



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

The School of Languages, Literatures and Cultural Studies

Postgraduate Programme in Applied Intercultural Communications 2026–2027

MPhil | Diploma | Certificate



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Information contained in this handbook is consistent with the information set out in the [College Calendar](#) and [Academic Policies](#) approved by Board and Council. In the event of any conflict or inconsistency between the General Regulations published in the [University Calendar](#) and information contained in this programme handbook, the provisions of the General Regulations for that Academic Year will prevail.

Welcome and General Information

The MPhil, PGDip and PGCert in Applied Intercultural Communications are designed as both stand-alone and linked courses through the top-up progression route. They are delivered by the Trinity Centre for Global Intercultural Communications at Trinity College Dublin and are part of the postgraduate suite of courses in the School of Languages, Literatures and Cultural Studies.

Our applied mode is supported by case studies to illustrate how intercultural communication works on the ground in global contexts. The programmes combine international case studies, student-led case studies and practical activities, based on the participants' own experiences.

The applied focus is complemented by research and practice-driven components, potentially linking African, Asian, Latin American and Caribbean, and Middle Eastern case studies to European cultures and contexts. Students gain an understanding of the concepts and models related to intercultural communication and learn how to apply Equality, Equity, Diversity and Inclusion (EEDI) perspectives and digital literacy to develop equitable collaborations and partnerships with people from different backgrounds.

Upon successful completion of this course, participants will be able to:

- Communicate effectively within multicultural teams, showing an appreciation of different cultural perspectives and values
- Engage in collaborative learning and apply digital literacy and communicative features to produce a critical reflective account underpinned by a global outlook
- Relate the analysis of cultural diversity to different cultural perspectives and attributes in a variety of social and professional contexts
- Design, write, carry out and discuss research reflecting an understanding of the state of the art, appropriate research methods to support professional practices
- Design, analyse, reflect and present a project to diverse audiences using multiple media and platforms

- Identify research topics, formulate hypotheses and questions, conduct literature review that highlights the gaps and carry out a study that contributes to the body of knowledge, including the understanding and the improvement of intercultural and professional practices
- Use the knowledge and skills gained for further research and programmes of studies in intercultural communications and related areas.

This booklet outlines the course structure and provides some practical academic information that is useful for students taking the M.Phil, P.Grad.Dip. or P.Grad.Cert. in Applied Intercultural Communications. If you require further information at any point during the year, please [contact the Course Director](#). The other instructors and members of the course committee will also be happy to help.

The information provided in this handbook is accurate at time of preparation. Students will be notified of any necessary revisions via the course's Virtual Learning Environment (Blackboard), during class sessions and/or by email. Please note that, in the event of any conflict or inconsistency between the General Regulations published in the University Calendar and information contained in course handbooks, the provisions of the General Regulations will prevail. Please note this for future reference.

Course Director

Dr Théophile Munyangayo is the course director of the MPhil, PGDip and PGCert in Applied Intercultural Communications. He is your first and most frequent point of contact for any questions or concerns, responsible for the smooth running of the course, as well as for the academic and research integrity and quality assurance of the programme.

Office: Arts Building, Room 4109

Email: MUNYANGT@tcd.ie.

The Director is available for meetings organised in advance by sending an email that briefly outlines the nature of the issue to the address above.

Course Coordinator

The Course Coordinator is Dr María Medina (mmedina@tcd.ie). The Course Coordinator is responsible for the day-to-day running of the course in collaboration with the course administrator. She oversees the delivery of academic modules and liaises with students,

academics, course committee and the Course Director on matters related to module assessment to support the smooth delivery of the course.

School of Languages, Literatures and Cultural Studies (SLLCS)

The School is the body that runs the course, and that manages it day to day.

The SLLCS Postgraduate Office (Arts Building, Room 5038) is your first port of call for purely administrative matters (e.g., academic transcripts, issues pertaining to your option modules, and timetabling). Generally, issues handled by the School are done so in consultation with the [Course Director](#) and the [Director of Postgraduate Teaching and Learning](#).

SLLCS Head of School: Murat R. Siviloglu, SIVILOGM@tcd.ie

SLLCS School Manager: Lizzie Whitcher, BUGGL@tcd.ie

SLLCS Office: Arts Building, Room 5042

SLLCS Director of Postgraduate Teaching and Learning (DTLP): Dr James Hadley, HADLEYJ@tcd.ie

SLLCS Deputy DTLP and MPhil Dissertation Coordinator: Natalia Resende, RESENDEN@tcd.ie

AIC PG Course Administrator: [Mary Clark](#)

