-ordinator. The Head of School of English Professor Bernice Murphy is also available on email [murphb12@tcd.ie](mailto:murphb12@tcd.ie)

### **College Email**

**Students MUST check their TCD email regularly** for important information, lecture/tutorial cancellations/reschedules, reminders etc. **Before emailing the administrative staff and the VS Co-ordinator with a query, please ensure to check if the answer is already contained in this Handbook (most will be).**

## **E-mail Protocol for students**

Every TCD student has a TCD email address (usually yourusername@tcd.ie). You should check your college email daily during teaching term as your lecturers and tutors will use it to communicate important information. You will also get some admin information to your TCD email account from the Visiting Student Coordinator and Global Officer.

### **Sending emails**

Email is a useful way of contacting lecturers and administrators with queries re: course work, to arrange an appointment, or to request a letter of recommendation. Email within college is essentially work related, and it is appropriate to be relatively formal.

### **Subject Lines**

When sending email, please fill in the subject line to indicate the purpose of the email. This will help the recipient to answer your query and to recover the email subsequently if necessary.

### **Forms of address**

As a courtesy, emails should address recipients by name. If you are using titles (Ms.; Mrs.; Mr.; Dr.; Professor) these should be accurate. If you are unsure as to a name or title this can be checked on the school website.

### **Introduce yourself**

If you are writing to a member of staff for the first time, make sure your complete name appears somewhere in the email.

### **Expectations re response**

Responses to email should only be expected during normal working hours (that is, 9-5.00 Monday to Friday).

### **Be secure**

Beware of phishing; never divulge account details and do not click on links from unknown sources.

## **Teaching**

Teaching is in the form of lectures supported by tutorials, or (at sophister level), seminars for smaller groups. Students are expected to attend lectures; seminars and tutorials are compulsory. If you are unable to attend a tutorial or seminar you must inform the teaching assistant or lecturer concerned in advance.

### **Module (Course) Registration**

Course registration will take place online in 2025/26. You may sign up for any fresher modules you want, but you will need confirmation from the Visiting Co Ordinator Ema Vyroubalova, or the Global Officer, Annelise Berghenti, that you can sign up for given sophister modules before you are allowed to do so: if you did not get to do this by meeting them in person or via Zoom at the start of term, please email Annelise at [aberghen@tcd.ie](mailto:aberghen@tcd.ie). If you have registered for a Sophister module that has not been pre-approved by Ema or Annelise, it will be removed from your module registrations. Please note that it may take a day or two for the module to appear on your my.tcd.ie Student Portal and on Blackboard. Please also double check your student portal and Blackboard that you are registered for the correct Modules.

The School of English welcomes visiting students from many different countries. In 2024-2025 well over two hundred visiting students took English modules with us. The needs of such students are very diverse, and while

the School of English tries to meet those needs as far as possible, it may not always be feasible to offer places in the student's preferred modules.

### **Blackboard**

All of our modules have some online content accessible through your TCD web portal on the platform called Blackboard. If you have a problem accessing Blackboard in the first week of term, it may be because your registration for that module hasn't been processed yet by Academic Registry. In that case you should ask to get the relevant materials from one of the other students in the module or directly from the lecturer. If the problem persists to the end of the second week, you should contact the lecturer in charge of the module and the Academic Registry.

### **Lectures**

Lectures last 50 minutes, starting on the hour. Lectures for Fresher modules take place in weeks 1-6 and 8-12, except for JF modules in semester 1 (Michaelmas Term), for which lectures start in week 2 and a recorded lecture will be provided in week 7.

### **Tutorials**

Tutorials meet weekly in small groups and last 50 minutes, starting on the hour. Each Fresher lecture course has a set of tutorials related to it in the term it is given.

- JF (year one) tutorials in semester 1 (Michaelmas Term), for all modules are held in teaching weeks 3-6 and 8-11 (8 weeks, 8 tutorials).
- SF tutorials are held teaching weeks 3-6, 8-10 (7 weeks, 7 tutorials)

Week 7 is Study Week/Reading Week and no classes are scheduled during this week. You can use it to work on assignments, catch up with readings, start reading ahead for the rest of the term, etc.

Some of the tutorials are taught by members of the fulltime teaching staff, some by teaching assistants, who are most often advanced research students with special expertise in the area taught. You must be properly prepared for tutorials by doing all the reading assigned by the tutorial teacher and by bringing the relevant text(s) to class. **It is your responsibility to check your TCD email for possible changes.** Tutorials give you an opportunity to try out your own ideas and enter into discussions about texts. Attendance at tutorials is compulsory. You cannot attend a tutorial group unless you are registered in that group. You will be allotted tutorial groups, based on your timetable, by the time tutorials start.

### **Teaching at Sophister Level**

Teaching in the Sophister years is by seminar except for a small number of 5 ECTS modules. Seminars are conducted for 2 hours each week. They may take place in one continuous 2-hour session, or two one-hour sessions on two different days. Like lectures and tutorials, seminar end at 10 minutes to the hour, so that it is possible for students to relocate to their next class if they have back-to-back classes.

### **Timetable**

Once you have signed up for your modules, your timetable of lectures, tutorials, and seminars will be available on your TCD portal. If you have timetable problems within the School of English, please contact the School Manager Ruth Archbold ([archbolr@tcd.ie](mailto:archbolr@tcd.ie)). **Please be aware that tutorial changes can only be made in the case of significant personal or medical reasons, and classes run Mondays – Fridays.**



## **Books**

It is essential to equip yourself with books and you must bring copies of the relevant texts to tutorials and seminars. You may not be able to depend on the library for such texts as they do not hold large numbers of each book. Hodges Figgis bookshop on Dawson Street next to the College campus will have some of your course texts available for purchase or you can source them from various online shops. Reading lists for each module are available on the School website (<http://www.tcd.ie/English/undergraduate/>)

## **Trinity Libraries**

Trinity has three main libraries on campus, The Library, the Lecky, and the Ussher, which make up the Library complex. You can enter the libraries through the ground floor and main concourse of the Arts Building or through the main entrance of The Library. Kinsella Hall (accessible through the Ussher library or from outside) is open 24 hours a day for study.

You can access any of the Trinity libraries by showing or scanning your Trinity student card on entry.

Students are strongly encouraged to use the library resources, including printed books and online journals.

The main library for English students is the Ussher, but you may also need to use other parts of the library. The library staff will organise an introduction to the use of the library during Orientation week, and we encourage you to use this session.

Trinity also has Subject Librarians that are the key links between Trinity's academic activities and the library. Every School or Subject has a designated Subject Librarian. The Subject Librarian for English is Ms. Isolde Harpur ([Isolde.Harpur@tcd.ie](mailto:Isolde.Harpur@tcd.ie))

For more information on the Trinity Libraries, please see <https://www.tcd.ie/library/>

## **Reading lists**

If you require reading lists for your Home University, they are on the School website and usually also on the module's website on Blackboard. Check with your home university if they will require any reading lists for you to submit as part of getting your TCD results counted. You are responsible for saving and providing these to your home institution and please note that they may no longer be readily available after the term has ended and you have returned home.

## **Attendance**

Students are expected to attend all lectures, tutorials, and seminars for their modules. Please note that JF modules will be releasing pre-recorded online lecture material during week 7 of semester 1, which is otherwise reading week and no live teaching takes place during it. Students should also be aware that they are required to attend for the duration of their selected courses, even if they may have already submitted all their relevant assessed work.

## **Michaelmas Term 2025: Important Dates**

**Michaelmas Term 2025 Dates:** The Welcome Meeting for Visiting Students is **September 8**. The **FIRST DAY** of Michaelmas Term teaching will be **15 September** and the **LAST DAY** will be **5 December**. **Teaching of first year (Junior Fresh) modules** will begin **22 September**. Reading week will be **27 – 31 October**. The **assessment period, when essays are due and exams take place**, for all modules will run **11 – 22 December**.

## **Hilary Term 2026: Important Dates**



The **FIRST DAY** of Hilary Term for **all modules** will be **19 January 2026** and the **LAST DAY** will be **10 April 2026**. Reading week will be **2 – 6 March**. The assessment period for all modules, **when essays are due and exams take place**, runs from **20 April until 1 May**.

### **Important note about presence for assessment**

The mode of assessment for each module will be confirmed at the beginning of term. **Please note that where a module is assessed by exam, this usually means that you will need to attend the exam in person and will need to be present in Dublin for it.** The exact dates for each exam are finalized only later in the term and you will need to keep this in mind when planning your departure from Ireland. Where the assessment is by an essay, these are submitted online via Blackboard and can be done from anywhere.

### **Style Guide**

This [short style guide](#) will help you with formatting and referencing your essays.

## **Modules available to Visiting Students**

### **Fresher Modules**

All modules are taught either in MT or HT; there are no year-long modules. Each lecture course has a set of tutorials related to it in the same term. You will meet your tutor at the first tutorial, and they will set out the programme of classes.

**NOTE: For the most up to date information on all modules, please visit the School website: Undergraduate - School of English - Trinity College Dublin (tcd.ie)**

### **Notes on Fresher Essays**

Essay topics will be provided by the end of week 6 by the Course Co-ordinator on Blackboard. All Fresher assessment (other than exams) must be submitted by 12 noon before or on the relevant date by electronic submission on Blackboard. Due dates will be displayed on Blackboard.

You may only choose an essay title from the list provided by the Course Co-ordinator. A word count must be included at the end of the essay. Penalties will apply to essays which exceed the word count. If an essay exceeds the prescribed word count by 10% or more, five marks will be deducted. Where the word limit is expressed as a range (e.g. 2000-2500 words), the penalty will be applied if the upper limit has been exceeded by 10% or more. The word count includes footnotes and endnotes but excludes the bibliography. More detailed instructions will be available prior to assessments being due.

### **Sophister Modules**

The Sophister Modules in the School of English are taught at a more advanced level than the Fresher courses.

**A list of all sophister options on offer this academic year is available at:**

[Sophister - School of English - Trinity College Dublin \(tcd.ie\)](#)

Sophister options are usually taught by seminar only. Most are worth 10 ECTS and involve two hours of teaching contact each week.