Office: Arts Building, Room 5038

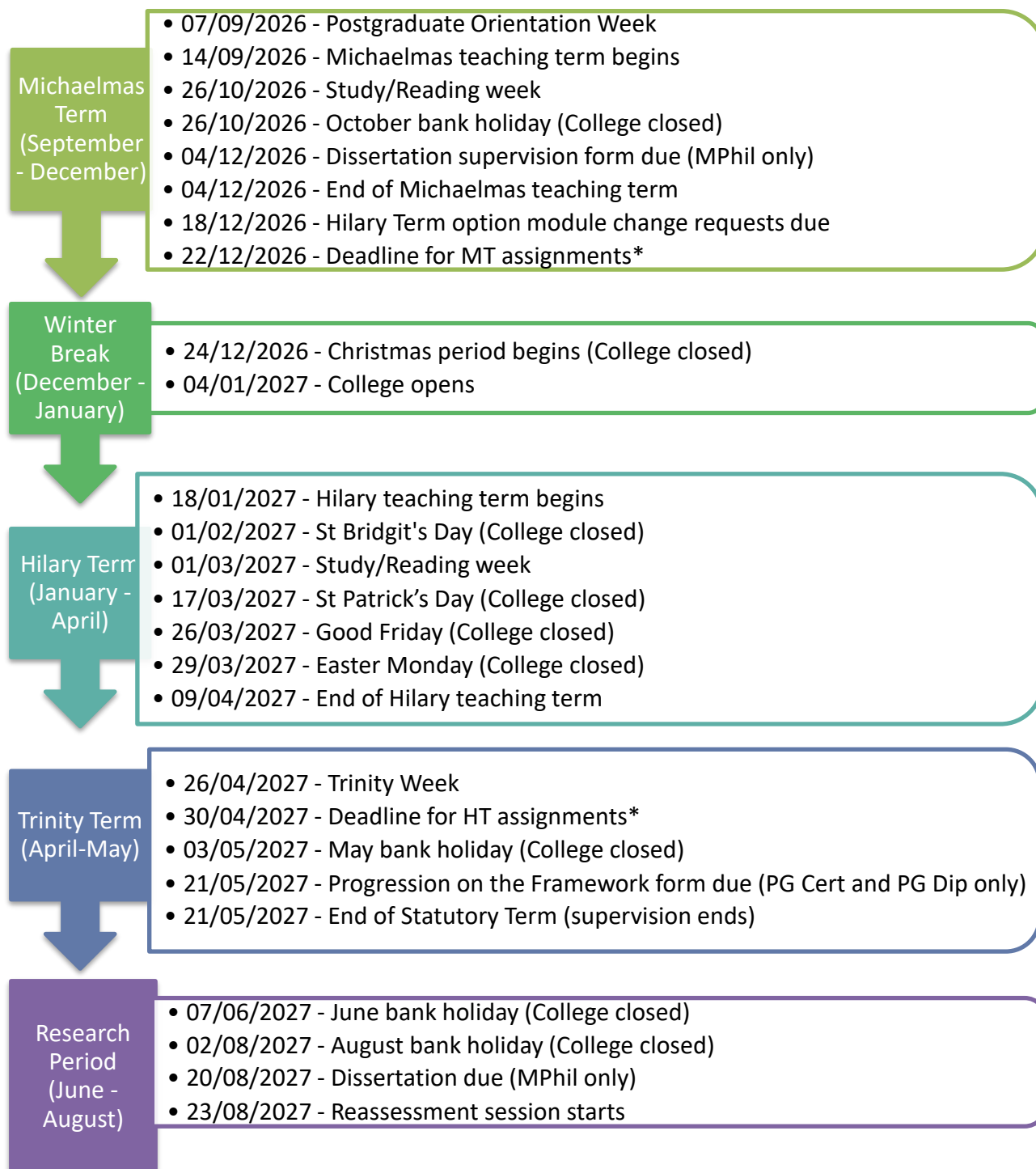
Email: postgraduate.sllcs@tcd.ie

Diversity and Inclusion

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

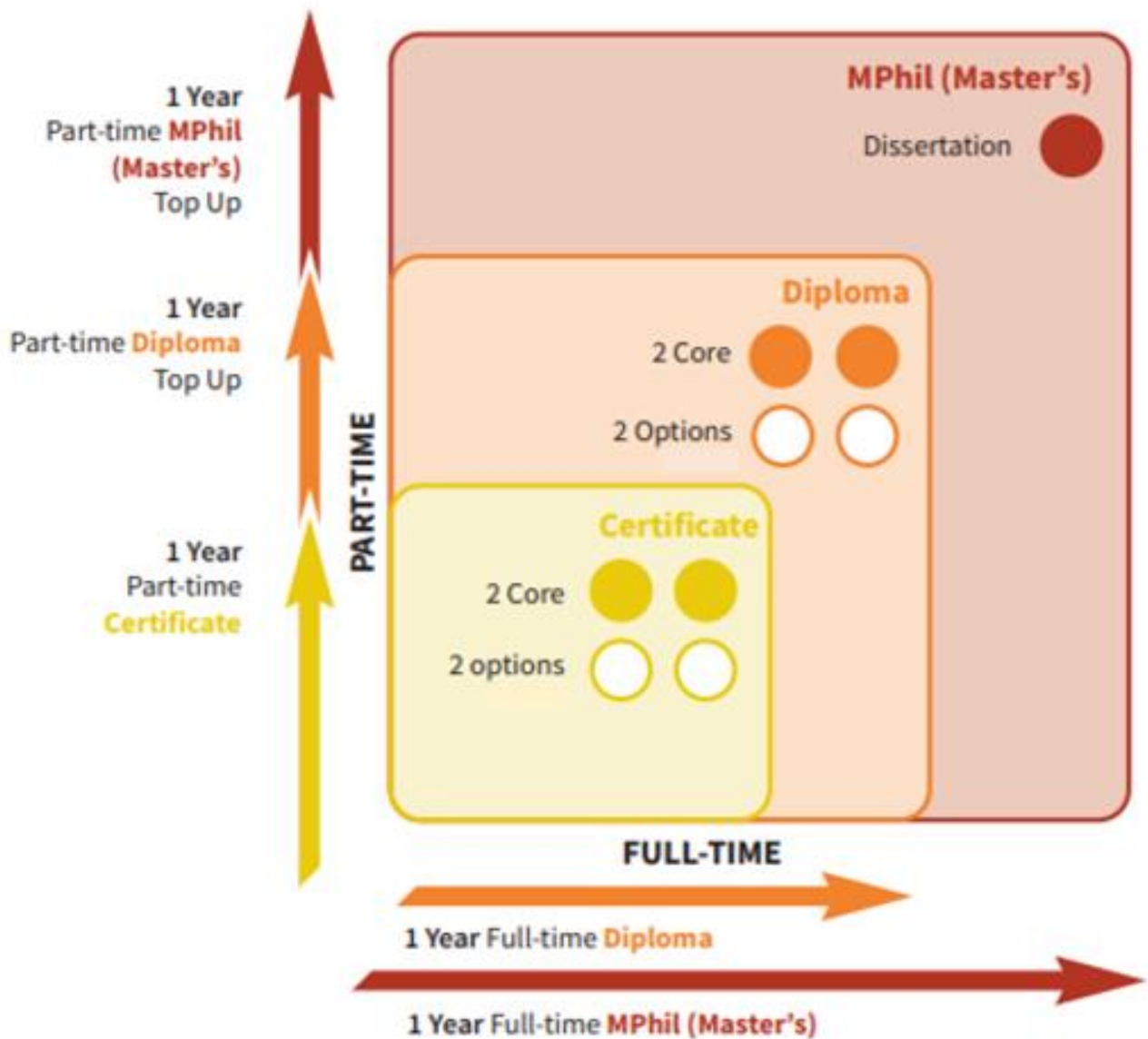
Key dates 2026-2027

Please also see Trinity's [Academic Year Calendar 2026-27](#).



*These deadlines apply to modules run by the School of Languages, Literatures and Cultural Studies (SLLCS). As these deadlines may vary from those set for modules run by other Schools, please always ensure that you are aware of deadlines for coursework submission by confirming them with the relevant module/programme coordinator(s).

Course Structure



Entry and Exit Routes

The Certificate, Diploma and Master's entry routes can be stacked, this allows students to complete one stage and add another level in the following years. This means that if students take the certificate one year, they can build on this by completing the additional work required for the Diploma and finish with that higher qualification. They may then choose to trade in their Diploma, complete the dissertation, and finish with the Master's. Effectively, this route allows to complete the degree part-time, over the course of two or three years (within a maximum span of 5 years).

The programme's full and part-time options

1. One-year full-time Master's (90 ECTS) which also offers an exit award of Postgraduate Diploma upon completion of 60 ECTS, without the MPhil (Master's) dissertation.
2. One-year full-time Postgraduate Diploma (60 ECTS). This option also enables progression to the MPhil (Master's) degree via the Top up route of 30 credits in year 2.
3. Part-time option over three years – progressing from Postgraduate Certificate (year 1) to Postgraduate Diploma (year 2) and then Master's degree (year 3). Students can stop and resume studies according to their availability within a maximum overall span of 5 years.

The 3-year part time option explained

	PART-TIME routes	Course ECTS	Total ECTS
1	Part-time Postgraduate Certificate	1 year, 30 ECTS	Total 30 ECTS
2	Part-time Postgraduate Diploma	1 year Top up, equivalent to 30 ECTS	Total 60 ECTS (30 ECTS PG Cert + 30 ECTS PG Dip Top up)
3	Part-time MPhil (Master's)	1 year Top up, equivalent to 30 ECTS	Total 90 ECTS (30 ECTS PG Cert + 30 ECTS PG Dip Top up + 30 ECTS MPhil Dissertation)

Progression from Certificate to Diploma and from Diploma to MPhil

Students who applied for either the Certificate or Diploma route are known as “Framework” students. Students on the Certificate route can exit the course with the PG Certificate, or continue on the framework to complete the PG Diploma or full Master's (M.Phil) degree. Students on the Diploma route can exit the course with the PG Diploma or continue on the framework to complete the full Master's (M.Phil) degree. In May, the framework students are sent a [Postgraduate Progression on the Framework Programme Form](#) where they indicate their intention to continue onto the next level of the framework or to graduate with the award achieved that year.

It is essential that students respond to this form by the due date. If a student on the Framework programme does not respond to the Postgraduate Progression form or otherwise inform the Course Administrator of their intention to progress to the next level in the upcoming academic year, their record will be finalised with their current award.

After being finalised with their current award, Framework Students are permitted to return within five years to continue to the next stage (Postgraduate Diploma or MPhil). In this case, students rescind the award they have received and continue onto the next stage of the course. Students wishing to return must reach out to the [Course Administrator](#) before 1st April. They will then be sent the [Postgraduate Progression on the Framework Programme Form](#), which must be returned by the due date for the student to be readmitted to the course from the next September.

Core Modules (5 ECTS each)

- **ICP11001** Introduction to Intercultural Communication
- **ICP11011** Communicating in a Culturally Diverse Workplace: A Practical Toolkit
- **ICP11031** Language, Culture and Communication
- **ICP11042** Multimodal Communication

Optional Modules (10 ECTS each)

This list may vary year by year and some options may not be available every year.

Michaelmas Term (MT, autumn)

- **ICP11051** Research Methods and Design (online)
- **ICP11061** Decoloniality and Global Intersections (online)
- **ICP11091** European Censorship and Cultural Production: Church, State and Ideas of the Common Good
- **ID7010** Europe and its Identities: A Cultural History
- **ID7012** European Cinema and Identity
- **ID7019** Forced Migration and Identity: Reconstructed and Reimagined Futures

Hilary Term (HT, spring)