The School also offers a limited number of 5 ECTS sophister option modules, taught via one one-hour class per week. Some places are available on these to visiting students who have been offered sophister options in the School. Full details are available at: <https://www.tcd.ie/English/undergraduate/sophister/>

Students should note that there is a very limited number of places available on many Sophister option courses, and that we cannot guarantee that you will be able to take your first (or even second or third) choice of modules. Places are assigned on a first-come, first-served basis only and cannot be reserved in advance of your individual registration meeting with the School Co-ordinator. It is not possible to audit sophister options.

### **Special Sophister Option for Visiting Students: Reading Ireland A and B, 10 ECTS**

Year-long students may take both Reading Ireland A and B.

#### **ENU44055 Reading Ireland A**

**Michaelmas Term only 2025**

**10 ECTS**

**Module Convener:** Dr. Amy Prendergast

**Module description:** This team-taught module introduces students to a broad range of texts, authors and issues in Irish writing. Students work across genres and forms, encountering canonical and less often studied works. This comparative module proposes various ways of thinking about Irish literary texts, while at the same time providing a sound knowledge of the social, cultural and political conditions in which these texts were written, produced and read.

**Assessment:** Two 3000-word essays. Essays are due for submission by 12 noon on the dates confirmed on Blackboard.

#### **ENU44056 Reading Ireland B**

**Hilary Term only 2026**

**10 ECTS**

**Module Convener:** Dr Paul Delaney

**Module description:** This team-taught module introduces students to a broad range of texts, authors and issues in Irish writing. Students work across genres and forms, encountering canonical and less often studied works. This comparative module proposes various ways of thinking about Irish literary texts, while at the same time providing a sound knowledge of the social, cultural and political conditions in which these texts were written, produced and read. Classes for Reading Ireland B this semester will be organized around the theme 'memory'; this module is available to Visiting Students only.

**Assessment:** Two 3000-word essays. Essays are due for submission by 12 noon on the dates confirmed on Blackboard.

### **School of English Trinity Elective, Travel and English Literature. ECTS 5**

The elective will run both in Michaelmas and Hilary Term. It is the same module each time with slightly different readings list and for this reason it is not possible to take both terms.

Co-ordinator MT: Dr Bjorn Quiring ([QUIRINGB@tcd.ie](mailto:QUIRINGB@tcd.ie))

Co-ordinator HT: Dr Ema Vyroubalova ([vyroubae@tcd.ie](mailto:vyroubae@tcd.ie))

Information on Travel and English Literature can be found here:

<https://www.tcd.ie/trinity-electives/trinity-electives/travel-and-english-literature/>

**Visiting Students are very welcome to take this module.**

### **Sophister Assessments**

#### **Submission of Sophister Essays:**

Essay topics will be made available by the lecturer of the option. A **word count** must be included at the end of the written work. Students are advised to respect the word limit. Penalties will apply to essays which exceed the word count. **If an essay exceeds the prescribed word count by 10% or more, five marks will be deducted.** Where the word limit is expressed as a range (e.g. 2000-2500 words), the penalty will be applied if the upper limit has been exceeded by 10% or more. **The word count includes footnotes and endnotes and excludes the bibliography.**

**All essays should be submitted electronically by 12 noon on or before the relevant dates.**

Please note that all essay lengths and deadlines in Sophister Options for visiting students are the same as for Trinity students. Details will be given by individual lecturers.

**Visiting Students are required to keep copies of all assessment submitted.**

Please refer to the School of English website and check the following link for all Sophister Option assessment. If you are unsure of the assessment confirm with the lecturer of the option, do not contact the Visiting Student Co-ordinator as different options have different assessment formats and lengths.

<http://www.tcd.ie/English/undergraduate/sophister/>

### **Marking System**

The School of English uses the following marking system.

<b>Class</b>	<b>Numerical Mark</b>
I	70 – 100%
II.1	60 – 69%
II.2	50 – 59%
III	40 – 49%
F.1	30 – 39%
F.2	0 – 29%

Your final mark will normally be translated according to the system used by your home university. If you have questions, you are encouraged to discuss your essays with the tutor concerned. The Visiting Student Co-ordinator will not discuss your essay grade with you unless you have already met with the person who marked it to discuss your result. If after such discussion you believe the mark is inappropriate, you should contact the Visiting Student Co-ordinator, who may arrange for a

reassessment by another marker (in which case the mark may go up or down).

All marks are provisional until the final examiners' meeting.

A transcript of your results will be forwarded to home institutions by the Academic Registry. The Visiting Student Co-ordinator in the School of English does not give out final results or issue transcripts.

For Transcript requests, contact the Academic Registry:

<http://www.tcd.ie/academicregistry/service-desk/transcripts/>

Results will also be available on My.TCD.ie portal.

### **School of English: Grade Descriptors**

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

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

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

II.2 (50—59%): Lower second class written work will normally be characterised by consistent evidence of all the following: a reasonably competent understanding of relevant texts and/or scholarship and/or criticism and/or theory; signs of an ability to deploy knowledge directed specifically to the question being answered; evidence of a serious attempt to employ scholarly procedures relating to the integration and attribution of sources, footnoting, and bibliography, as well as a generally sound control of written English— including grammar and spelling—along with a reasonably extensive lexical range.