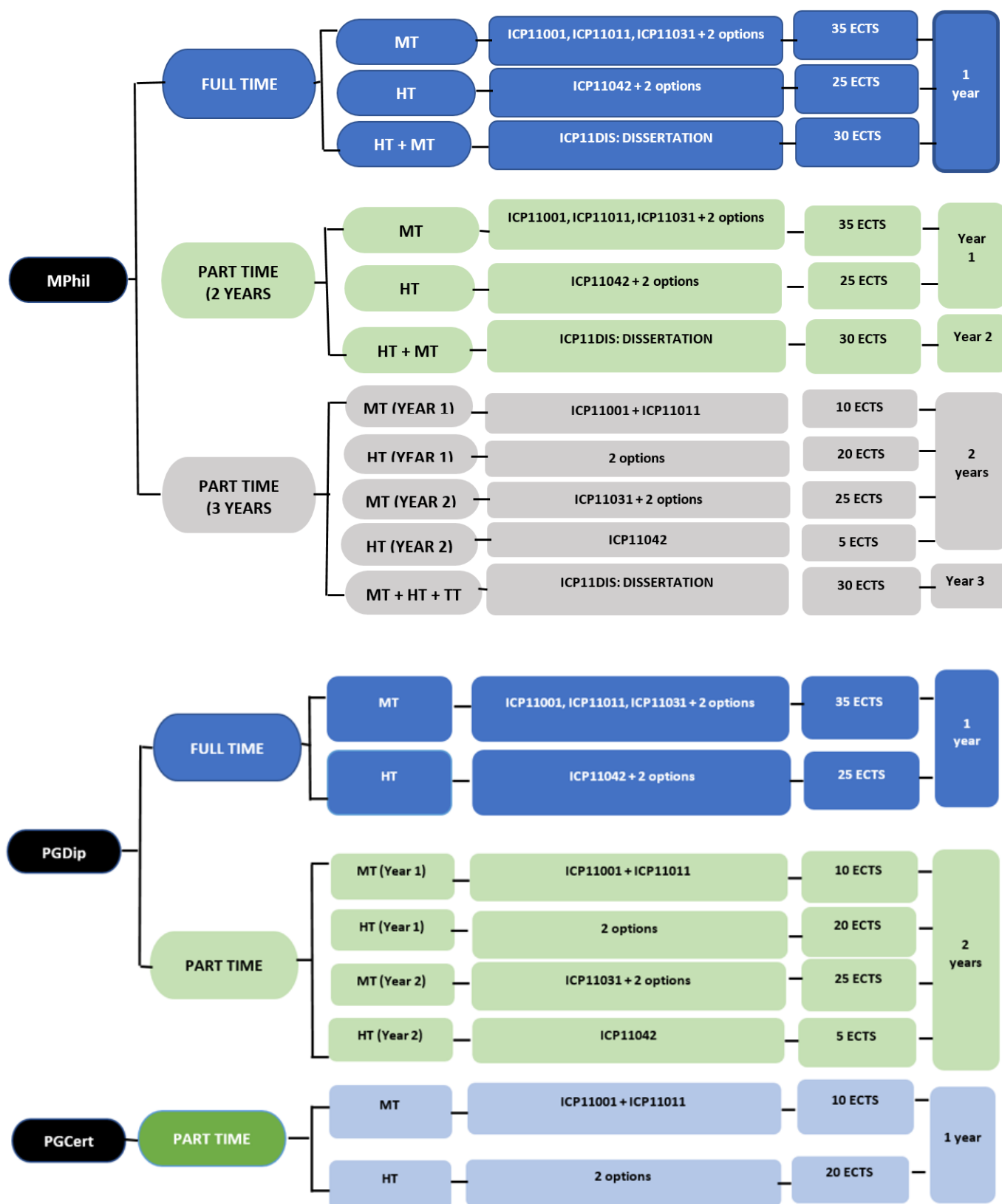
- **ICP11022** Reflective Learning Project on Intercultural Communication Practices (online)
- **ICP11072** Feminism in Global Contexts: Intersections, Interpretations, and Impacts (online)
- **ICP11102** European Censorship and Cultural Production: From Clandestine Printing into the Digital Era

- **DHP11012** Cultural Technical Systems
- **DHP11072** Glamorous Virtual Heritage: Narrating the Past
- **ID7002** Questions of Identity in Europe – Part 2
- **LTP11032** Machine Translation for Creative Texts
- **NMP11022** History and Politics of the Modern Middle East and North Africa (online)
- **NMP11032** East and West (online)

Dissertation module (30 ECTS)

- Dissertation. This is a core non-taught **module** offering personal supervision arrangements. It is delivered during Hilary Term (HT) + Trinity Term (TT) on Full time MPhil and Michaelmas Term (MT) + Hilary Term (HT) + Trinity Term (TT) on part time MPhil Top up (Year 2 & Year 3).

Module delivery per term (Michaelmas Term [MT], Hilary Term [HT] & Trinity Term [TT])



Core Module Descriptors

MODULE	TERM	DESCRIPTOR
ICP11DIS – Dissertation 30 ECTS	Both	This module provides students with the necessary background knowledge to carry out research that matches their own interests and programme learning objectives. All major aspects of successful academic writing are covered, and students will have opportunities to practice and refine skills through writing tasks from other modules. The primary aim is to prepare students for the demands of dissertation writing. There are no formal assessments directly associated with this module. Reading and preparation requirements are minimal, focusing mainly on familiarising students with the weekly topic or preparing them for class activities.
ICP11001 - Introduction to Intercultural Communication 5 ECTS	MT	This module provides an introduction to the evolution of the main intercultural communication theories and models with a focus on the postcolonial and decolonial turns in intercultural communication and Equality, Equity, Diversity and Inclusion (EEDI) perspectives. It highlights the importance of culture in everyday lives, and the ways in which culture interrelates with and influences communication processes. It focuses on fundamental theoretical, conceptual and practical dimensions of interactions in multicultural environments and provides students with an insight into the process of communication between and among individuals from different cultures and/or subcultures.
ICP11011 - Communicating in a Culturally Diverse Workplace: A Practical Toolkit 5 ECTS	MT	This module provides guidelines and practical examples through case studies to develop an intercultural communication toolkit adapted to the specific needs of the participants' sector, organisation and/or project, as well as to their specific target audiences. The resources provided will enable students to acquire a practical guide for understanding, planning, designing, and evaluating intercultural communication practices.

ICP11031 - Language, Culture and Communication 5 ECTS	MT	This module aims to provide students with an insight into key issues, concepts and multidisciplinary methods used in the study of language and intercultural communication. The module focuses on the role of language and culture in communication encounters in different contexts such as education, workplace, diasporic communities, travel and study abroad, as well as on language and power, language rights, language planning and policy, language in use and multilingual practices. Building on knowledge and skills developed in intercultural communication and language diversity, this module introduces specialised theories, concepts and principles that see communication as a form of social and linguistic practice embedded in potentially shifting global processes of cultural diversity. It develops and contributes to the creation of autonomous and reflectively thinking practitioners, who are able to reflect on language policies in education, pedagogic developments and their impact on communication in rapidly changing contexts of intercultural diversity.
ICP11042 - Multimodal Communication 5 ECTS	HT	The effective use of different communication modes requires gaining understanding of how to align our communication objectives, messages and channels with our target audiences' needs. Applying the fundamentals of multimodal communication works in tandem with multimodal literacy, this means becoming skilled in the analysis not only of the written word, but also of other forms of visual and audio-visual media ranging from advertisements to artistic expressions such as cinema or theatre. This module will train participants in the application of the fundamentals of multimodal communication to contribute to the success of intercultural encounters.

Centre Optional Module Descriptors

MODULE	TERM	DESCRIPTOR
ICP11051 - Research Methods and Design (online). 10 ECTS	MT	This module introduces students to the principles of AHSS research with a particular focus on intercultural communication and cultural studies to develop a detailed and feasible research plan for an original research project. The module emphasises the application of research methods to both academic inquiry and professional practice, enabling students to develop research skills that can informed evidence-based decision-making and contribute to knowledge generation. The approach in this online module is primarily asynchronous online learning, enabling students to engage independently with research methods, scholarly literature, and guided learning materials. Independent study is complemented by synchronous online seminars that provide opportunities for collaborative discussion, formative feedback on developing research proposals, and engagement with peers and instructors throughout the research planning process.
ICP11061 - Decoloniality and Global Intersections (online) 10 ECTS	MT	This module introduces learners to decoloniality as a theoretical and practical framework that critiques and seeks to unveil the enduring effects of colonialism on societies, cultures, knowledge systems, and power structures. The module addresses ongoing epistemic, cultural, and systemic legacies of colonial practices, thoughts, and mindsets that persist after political independence. Through theoretical grounding and practical case studies, learners will explore how colonial legacies are being re-examined and reshaped in contemporary political, economic, cultural, linguistic, educational and literary discourse.
ICP11022 - Reflective Learning Project on Intercultural	HT	This module provides students with the opportunity to explore the theory behind the reflective account as part of the learning process. Through the reflective practice, students will evaluate the organisational culture and how it influences behaviour in relation

Communication Practices (online). 10 ECTS		to social dynamics and communicative encounters. By using evidence through examples of personal experiences and thoughts, as well as theoretical literature, students will use the reflection to get a deep understanding of specific intercultural communication encounters in their own specific professional and social contexts, will have a greater self and social awareness, will develop critical thinking skills and will assess the effectiveness of the intercultural communication toolkits for specific professional and social contexts.
ICP11072 - Feminism in Global Contexts: Intersections, Interpretations, And Impacts (online) 10 ECTS	HT	This module examines feminism as a theoretical and practical framework, critiquing and addressing systemic gender inequalities. It bridges Western-centric and Global South paradigms, focusing on the intersection of feminism with political, economic, cultural, and linguistic structures. Learners will analyse case studies from Europe, Africa, and Latin America to explore diverse feminist movements and their implications. The module aligns with the Centre for Global Intercultural Communications' theme of Global Intersections, emphasising Equality, Equity, Diversity, and Inclusion. Delivered through Blackboard, students will engage in weekly e-content, journals, blogs, and discussions, culminating in assessments that foster critical engagement and reflection.

School Optional Modules: Michaelmas Term (Autumn)

Module Name	Module Description
ICP11091: EUROPEAN CENSORSHIP AND CULTURAL PRODUCTION: CHURCH, STATE AND IDEAS OF THE COMMON GOOD (10 ECTS)	This module considers literary and cultural censorship in Europe, focusing primarily on the contexts of Great Britain, Ireland, Russia and Czechoslovakia. Starting with an overview of the chief censorship practices in Europe since the invention of the printing press in the fifteenth century, the module content is then

	embedded in the twentieth century, up until the 1970s – as this is where the four censorship contexts in question intersect.
ID7010:EUROPE AND ITS IDENTITIES: A CULTURAL HISTORY (10 ECTS)	This module explores various aspects of the construction of Europe as an idea, a utopia and a political project as well as a form of identity. The main focus of the module will be on the construction of Europe as opposed to an imagined ‘Other’, perceived in cultural, geographic, ethnic and racial terms in different time periods over history. The module aims to present the dynamics of exclusion-inclusion practices, and to investigate the way such practices shaped the development of the idea and representation of Europe in European cultures.
ID7012: EUROPEAN CINEMA AND IDENTITY (10 ECTS)	This module explores how European identity is reflected and constructed on screen in the contemporary cinemas of Italy, Germany and Ireland. It explores the following case studies: changing religious identities (Italy), identity after unification (Germany) and gender identities (Ireland). We focus on identity as unstable and proceed by questioning and deconstructing it. The questions posited by the module, through its discussion of cinema, include: • Italy (Weeks 2-4): Is faith still relevant to Italian identity today? In a country defined by the presence of the Catholic church, what are the challenges to identity of the growing diversity of faith brought by mass migration? Does religion still matter in contemporary, secular Europe, and if so, why? • Germany (Weeks 5-7): What are the challenges of post-unification society? What is the ongoing reckoning with the legacy of National Socialism and the Holocaust? How is Germany responding to the migration crisis? • Ireland (Weeks 9-12): How are Irish women defined as political subjects, in history and in relation to the environment?

	We ask you to watch one set film per week in preparation for class discussion.
ID7019: FORCED MIGRATION AND IDENTITY: RECONSTRUCTED AND REIMAGINED FUTURES (10 ECTS)	This module draws on theories of developmental psychology, social psychology and psychological acculturation through a trauma-informed culturally sensitive lens, to provide a theoretical, reflexive and experiential understanding of the identity formation and reconstruction processes of those who have experienced forced migration. The module explores constructs of post-migration identity formation, looking at the ways in which those who have been forcibly displaced consciously and unconsciously balance ethnic and new national identities in understanding themselves, their lives, and how they represent themselves to others.

School optional modules: Hilary Term (Spring)

Module Name	Module Description
ICP11102: EUROPEAN CENSORSHIP AND CULTURAL PRODUCTION: FROM CLANDESTINE PRINTING INTO THE DIGITAL ERA (10 ECTS)	This module considers literary and cultural censorship in contemporary Europe, focusing primarily on the contexts of Great Britain, Ireland, Russia and Czechoslovakia.
DHP11012: CULTURAL TECHNICAL SYSTEMS (10 ECTS)	The aim of this course is to engage students in a critical assessment of the technologies, platforms and companies commonly encountered in 21st century culture and society. Based within the emerging discourses of the critical digital humanities, it will provide you with case studies, analysis, theoretical frameworks and complementary perspectives that will enable you to analyse and speak in a more informed manner about technology development and its relationship to core human activities. Be aware that you will be reading across a number of fields and disciplines in order to forge your ability to address technological developments from the perspective of cultural evidence: literature and the arts, philosophy, history, science and technology studies, computer science, library science. Each of these disciplines has a different vocabulary, values and argumentation style, and one of the key things you will learn is how to read across these disciplines at a meta-level.
DHP11072: GLAMOUROUS VIRTUAL HERITAGE: NARRATING THE PAST (10 ECTS)	Cultural heritage is a major branch of Digital Humanities so this module will enhance students' understanding of how galleries, libraries, archives and museums (GLAMS), big data, and related cultural and creative industries can come together to build collaborative projects for public engagement.

	Digitisation and interactive technologies are being applied in the GLAM sector, archaeology, and the tourism industry to preserve and showcase world heritage (tangible and intangible culture). Students will explore how different digital media can be applied (and remixed) to narrate the past to create immersive or mobile exhibitions for public audiences. This module will examine the different modalities and digital technologies being used for heritage, such as 3D models, VR and AR, 360 degrees immersive photography, historical film and media archives, YouTube documentaries/videos, podcasts, historical video games, and mobile apps to communicate about heritage. Key concepts and themes that may be covered through digital examples include preserving endangered tangible culture, shared heritage in the context of contested and layered history (e.g., cultural memory), and contributing to the United Nations Sustainable Development Goals, and/or challenges behind ownership/intellectual property and copyrighted materials will also be explored.
ID7002: QUESTIONS OF IDENTITY IN EUROPE - PART 2 (10 ECTS)	Together with its sister module (Part 1), this module explores the question of identity by providing students with a strong theoretical grounding in key issues of identity in Europe. The module is taught by a team of colleagues, each exploring a different identity-based topic (listed below). The standard format for each topic includes one 2-hr introductory lecture/seminar on the theoretical implications of the topic, followed by one 2-hr seminar looking at case studies (this format may vary depending on the topic). Please note: this module is a second part of ID7001 QUESTIONS OF IDENTITY IN EUROPE - PART 1 module. However, we cannot offer PART 1 to AIC students due to a timetable clash. As the two modules can be taken independently of each other, this is not an issue.

NMP11022: HISTORY AND POLITICS OF THE MODERN MIDDLE EAST AND NORTH AFRICA (online) (10 ECTS)	This module explores the processes that shaped the modern Middle East and North Africa from the turn of the 20th century to today through the use of both primary and secondary literature. It seeks to engage with the history of the region from within as it examines themes such as colonialism, nationalism, international relations, social and political movements and the impacts of crisis and war on individuals in the region.
NMP11032: EAST and WEST (online) (10 ECTS)	This module surveys the interconnecting histories of Europe, America and the Middle East and North Africa from the nineteenth century to the present day. It is designed to provide a nuanced historical understanding of the political, intellectual and cultural changes that have taken place in the area since Napoleon's invasion of Egypt. The module is divided into two interrelated parts. First it analyses the European encroachment and how this experience has shaped the Middle East and North Africa as we understand them today. The effect of the Western expansion upon socio-cultural development of the region is examined through a variety of materials: historical documents, essays, travelogues, literature and film. In the second part, the focus shifts to the rising interest of the US in the Middle East and North Africa since the end of the Cold War. The military, economic, and political power that the US exercises in the area is unprecedented. Yet sixty years ago, America's might was irrelevant for the people of the region. What happened? What made the Middle East a priority for the US politics? How has American involvement in the region developed over time? What forces, influences, and interests shape American and European foreign policy toward the Middle East and North Africa today?
LTP11032: MACHINE TRANSLATION FOR CREATIVE TEXTS (10 ECTS)	This module is designed to foster a collaborative learning environment, encouraging active engagement between students and the instructor. Students are expected to contribute their perspectives to class discussions and participate in in-class activities

	that support a deeper and more practical understanding of the concepts explored.
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Option Module Choices

Students choose their option modules in August, before the start of Michaelmas Term.

Option module choices for Michaelmas Term are normally final. If you notice an error in your enrolment, you must notify the [Course Administrator](#) before teaching begins. Every effort will be made to correct these enrolment errors during the first week of Michaelmas Term.

Requests to change a Michaelmas Term option module are considered only during the first week of teaching and only where there are compelling circumstances, such as work commitments, caring responsibilities, commuting requirements, or other significant hardship. Preference alone is not sufficient grounds for a change. Requests must be submitted to the **Director of Postgraduate Teaching and Learning (DPGTL)**, Dr [James Hadley](#), explaining the reasons for the request.

After the first week of teaching, option module changes will be approved only in exceptional circumstances where a student is unable to attend or complete their chosen module.

Under certain conditions, students may change their Hilary Term option modules. These conditions are set out below.

Conditions for changing Hilary Term module choices

Students are allowed to petition to change their option module choices for the Hilary Term. The following constraints apply to students wishing to change their Hilary Term option modules:

- The student must formally request the change **before 18th December 2026**, indicating the module they would like to leave and the one they would like to join.
- Requests are made via this MS form: [SLLCS Postgraduate Option Module Change Request Form- Hilary term 2026-27](#).
- Before making the request, the student must have obtained written permission from the convenor of the module they hope to leave, as well as the one they hope to join. This permission must be provided to support the request.
- The student must be aware that for technical reasons, it is not possible to accommodate all such requests.
- If a module is already full, a student will not normally be allowed to join it, unless another student has petitioned to leave the same module.

- Students are informed of the outcome of their request by the week before the teaching term starts.
- No changes are allowed once instruction has commenced (other than for reasons outlined above).

Auditing Modules

Students may request permission to audit modules with the agreement of the module coordinator. Audited modules do not carry credit and normally do not require completion of assessment, unless the module coordinator specifies participation or assessment requirements.

Priority for places on postgraduate taught (PGT) modules is given to:

1. PGT students taking the module for credit.
2. Postgraduate research (PGR) students taking the module for credit.
3. PGT and PGR students auditing the module on a non-credit basis.

Admission to audit a module is subject to the approval of the module coordinator. Coordinators may refuse audit requests where additional participants would negatively affect teaching or where the student is unable to participate as required.

Students on the Framework programmes (Postgraduate Certificate and Postgraduate Diploma routes) may not audit core modules that they are required to take for credit later in their programme.

Students are advised not to audit more than one module per term.