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

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

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

### **Failing Essay Grades**

If you fail a School of English essay, you have the right to submit another essay. For MT-only students, the deadline will be in January 2026; for year-long and HT-only students the resubmission deadline will be in August 2026. Exact dates will be communicated to the affected students by the Visiting Student coordinator. Students must select a title/question that differs from the one they have previously submitted for this module.

### **Failing Exam Grades**

If you fail an exam, you have the right to submit an essay for that module instead. Essay topics and details regarding word count will be provided by the VS Co-ordinator after consultation with the module co-ordinator. The deadlines for these essays will be the same as those for the failed essay discussed above.

### **Extensions**

An extension can only be granted by the Visiting Student Co-ordinator and not by teaching assistants or lecturers. Extensions will not be granted retrospectively (i.e. after the submission date has passed).

**An assignment submitted without an extension within seven days of the deadline will automatically have its grade reduced by 10 marks. Once seven days after the deadline have passed, if an extension has not been granted, a fail mark (0) will be returned for the assignment.**

Visiting Students should contact the Director of Global Relations and Visiting Students Dr Ema Vyroubalova at [vyroubae@tcd.ie](mailto:vyroubae@tcd.ie).

Acceptable reasons for extension requests are:

- Illness: supporting documentation is required, such as a medical certificate or letter from the Disability Service or Counselling Service
- Exceptional personal circumstances: in this instance you need to present your case to Dr. Vyroubalova

Extension requests will not be considered in relation to clashing deadlines or extra-curricular activities. Except in truly exceptional personal circumstances, extension requests will not be considered on the day of a deadline, be granted retrospectively or be offered on top of prior extensions.

### **Prize:**

A School of English prize is awarded to the visiting student who achieves the highest individual mark in an essay or examination. The winner of this prize will be notified by email.

### **University Regulations on Plagiarism**

Plagiarism is interpreted by the University as the act of presenting the work of others as one's own work, without acknowledgement.

Plagiarism is considered as academically fraudulent, and an offence against University discipline. The University considers plagiarism to be a major offence, and subject to the disciplinary procedures of the University.

**All students must complete the online tutorial on avoiding plagiarism 'Ready, Steady, Write', located at [Plagiarism Tutorial \(tcd.ie\)](http://tcd.ie)** Please also view the guide to academic integrity and avoiding plagiarism [here](#).

Plagiarism can arise from deliberate actions and through careless thinking and/or methodology. The offence lies not in the attitude or intention of the perpetrator, but in the action and in its consequences.

Plagiarism can arise from actions such as:

- (a) copying another student's work;
- (b) enlisting another person or persons to complete an assignment on the student's behalf;
- (c) quoting directly, without acknowledgement, from books, articles or other sources, either in printed, recorded or electronic format;
- (d) paraphrasing, without acknowledgement, the writings of other authors.

Examples (c) and (d) in particular can arise through careless thinking and/or methodology where students:

- (i) fail to distinguish between their own ideas and those of others;
- (ii) fail to take proper notes during preliminary research and therefore lose track of the sources from which the notes were drawn;
- (iii) fail to distinguish between information which needs no acknowledgement because it is firmly in the public domain, and information which might be widely known, but which nevertheless requires some sort of acknowledgement;
- (iv) come across a distinctive methodology or idea and fail to record its source.

All the above serve only as examples and are not exhaustive.

Students should submit work done in co-operation with other students only when it is done with the full knowledge and permission of the lecturer concerned. Without this, work submitted which is the product of collusion with other students may be considered to be plagiarism.

No work can normally be submitted for more than one assessment for credit. Resubmitting the same work for more than one assessment for credit is normally considered self-plagiarism.

## **Avoiding plagiarism**

Students should ensure the integrity of their work by seeking advice from their lecturers, Tutor, or supervisor on avoiding plagiarism. A general set of guidelines for students on avoiding plagiarism is available on <https://libguides.tcd.ie/academic-integrity>

If plagiarism is suspected, in the first instance, the Director of Teaching and Learning (Undergraduate), or their designate, will write to the student, and the student's Tutor advising them of the concerns raised. The student and Tutor (or, if the student prefers, a representative from the Students' Union) will be invited to attend an informal meeting with the Director of Teaching and Learning (Undergraduate), or their designate, and the lecturer concerned, in order to put their suspicions to the student and give the student the opportunity to respond. The student will be requested to respond in writing stating his/her agreement to attend such a meeting and confirming on which of the suggested dates and times it will be possible for them to attend. If the student does not in this manner agree to attend such a meeting, the Director of Teaching and Learning (Undergraduate), or designate, may refer the case directly to the Junior Dean, who will interview the student and may implement the procedures as referred to under conduct and College regulations.

If the Director of Teaching and Learning (Undergraduate), or designate, forms the view that plagiarism has taken place, he/she must decide if the offence can be dealt with under the summary procedure set out below. In order for this summary procedure to be followed, all parties attending the informal meeting must state their agreement in writing to the Director of Teaching and Learning (Undergraduate) or designate. If the facts of the case are in dispute, or if the Director of Teaching and Learning (Undergraduate), or designate, feels that the penalties provided for under the summary procedure below are inappropriate given the circumstances of the case, he/she will refer the case directly to the Junior Dean, who will interview the student and may implement College procedures.