Students who wish to receive formal confirmation of participation must have their attendance signed off by the module coordinator after each class. A pro forma for this can be downloaded [here](#) or obtained from the [Course Administrator](#).

Dissertation Module

The dissertation is a substantial body of academic work of between 15,000 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.

Choosing and Refining a Topic

Students are encouraged to choose a thesis topic that suits their interests, and which builds upon any of the many facets of the intercultural communications that will be introduced throughout the course. Students should be thinking about possible topics already from the very start of the programme and are encouraged to speak with the Course Director about possible topic ideas from an early phase. Often students can be tempted to de-prioritise the dissertation below the other assignments, in particular during the Hilary Term, because it has a later deadline. However, the dissertation is the most important part of the degree structure, and it is strongly recommended to start working on it early.

Research Involving Human Subjects

Some of your research in this course may involve human participants (e.g. in surveys, user interface designs, etc.). Usually this only applies to dissertations, but advanced permission must be obtained for this research from the appropriate College Ethics Committee. Ethics approval processes can take many weeks/months. It is advisable to consider early on whether your research may involve human subjects.

To learn more about the ethics process and whether you might need to apply for it, please see School of Languages, Literatures and Cultural Studies [Research Ethics webpage](#).

M12 DISSERTATION

- The aim of this module is to give students of the Masters level the opportunity to research a topic in the field that is agreed with the dissertation supervisor. Hence, this module further develops the learner autonomy and enables students to put into practice theories, strategies, methods and techniques already studied in the relevant preparatory taught modules. The research project will be undertaken independently under the supervision of a lecturer with relevant expertise. At the end of this module, students will be able to develop their own views and insights from an understanding of theories and relate to practical intercultural communication encounters.
- The supervision sessions provide general guidance on research methods and paradigms as well as providing information on the specific aspects of the dissertation that students would need to pay attention to. Supervisions and research support are specifically tailored to the students' needs. The module provides an opportunity for students to contribute to the ongoing development of their profession, the career plans, the service provided and the existing evidence base in their chosen project field. Students may link their dissertation to a work-placement or work-based project, in which case the dissertation approach may be more practice-oriented, drawing on theories. The research project also provides a basis for **further academic developments, including PhD.**
- **Part-time MPhil Top up (year 2/year 3)** – student needs to complete the **Dissertation** only (**MT+HT+TT**) in accordance with the following timeline:
 - Topic definition and getting approval from the supervisor within the first 6 weeks of the teaching period in **MT**
 - Writing and submitting the research proposal at the end of **MT** (the research plan will include research questions, preliminary literature review, methodology section and a detailed timeline for the project)
 - Research and writing the dissertation in **HT + TT**
- **MPhil 1-year full-time** – student needs to take all taught modules of 60 credits in year 1 + **Dissertation (HT+TT)** as follows in accordance with the following timeline:
 1. Topic definition and getting approval from the supervisor within the first 4 weeks of the teaching period in **HT**
 2. Writing and submitting the research proposal at the end of **HT** (the research plan will include research questions, preliminary literature review, methodology section and a detailed timeline for the project)
 3. Research and writing the dissertation in **HT + TT**

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 in this handbook. It is students' responsibility to reach out to supervisors and make a preliminary plan for their meetings. This preliminary plan needs to be submitted on the signed [Dissertation Supervision Form](#).

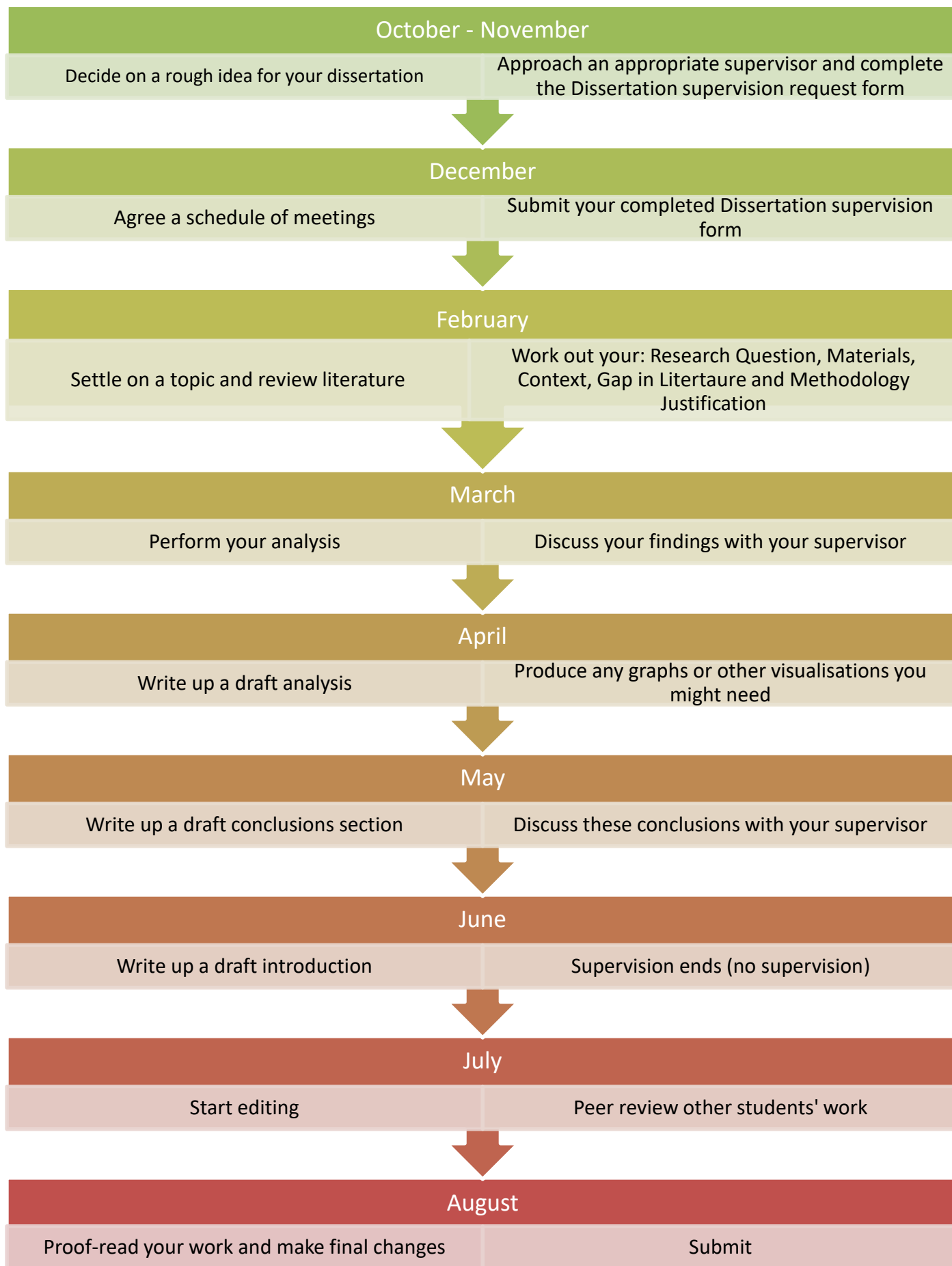
This form is due at the end of Michaelmas teaching term (**4th December 2026**, as per [‘Key Dates’](#) section of this handbook).

A student may choose to split their supervision between two supervisors. This generally occurs most in the case of a topic intersecting two different areas of study or using a comparative perspective. Whether there is one or multiple supervisors, the total number of supervisory hours per dissertation is six. How these six hours are organised with the supervisor(s) is left to the discretion of the student and the supervisor(s). As a general rule, supervisory arrangements must be made within the School. Only in exceptional cases (e.g. where capacity or expertise is severely limited) will exemptions be considered. In such cases the initial approval of the [Course Director](#) will be needed with the final approval from the SLLCS Dissertation coordinator [Dr Natalia Resende](#).

It is strongly recommended to start working on the dissertation early, and to work steadily on it to make the best use of the supervision sessions. Regardless the work pattern used (1-hour or 30-minute sessions), it is strongly recommended that supervision starts early in Hillary Term. The Dissertation Supervision Form includes a preliminary schedule open to minor changes for justifiable reasons. It is not acceptable to write ‘TBC’ in the form. Specific dates and times must be indicated. 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.**

Supervision is expected to take place during the supervisor’s office hours. 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 session is used most efficiently on talking through the results, rather than with the supervisor reading your work.

The specific timeline will depend on the entry route and pathway. The student and the supervisor could work out an individualised approach. However, below is a suggested structure for how the dissertation work might progress on a full-time option:



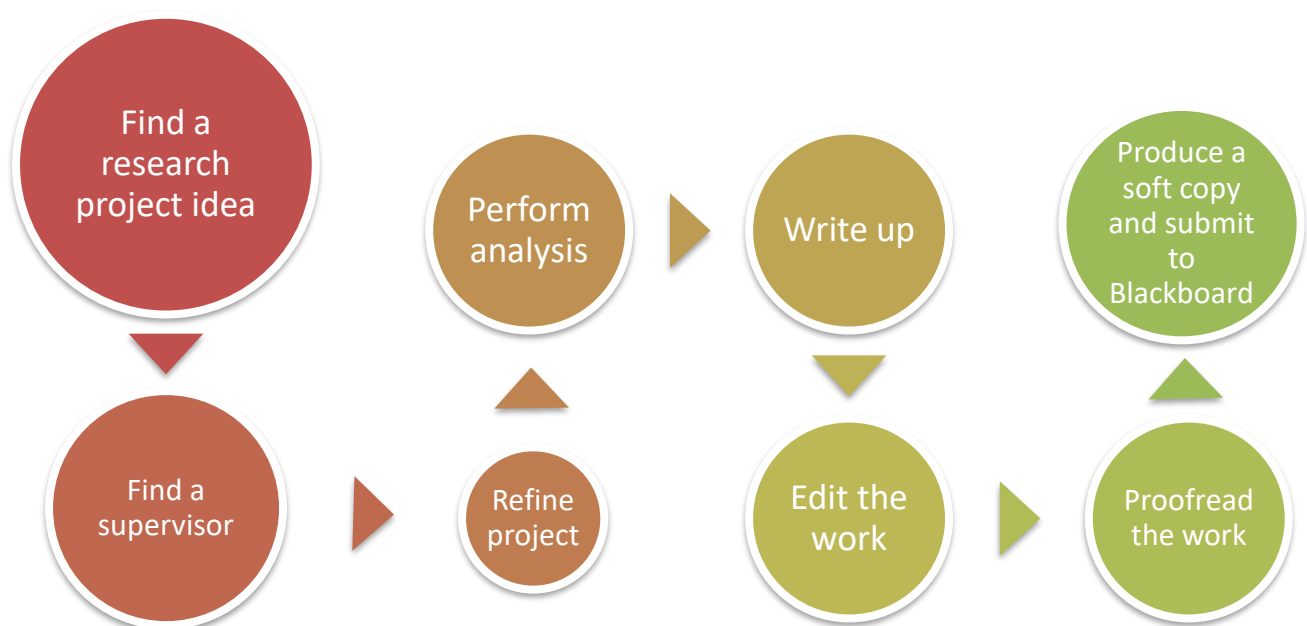
Submission

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, bibliography, and any appendices *do not* count towards a dissertation's word count. However, all other parts of the dissertation, including quotations, introduction, development, conclusion, and any footnotes are *included* in the word count.

The finished product should be submitted electronically to Blackboard. No hard copies are required. We also encourage students to submit a copy of their dissertation on Trinity's Access to Research Archive (TARA) (a link is provided for this on Blackboard in the same place as the dissertation is submitted).

The dissertation by the deadline (see the '[Key Dates](#)' section of this handbook). Please note that deadline extensions are only granted in exceptional cases and require supporting documentation (for more details on extensions, see the 'Regulations & Guidelines' section below).



Course Learning Outcomes

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

- **CLO1:** Explain orally and in writing concepts, models, and theories related to intercultural communication
- **CLO2:** Apply Equality, Equity, Diversity and Inclusion (EEDI) perspectives to participate in collaborative learning and analyse the challenges and opportunities of communicating across cultures involving people from different racial, gender, ethnic and cultural backgrounds in both national and international settings
- **CLO3:** Apply digital literacy and engage in independent learning to produce a critical reflective account informed by global intercultural communication encounters
- **CLO4:** Exemplify orally and in writing how the knowledge and skills gained can facilitate intercultural communication and lead to further learning opportunities
- **CLO5:** Explain the role of culture in intralingual, interlingual and multilingual communications and relate it to the dimensions of language rights in relation to social and educational policies
- **CLO6:** Use diverse media to communicate through reflexive praxis how contexts, concepts, ethics and methods of multimodal communication contribute to the understanding of characteristics of effective intercultural communication
- **CLO7:** Identify research topics, critically review academic literature and theories, design and evaluate research, using appropriate methods and ethical research practices
- **CLO8:** Evidence through the written dissertation the understanding of the importance of all key research areas, from the rationale to the contribution
- -----
- Programme Learning Outcomes **CLO1 to CLO4** will be achieved for completion of **Postgraduate Certificate** (attainment award).
- Programme Learning Outcomes **CLO5 to CLO6** will be achieved for completion of **Postgraduate Diploma** (both exit and attainment award).
- Programme Learning Outcomes **CLO7 to CLO8** are required to be achieved for the **Master's** course attainment award.

Assessment and progression

The following regulations refer to Part III of the 2025-26 [Graduate Studies and Higher Degrees - Calendar - Trinity College Dublin](#)

Candidates are assessed throughout the programme by coursework and dissertation.

Depending on their entry route, students who fail **one** taught module may be offered the opportunity to undertake supplemental assignments by the module convenor and course director. Please note that this option is not available to PG Diploma top-up students. Supplemental assignments must be submitted as specified by the module convenor and course director and within the duration of the course. The mark for the supplemental assignment is capped at 40% (the pass mark for the module).

- ❖ Students who, following supplemental assessment, have failed to achieve a passing mark for the requisite taught modules as provided for in the course regulations above will be deemed to have failed the course.

Students who are deemed to have failed their course may apply to the School for permission to repeat it.

Distinction

Students who achieve an overall average mark of 70% or greater for their dissertation and at least 70% overall without having failed any assessment component are eligible for the award of the MPhil degree with Distinction.

Exit Award

Students who fail or choose not to undertake the Dissertation module but have passed all the other modules, totaling 60 ECTS, are eligible for consideration for an exit Postgraduate Diploma only. Such students will not be permitted at a later stage to return to the course to retake the MPhil dissertation, but they may apply to repeat the whole course.

Postgraduate Diploma exit award with Distinction

Students who have achieved an average of at least 70% of the available marks in all taught modules without having failed any assessment component will be eligible for consideration for the award of Postgraduate Diploma with Distinction.

The Online Learning Experience

The programme includes three modules offered online with three face-to-face sessions delivered remotely (ICP11022 REFLECTIVE LEARNING PROJECT ON INTERCULTURAL COMMUNICATION PRACTICES (online), ICP11051 RESEARCH METHODS AND DESIGN (online). NMP11032 EAST and WEST (online) is delivered fully online.

The online learning experience will be different to that of face-to-face teaching. It will afford flexibility to students as to when and where to engage with the module material. To encourage continued effective engagement with the online module, a combination of synchronous and asynchronous learning, open office hours, and awarding marks for engagement with module material and class discussions in the online environment will be provided. As the course is at a postgraduate level, it is expected that much of the learning will be self-directed, however guidance and support will be offered by the course team in the form of open office hours, feedback on assignments and moderation of online discussions.

Teaching staff will be available online to answer questions, discuss material and address any issues that may arise for **2 hours a week** at a predetermined time throughout the duration of the module. These open hours will take place via the Blackboard Collaborate platform, or other platforms offering virtual communications (ZOOM or MS TEAMS) and the scheduled times will be discussed, posted online at the early stage of that module running, and are highlighted in the teaching schedules of the module descriptors.

Students will be actively encouraged to make use of the open office hours provided. Blackboard Collaborate or ZOOM will be used to facilitate live communication during these times. Some option modules offer discussion boards or social spaces (chat rooms) where students can meet to discuss the material amongst themselves. The purpose of this chat room will be to supplement online learning through students being able to continue discussions after the online materials experience to enhance the sense of community within the class.

Regulations and Guidelines

Assignment Submission

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

The assignments for each module are submitted online, using the Blackboard site for that module.

Individual module convenors may require a specific format for your assessments. If this is not specified in your syllabus, please ask your module convenor to confirm.

Assignments for each module must be accompanied by a completed [submission coversheet](#).

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

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.

Trinity's plagiarism policy and guidance are available via the [Library's online resources](#).

Generative AI tools and Assessed Coursework

This policy is aligned with the [College Statement on Artificial Intelligence and Generative AI in Teaching, Learning, Assessment & Research](#). The use of Generative AI (GenAI) is permitted unless explicitly stated otherwise for a particular assessment.

Where GenAI is used in preparing assessed work, its use must be clearly acknowledged and appropriately cited, in line with Library guidelines on referencing GenAI.

- ❖ If a student generates content from a GenAI tool and submits it as his/her/their own work, it is considered plagiarism, which is defined as academic misconduct in accordance with [College Academic Integrity Policy](#).

GenAI may be used to support the development of assessed work. However:

- ❖ Any ideas, information, or wording taken from GenAI must be acknowledged.
- ❖ Directly generated text must be clearly indicated, including the use of quotation marks where appropriate.
- ❖ Submitting GenAI-generated content as your own work without acknowledgement constitutes plagiarism and is treated as academic misconduct under College policy.
- ❖ Failure to acknowledge GenAI use correctly is a breach of academic integrity.
- ❖ Students are responsible for the accuracy of all material submitted. GenAI outputs may contain errors or fabricated information and must be checked independently.
- ❖ Markers may penalise incorrect or unreliable content, and reward accurate use of sources and transparent referencing.