If the offence can be dealt with under the summary procedure, the Director of Teaching and Learning (Undergraduate), or designate, will recommend one of the following penalties:

- **Level 1:** Student receives an informal verbal warning. The piece of work in question is inadmissible. The student is required to rephrase and correctly reference all plagiarised elements. Other content should not be altered. The resubmitted work will be assessed and marked without penalty;
- **Level 2:** Student receives a formal written warning. The piece of work in question is inadmissible. The student is required to rephrase and correctly reference all plagiarised elements. Other content should not be altered. The resubmitted work will receive a reduced or capped mark depending on the seriousness/extent of plagiarism;
- **Level 3:** Student receives a formal written warning. The piece of work in question is inadmissible. There is no opportunity for resubmission.

Provided that the appropriate procedure has been followed and all parties are in agreement with the proposed penalty, the Director of Teaching and Learning (Undergraduate) should in the case of a Level 1 offence, inform the course director and where appropriate the course office. In the case of a Level 2 or Level 3 offence, the Senior Lecturer must be notified and requested to approve the recommended penalty. The Senior Lecturer will inform the Junior Dean accordingly. The Junior Dean may nevertheless implement College procedures.



If the case cannot normally be dealt with under the summary procedures, it is deemed to be a Level 4 offence and will be referred directly to the Junior Dean

See also:

[Calendar, Part II, General Regulations & Information, 'Plagiarism'](#)

[Academic Integrity homepage](#)

[Ready Steady Write tutorial](#)

[Coversheet declaration](#)

[Levels and consequences of plagiarism](#)

## **The Use and Referencing of Generative AI**

**The use of Generative AI is not allowed in assessed work for English except in very restricted circumstances.**

Generative AI tools may enable advances in other disciplines, but they are of very limited use in the meaningful study of English Literature. A Generative AI tool cannot be classed as an author. It does not generate original ideas but recycles text found elsewhere. It often misrepresents information, including fabricating quotations and citations. Moreover, a primary function of any academic referencing system is that the reader can refer to the original source of the material being quoted or referenced. This is not possible with AI-generated content. Written assessments in English require original critical thought and analysis – not the unreliable synthesis of information from unknown sources. Good essays also require good writing. Generative AI necessarily offers formulaic writing, rather than good writing.

In preparing written assessments, the School of English expects its students to explore the primary and secondary material that they have been directed towards via lectures, tutorials, seminars and Blackboard. Talking to lecturers and tutorial leaders directly for further guidance is also encouraged. The library has many useful resources for students to draw upon if they are seeking further help too.

If a student generates content from a Generative AI tool and submits it as their own work for any assessment for a School of English module, it constitutes plagiarism and will be treated as such. Plagiarism is defined as academic misconduct in accordance with the College's policies and procedures on Academic Integrity. The School of English also does not recognise any text produced by a Generative AI tool as a legitimate source to be quoted from or otherwise referenced in work submitted for assessment. This is unless the assessment is specifically targeted at the evaluation of a Generative AI tool.

Where the assessment is specifically targeted at the evaluation of a Generative AI tool, or where module convenors have given explicit permission to use Generative AI for some other reason, its use must be fully acknowledged and documented. An appendix attached after the piece of written work should include: the name and version of the tool used, including its publisher and a URL for the Generative AI system; the prompts used to generate responses; the dates on which the responses were generated; and a brief summary (no more than 200 words) outlining the context in which the tool was used, the outputs obtained, and how they relate to the work submitted. This appendix should not be included in the wordcount of a piece of work.

Furthermore, it is the student's responsibility to retain full records of outputs obtained from Generative AI

tools and of relevant drafts of the submitted work. A student may later be required to produce such material to show how their work does not constitute academic misconduct.

### **Disability Awareness and Support**

At the School of English, we are committed to providing and maintaining an inclusive learning environment for all our students. One of the ways we do this is through working closely with the Trinity Disability Service. If you have a disability, a mental health condition, or an ongoing illness or medical condition, the Disability Service is there to support you. Through registering with the Disability Service, you will be able to discuss your experience of and needs in College, including accommodations in learning and exams. The Disability Service can then tell us, while respecting your confidentiality at all times, whether there are changes we can make to teaching and assessment which will support you.

For more information on the Disability Service and how to register, visit [www.tcd.ie/disability](http://www.tcd.ie/disability), and you can also contact your Tutor, who can advise and assist you. Dr. Pádraic Whyte ([whytepa@tcd.ie](mailto:whytepa@tcd.ie)) is the Disability Officer at the School of English for the academic year 2025/26. He is the Liaison Officer and the point of contact between the School and the Disability Service: you are welcome to contact Pádraic if you have any queries or concerns.

The Disability Service has also developed a number of Inclusive Learning and Technology resources. For more information, please visit <https://www.tcd.ie/disability/support-and-resources/>

### **Trinity's Centre for English Language Learning and Teaching (CELLT)**

CELLT offers weekly in-sessional modules in English for Academic Purposes, enabling students to develop the discourse skills they need for effective participation in lectures, tutorials and labs, for oral and written assignments, for capstone projects and dissertations. Classes are taught by an experienced team of TCD staff and take place in both Michaelmas and Hilary terms. These bespoke in-sessional modules are organised by skill and discipline, including Academic Writing, Oral Fluency, English for Business, English for Arts, Humanities and Social Sciences, and English for STEM. These classes they are open to all TCD undergraduates and postgraduates. Students may select more than one module. These modules are free of charge to all TCD students. You can sign up for these modules here:

<https://www.tcd.ie/slscs/centre-for-english-language-learning-and-teaching/in-sessional-programmes/modules/>

# Academic Year Calendar (2025-26)

<b>We ek</b>	<b>Week Beginning</b>	<b>Undergraduate Continuing Years / Postgraduate All Years</b>	<b>Undergraduate New First Years</b>	<b>Term/Semester</b>
<b>1</b>	25 Aug 2025	<b>Reassessment 2024-25</b> (Semesters 1 and 2)		<b>←Michaelmas Term begins/Semester 1 begins</b>
<b>2</b>	1 Sep 2025	<b>Marking/Results</b>		
<b>3</b>	8 Sep 2025	<b>Marking/Results</b> <b>Orientation</b> (Postgraduate, Visiting, Erasmus)		
<b>4</b>	15 Sep 2025	Teaching and Learning	<b>Orientation</b> (Junior Fresh Undergraduate)	<b>←Michaelmas Teaching Term begins</b>
<b>5</b>	22 Sep 2025	Teaching and Learning	Teaching and Learning	
<b>6</b>	29 Sep 2025	Teaching and Learning	Teaching and Learning	
<b>7</b>	6 Oct 2025	Teaching and Learning	Teaching and Learning	
<b>8</b>	13 Oct 2025	Teaching and Learning	Teaching and Learning	
<b>9</b>	20 Oct 2025	Teaching and Learning	Teaching and Learning	
<b>10</b>	27 Oct 2025	<b>Study/Review</b> (Monday, Public Holiday)	<b>Study/Review</b> (Monday, Public Holiday)	

<b>11</b>	3 Nov 2025	Teaching and Learning	Teaching and Learning	
<b>12</b>	10 Nov 2025	Teaching and Learning	Teaching and Learning	
<b>13</b>	17 Nov 2025	Teaching and Learning	Teaching and Learning	
<b>14</b>	24 Nov 2025	Teaching and Learning	Teaching and Learning	
<b>15</b>	1 Dec 2025	Teaching and Learning	Teaching and Learning	
<b>16</b>	8 Dec 2025	<b>Revision/Assessment*</b>	<b>Revision/Assessment*</b>	<b>←Michaelmas Term ends Sunday 14 December 2025/Semester 1 ends</b>
<b>17</b>	15 Dec 2025	<b>Assessment*</b>	<b>Assessment*</b>	
<b>18</b>	22 Dec 2025	<b>Assessment*/Christmas</b>	<b>Assessment*/Christmas</b>	
<b>19</b>	29 Dec 2025	<b>Christmas Period</b> (College closed 24 December 2025 to 1 January 2026, inclusive)	<b>Christmas Period</b> (College closed 24 December 2025 to 1 January 2026, inclusive)	
<b>20</b>	5 Jan 2026	<b>Foundation Scholarship Examinations</b>	<b>Foundation Scholarship Examinations</b>	
<b>21</b>	12 Jan 2026	<b>Marking***</b>	<b>Marking***</b>	<b>←Hilary Term begins/Semester 2 begins</b>
<b>22</b>	19 Jan 2026	Teaching and Learning	Teaching and Learning	<b>←Hilary Teaching Term begins</b>
<b>23</b>	26 Jan 2026	Teaching and Learning	Teaching and Learning	

24	2 Feb 2026	Teaching and Learning (Monday, Public Holiday)	Teaching and Learning (Monday, Public Holiday)	
25	9 Feb 2026	Teaching and Learning	Teaching and Learning	
26	16 Feb 2026	Teaching and Learning	Teaching and Learning	
27	23 Feb 2026	Teaching and Learning	Teaching and Learning	
28	2 Mar 2026	<b>Study/Review</b>	<b>Study/Review</b>	
29	9 Mar 2026	Teaching and Learning	Teaching and Learning	
30	16 Mar 2026	Teaching and Learning (Tuesday, Public Holiday)	Teaching and Learning (Tuesday, Public Holiday)	
31	23 Mar 2026	Teaching and Learning	Teaching and Learning	
32	30 Mar 2026	Teaching and Learning (Friday, Good Friday)	Teaching and Learning (Friday, Good Friday)	
33	6 Apr 2026	Teaching and Learning (Monday, Easter Monday)	Teaching and Learning (Monday, Easter Monday)	
34	13 Apr 2026	<b>Revision</b>	<b>Revision</b>	←Hilary Term ends Sunday 19 April 2026
35	20 Apr 2026	<b>Trinity Week</b> (Monday, Trinity Monday)/ <b>Assessment**</b>	<b>Trinity Week</b> (Monday, Trinity Monday)/ <b>Assessment**</b>	←Trinity Term begins
36	27 Apr 2026	<b>Assessment**</b>	<b>Assessment**</b>	
37	4 May 2026	<b>Marking/Results</b> (Monday, Public Holiday)	<b>Marking/Results</b> (Monday, Public Holiday)	
38	11 May 2026	<b>Marking/Results</b>	<b>Marking/Results</b>	