When GenAI is used, it must be cited in a format consistent with [Library guidance](#). For example:

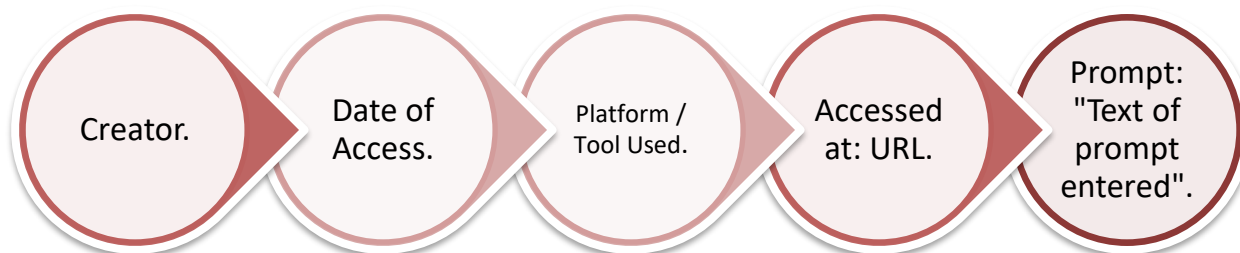
OpenAI. Accessed 5 January 2023. ChatGPT. <https://openai.com/blog/chatgpt/>
Prompt: "How reliable are the sources for Enheduanna's poetry?"

Each distinct prompt should be cited separately where relevant.

All assessed work must include a declaration indicating whether GenAI tools were used in its preparation. This declaration must be completed accurately, even where GenAI has been properly referenced. Providing incorrect information is a breach of academic integrity.

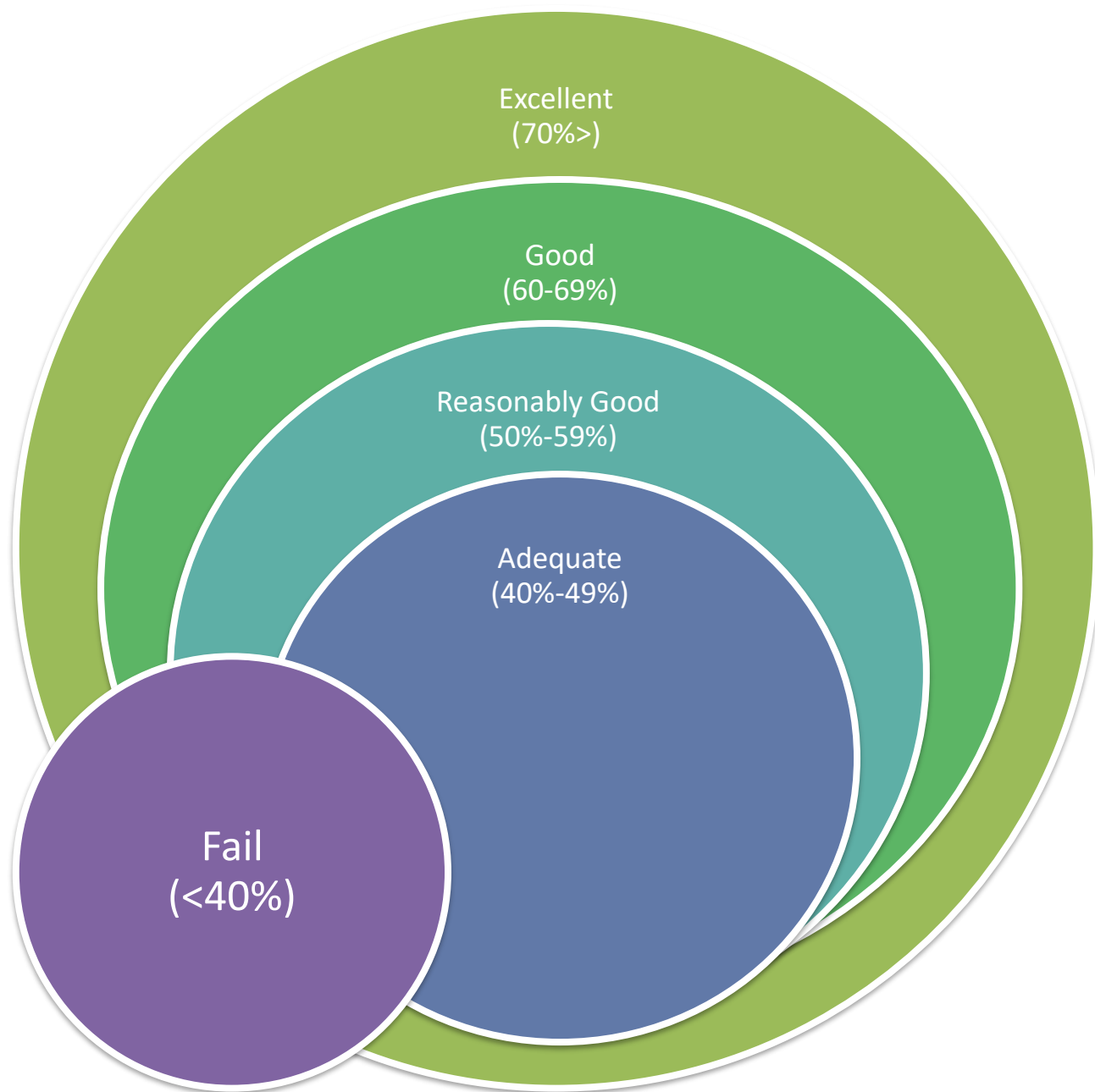
Where unacknowledged or inappropriate use of GenAI is suspected, students may be invited to attend an academic integrity meeting to discuss their work. If concerns remain, the matter may be referred to the Junior Dean as a suspected breach of academic integrity.

- ❖ Citations of GenAI should follow this format:



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:

I	(70+)	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
II.1	(60-69)	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
II.2	(50-59)	Demonstrates a full understanding of key issues and an ability to construct a detailed argument on the basis of that understanding

III	(40-49)	Demonstrates an adequate understanding of key issues and an ability to construct a basic argument.
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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).

Normally the maximum extension that can be granted is **seven calendar days**.

If a student encounters an issue that requires them to take more substantial amounts of time from their studies, they may apply to go off-books, which means they pause their studies where they are and resume them the following year. Whether requesting an extension or an off-books application, the first port of call is the [Course Director](#).

Extensions

Occasionally, unexpected things can happen during your course. Penalty-free extensions to deadlines can be issued in extreme circumstances if such unexpected things occur. Such cases are called [“Ad Misericordiam appeals”](#).

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 via email as early as possible.

Normally the maximum extension that can be granted is **seven calendar days**.

Deferrals

Where a student requires more than seven days away from their studies, they may apply to defer their assessments until the end of the course. In this case, the deadlines for the affected assessments move to the reassessment period at the end of August. In order to apply to defer assessments, students require the

same kinds of evidence required for an ad misericordiam appeal. For example, in the case of a student hoping to defer on medical grounds, the student must demonstrate with an official, signed medical letter that they were unable to work for a substantial amount of time. Students may apply to defer assessment using this form: [SLLCS assignment deferral request form 2026-27](#).

All applications for deferral must be approved by the Director of Postgraduate Teaching and Learning for the School before the deadline has passed (see '[Ad Misericordiam Appeals](#)' section).

In cases where the student has encountered an issue which has disrupted their work for many weeks, it is often best for them to apply to go off-books. When a student goes off-books, they pause their studies until the following academic year (see '[Going Off-Books](#)' section).

If a student thinks they may need to avail of any of these measures, in the first instance, they should contact the [Course Director](#) to discuss their situation

Late Submission Policy

There are penalties for late submission of coursework without an approved extension. Please note that all extensions must be approved by the Course Director *before* the deadline has passed (see "Extensions and Ad Misericordiam Appeals" section above). The penalties for submitting coursework late without an approved extension are as follows:

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

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 [Course Director](#). Further information on the nature of the evidence required in each case can be found [here](#).

Academic Appeal process

Trinity recognises that in the context of its examination and assessment procedures, a student may wish to appeal a decision made in relation to their academic progress. The appeals procedure may be used only when there are eligible grounds for doing so and may not be used simply because a student is dissatisfied with the outcome of a decision concerning their academic progress. In general, eligible grounds centre around a reasonable suspicion that the student's treatment has been unfair. Full [guidelines are found here](#).

Procedure for Failed Components

Depending on their entry route, students who fail **one** taught module may be offered the opportunity to undertake supplemental assignments by the module convenor and course director. Please note that this option is not available to PG Diploma top-up students. Supplemental assignments must be submitted as

specified by the module convenor and course director and within the duration of the course. The mark for the supplemental assignment is capped at 40% (the pass mark for the module).

- ❖ Students who, following supplemental assessment, have failed to achieve a passing mark for the requisite taught modules as provided for in the course regulations above will be deemed to have failed the course.

Students who are deemed to have failed their course may apply to the School for permission to repeat it.

Going Off-Books

In the event that a serious, documented issue occurs which substantially delays a student for several weeks, particularly during the later stages of the programme, the student may apply to go “off-books”. If a student goes off-books, they effectively pause their studies for one year and return to complete the programme once the issue has passed. Students wishing to go off-books should discuss the issue with the [Course Director](#) in the first instance. The student is required to make a case to go off-books to the Dean of Graduate Studies, which requires documentary evidence of a similar nature to an [Ad Misericordiam appeal](#).