<b>39</b>	18 May 2026	<b>Marking/Results</b>	<b>Marking/Results</b>	
<b>40</b>	25 May 2026	Research	Research	<b>←Trinity Term ends Sunday 31 May 2026/Semester 2 ends</b>
<b>41</b>	1 Jun 2026	Research (Monday, Public Holiday)	Research (Monday, Public Holiday)	
<b>42</b>	8 Jun 2026	Research	Research	
<b>43</b>	15 Jun 2026	Research	Research	
<b>44</b>	22 Jun 2026	Research	Research	
<b>45</b>	29 Jun 2026	Research	Research	
<b>46</b>	6 July 2026	Research	Research	
<b>47</b>	13 July 2026	Research	Research	
<b>48</b>	20 July 2026	Research	Research	
<b>49</b>	27 July 2026	Research	Research	
<b>50</b>	3 Aug 2026	Research (Monday, Public Holiday)	Research (Monday, Public Holiday)	
<b>51</b>	10 Aug 2026	Research	Research	
<b>52</b>	17 Aug 2026	Research	Research	

53	24 Aug 2026	Reassessment 2025-26 (Semesters 1 and 2)	Reassessment 2025-26 (Semesters 1 and 2)	
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\* **Note:** Semester 1 assessment session: December 11 to 22, 2025 inclusive (no assessment after December 22nd)

\*\* **Note:** Semester 2 assessment session: April 21 to May 1, 2026 inclusive

\*\*\* **Note:** Marking of Semester 1 assessments will continue into January and early February. Provisional Semester 1 results will be made available to students during the week commencing February 9, 2026

### **Academic Staff List**



Name	Position	Email	Room	Phone
Dr Mary Grace Albanese	Assistant Professor in Postcolonial and Global Literatures (from HT 2026)	TBD	TBD	<b>TBD</b>
Dr Melissa Alexander	Sophister Module Co-ordinator	<a href="mailto:alexanmr@tcd.ie">alexanmr@tcd.ie</a>		
Dr Julie Bates	Associate Professor in Irish Writing	<a href="mailto:batesju@tcd.ie">batesju@tcd.ie</a>	4077	<b>1179</b>
Professor Terence Brown	Professor Emeritus	<a href="mailto:tbrown@tcd.ie">tbrown@tcd.ie</a>		
Dr Jane Carroll	Associate Professor	<a href="mailto:jane.carroll@tcd.ie">jane.carroll@tcd.ie</a>	4002	<b>4023</b>
Dr Clare Clarke	Associate Professor; Director of Research (MT)	<a href="mailto:clare.clarke@tcd.ie">clare.clarke@tcd.ie</a>	4004	<b>1934</b>
Professor Philip Coleman	Professor; Director of Research (HT)	<a href="mailto:pmcolema@tcd.ie">pmcolema@tcd.ie</a>	4020	<b>1907</b>
Dr Paul Delaney	Associate Professor	<a href="mailto:delanep@tcd.ie">delanep@tcd.ie</a>	4025	<b>3841</b>
Professor Aileen Douglas	Professor of Eighteenth-Century Studies	<a href="mailto:adouglas@tcd.ie">adouglas@tcd.ie</a>	4003	<b>2322</b>
Dr Dara Downey	Sophister Module Co-ordinator	<a href="mailto:downeyd@tcd.ie">downeyd@tcd.ie</a>		
Dr Mark Faulkner	Associate Professor; Director of Undergraduate Teaching and Learning	<a href="mailto:mark.faulkner@tcd.ie">mark.faulkner@tcd.ie</a>	4026	<b>3982</b>
Dr Carlo Gébler	Assistant Professor (Adjunct)	<a href="mailto:carlogebler@gmail.com">carlogebler@gmail.com</a>	c/o OWC	<b>2885</b>
Professor Nicholas Grene	Professor Emeritus	<a href="mailto:ngrene@tcd.ie">ngrene@tcd.ie</a>		

<a href="#">Dr Seán Hewitt</a>	Assistant Professor in Literary Practice; Columbia DD co-ordinator HT/ Literary Arts Officer	<a href="mailto:shewitt@tcd.ie">shewitt@tcd.ie</a>	4023	<b>1299</b>
Professor Darryl Jones	Professor of Modern British Literature and Culture; Director of the M.Phil. in Modern and Contemporary Literature	<a href="mailto:drjones@tcd.ie">drjones@tcd.ie</a>	TBC	<b>TBC</b>
Dr Alice Jorgensen	Associate Professor; Director of PG Teaching and Learning	<a href="mailto:jorgena@tcd.ie">jorgena@tcd.ie</a>	4006	<b>2475</b>
Professor Jarlath Killeen	Professor in Victorian English (on leave MT)	<a href="mailto:killeej@tcd.ie">killeej@tcd.ie</a>	4005	<b>2337</b>
Dr Rosie Lavan	Associate Professor; Director of the M.Phil. in Irish Writing	<a href="mailto:lavanro@tcd.ie">lavanro@tcd.ie</a>	4079	<b>1185</b>
Dr Frank Leahy	Sophister Module Co-ordinator	<a href="mailto:FLEAHY@tcd.ie">FLEAHY@tcd.ie</a>		
Eoin McNamee	Associate Professor of Literary Practice; Director of Oscar Wilde Centre	<a href="mailto:emcname@tcd.ie">emcname@tcd.ie</a>	OWC	<b>1360</b>
Una Mannion	Assistant Professor in Literary Practice	<a href="mailto:UMANNION@tcd.ie">UMANNION@tcd.ie</a>	3160 OWC	<b>4397</b> <b>2885</b>
Professor Stephen Matterson	Professor	<a href="mailto:smttrson@tcd.ie">smttrson@tcd.ie</a>	4008	<b>1879</b>
Professor Chris Morash	Seamus Heaney Professor of Irish Writing	<a href="mailto:morashc@tcd.ie">morashc@tcd.ie</a>	OWC	<b>1400</b>
Dr Sinéad Moriarty	Assistant Professor in Children's Literature; Co-ordinator of Capstone Projects; Evening Lectures Co-ordinator HT	<a href="mailto:moriars1@tcd.ie">moriars1@tcd.ie</a>	4023	<b>1299</b>
Professor Andrew Murphy	1867 Professor of English; Director of PG Professional Development and Co-Ordinator of M.Phil. Programmes	<a href="mailto:Andrew.murphy@tcd.ie">Andrew.murphy@tcd.ie</a>	4007	<b>3984</b>

Professor Bernice M. Murphy	Professor in Popular Literature; Head of School (2025-2028).	<a href="mailto:murphb12@tcd.ie">murphb12@tcd.ie</a>	4010	<b>2547</b>
Professor Eiléan Ní Chuilleanáin	Professor Emerita	<a href="mailto:enchl1nn@tcd.ie">enchl1nn@tcd.ie</a>	OWC	<b>1360</b>
Dr Brendan O'Connell	Associate Professor; Co-Ordinator of Columbia Dual Degree (MT)	<a href="mailto:oconneb2@tcd.ie">oconneb2@tcd.ie</a>	4039	<b>2597</b>
Dr Stephen O'Neill	Teaching Fellow in 20 <sup>th</sup> Century Literature	<a href="mailto:oneillsb@tcd.ie">oneillsb@tcd.ie</a>		
Dr Melanie Otto	Assistant Professor	<a href="mailto:ottom@tcd.ie">ottom@tcd.ie</a>	4009	<b>1355</b>
Professor Eve Patten	Professor; (on leave 25/26 AY)	<a href="mailto:epatten@tcd.ie">epatten@tcd.ie</a>		
Dr Kevin Power	Associate Professor; Director of the M.Phil in Creative Writing	<a href="mailto:powerk9@tcd.ie">powerk9@tcd.ie</a>	OWC	2944
Dr Amy Prendergast	Assistant Professor in Eighteenth Century Studies; Undergraduate Co-Ordinator	<a href="mailto:prende1@tcd.ie">prende1@tcd.ie</a>	5090	<b>2322</b>
Dr Björn Quiring	Associate Professor; Co-Ordinator of School of English Trinity Elective (MT); Co-Ordinator of Evening Lectures (MT)	<a href="mailto:quiringb@tcd.ie">quiringb@tcd.ie</a>	4021	<b>1346</b>
Dr Margaret Robson	Teaching Fellow	<a href="mailto:robsonm@tcd.ie">robsonm@tcd.ie</a>		
Professor Ian Campbell Ross	Professor Emeritus	<a href="mailto:icross@tcd.ie">icross@tcd.ie</a>		
Professor John Scattergood	Professor Emeritus	<a href="mailto:jscatter@tcd.ie">jscatter@tcd.ie</a>		
Professor Sam Slote	Professor	<a href="mailto:slotes@tcd.ie">slotes@tcd.ie</a>	4022	<b>1319</b>
Dr Mark Sweetnam	Assistant Professor; Associate Dean of Undergraduate Common Architecture	<a href="mailto:sweetnms@tcd.ie">sweetnms@tcd.ie</a>	4110	<b>3694</b>

Dr Melinda Sűts	Sophister Module co-ordinator			
Dr Ema Vyroubalová	Assistant Professor in Early Modern Literature; Director of Global Relations (including VS and Study Abroad); TEP Elective co-ordinator (HT)	<a href="mailto:vyroubae@tcd.ie">vyroubae@tcd.ie</a>	5089	<b>4722</b>
Dr Tom Walker	Associate Professor in Irish Writing; Head of Discipline	<a href="mailto:walkerto@tcd.ie">walkerto@tcd.ie</a>	5016	<b>4353</b>
Dr Pádraic Whyte	Associate Professor; Director of the M.Phil. in Children's Literature; Athena SWAN Champion; EDI Chair and Liaison Officer	<a href="mailto:whytepa@tcd.ie">whytepa@tcd.ie</a>	4083	<b>1224</b>