- ❖ Therefore, students are well advised to seek medical certificates or the other pertinent documentation to support their case as early as possible.

Making the case for a student to go off-books generally takes around a week. The form for making the application can be found [here](#).

During the period of interruption graduate students are not required to pay fees. Consequently, they will not have a student card during this period and will not have access rights to the college library or other college facilities.

An off-books period is granted for a fixed duration, and it is the student's responsibility to ensure they resume their studies at the specified time; failing to do so may result in being classified as "withdrawn" from the programme.

Please see [this webpage](#) for more information.

Resources and Facilities for Students

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 and gives you access to the Library and other facilities.

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://myzone.tcd.ie/>. Please note that if you are emailing a module coordinator or the [Course Administrator](#), they receive emails from many students outside of the Applied Intercultural Communications programme. So, it is very helpful to always use your TCD email account for all course related communications and provide enough context for your question (e.g., which module are you asking about; which precise assignment; and if asking about your registration status, please include your student ID number, etc.).

VLE/Blackboard

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.

Another potentially useful resource is the Blackboard-based module VP10022: Learning to Learn Online, which has been developed as a collaborative project between Academic Practice, Student Learning Development, Trinity Disability Service, the Transition to Trinity Office and the IUA Enhancing Digital Capacity Project. If you are interested and would like to self-enrol, please visit:

<https://www.tcd.ie/students/orientation/learning-online.php>.

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/our-services/student-wi-fi/>.

If you have any issues with your Trinity email account or WIFI connection, or if you require any other technical assistance, please contact the [IT Service Desk](#).

Library Resources and IT Support

The course is structured to allow students to spend a good deal of time in the library. Reading lists should not be treated simply as lists of texts but as guides to individual and general subject areas. The main University library has significant holdings for students of Applied Intercultural Communication. It is important to get to know the various catalogues and library resources as early as possible in the year.

Library tours are arranged in the first week of Michaelmas term. Students on this course have postgraduate borrowing rights and are therefore entitled to borrow 10 books at a time. Check exact entitlements in the [Library](#).

For students who have their own laptops, the research computing unit in IT Services will be available to provide assistance in setting up and maintaining IT systems that facilitate the research components of the M.Phil. programme. Students may also use any of the Public Access computers throughout the College. For full details consult IT Services, in the *Aras an Phiarsaigh* building: <https://www.tcd.ie/itservices/>.

College Guidelines on Good Research Practice

College provides [guidelines on good research practice](#). Please look at this at the beginning of term and raise any issues necessary with the [Course Director](#) in good time.

Specialist software

During the course, you will be introduced to a range of specialist software including Trados. A limited number of free licences is available to students. These licences allow you to analyse data.

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. So, it is important to self-

identify any areas or skills you may need to build alongside your coursework. Trinity offers a variety of additional [services and supports for postgraduate students](#).

For international students especially, it is highly recommended that you study [this page](#), 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](#).

Postgraduate Advisory Service

The Postgraduate Advisory Service (PAS) is a free and confidential service available to all registered postgraduate students in Trinity College. PAS offers a comprehensive range of academic, pastoral and professional supports including one-to-one appointments, workshops and trainings, and emergency financial assistance.

PAS exists to ensure that all postgraduates students have a dedicated, specialist service independent of the School-system to whom they can turn for support and advice during their time at Trinity. Common concerns students present to PAS include stress; financial worries; queries about regulations or services available at Trinity; supervisor-relationship concerns; academic progression issues; academic appeals.

The Postgraduate Advisory Service is led by the Postgraduate Student Support Officers who provide frontline support for all Postgraduate students in Trinity. These Support Officers will act as your first point of contact and a source of support and guidance; they can also put you in touch with or recommend other services, depending on your needs.

For an appointment, please e-mail postgrad.support@tcd.ie.

Website: <https://www.tcd.ie/seniortutor/postgraduate-students/> .

To keep up to date with the supports and events for postgraduate please check out the regular PAS newsletter sent to all postgraduates via email or follow PAS on Instagram @TCDPGAdvisory.

Postgraduate Supports for Students with Disabilities

Postgraduate students who have a disability are encouraged to apply to the [Trinity disAbility Service](#) for reasonable accommodation. Supports for Postgraduate Students includes:

- Academic Support
- Assistive Technology
- Occupational Therapy
- Support on Placements and Internships

An application can be made through my.tcd.ie via the 'My Disability Service' tab. Additional information is available in a step-by-step [How to apply for Reasonable Accommodations guide](#).

Any postgraduate student in Trinity is welcome to contact the Disability Service to informally discuss their needs prior to making a formal application. Please email askds@tcd.ie or visit the [Trinity disAbility Service Contact page](#).

You can find out more information [here](#).

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/>.

Student Counselling

Student Counselling Service offers free, confidential and non-judgemental support to registered students of Trinity College Dublin who are experiencing personal and/or academic concerns. The Trinity Counselling Service operates a hybrid service model. This involves a blend of in-person, video and telephone formats. Please [email](#) to request an appointment. For more information, please visit [Student Counselling webpage](#).

For afterhours support see [here](#).

Careers Service

TCD Careers Advisory Service helps students and recent graduates of the College make and implement informed decisions about their future. Useful information and advice are available at www.tcd.ie/Careers

and in the Careers Library, 2nd Floor, 7-9 South Leinster Street. There you will find the Trinity Careers Service Guide.

In addition, you can access both the Prospects Planner and Pathfinder on the College PC network and in the Careers Library. There is also a new alumni contact database in the Careers Library, and staff are available to answer queries and to provide career counselling.

Graduates from M.Phil. degrees offered by the School of Languages, Literatures and Cultural Studies often go on to do further research. If you are interested in doing further research in an area related to your M.Phil. studies, you should talk to the Course Director; you may also wish to discuss your options with the School's Director of Postgraduate Teaching.

Visit [the webpage](#) for career, further study and job search advice.

Sign into [MyCareer](#) portal to book appointments, find information about vacancies and bursaries, and book your place on upcoming employer events.

Other Essential Contacts

[College Maps: Trinity College Dublin.](#)

Campus Security: On-Campus Security can be contacted in case of emergency on campus.

Tel: **(01) 8961999** or **(01) 8961317**

SafeZone: SafeZone is a voluntary app that increases the security and safety of students and staff while in a Trinity location. It provides immediate access to Trinity resources to aid in cases of emergencies or when an alert is raised. Download the [SafeZone App](#).

Student representation

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 cohort. If you would like to act as a representative, you should approach the TCD [Student Union](#) early in the academic year.

Students' Union

The Students' Union represents all students in College, having five full-time officers (President, Publicity Officer, Education Office, Welfare Office, and Entertainments Officer). It has two shops on campus, and a

travel office (DUST, Dublin University Student Travel) is located in House 6. Contact frontoffice@tcdsu.org or visit <https://www.tcdsu.org/> for more information.

Timetabling

The course timetable is fixed centrally. You will be able to access your timetable on my.tcd.ie portal in advance of each term.

Class Cancellation and Public Holidays

Class cancellations can happen for many reasons, including national holidays, unforeseeable weather events, as well as lecturer illness. Where cancellations are predictable ahead of time, for example, because of national holidays, efforts are made to schedule classes to avoid the need for cancellation. In all other cases of classes being cancelled, normal College practice is not to make up the classroom contact time with additional classes, but for the same amount of material to be spread over the remaining classroom time.

At the postgraduate level, classroom time is conceptualised primarily as an opportunity to solidify learning, rather than as a medium for the transmission of information. In addition, because students' and lecturers' timetables are complex, organising makeup classes that do not create a clash for one or another is generally not feasible. Module convenors take predictable breaks in the schedule, such as national holidays, into account when they plan the module, prior to the start of term, in order to ensure that the same amount of material is covered, even if one or more weeks' classes cannot run.

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.

Please note that some issues are only managed in consultation with the [Course Director](#).

Transcripts and Letters

Students can self-generate the following letters from my.tcd.ie portal:

- Registration letter;
- Proof of fees paid;
- Visa Letter.

Graduate Letter and Translation and Duplicate of Degree Parchments can be issued by the Academic Registry. More information and guidelines can be found on the [Academic Registry website](#).

For other letters and transcripts, please email the [Course Administrator](#). Please note that although letters certifying student progress and achievements to date can be issued at any time, programme transcripts are not issued until after the Courts of Examiners for a given year, unless a student presents specific and documented requirement for something with more detail.

- Courts of Examiners for Framework Students on the Postgraduate Certificate and Postgraduate Diploma routes normally take place in June following the submission of the last piece of work.
- Courts of Examiners for MPhil students normally take place in December following the submission of the dissertation.

School of Languages, Literatures and Cultural Studies

The School is the body that runs the course, and that manages it day to day. Any emails to the school can be directed to postgraduate.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

Dr Théophile Munyangayo is the course director of the MPhil in Applied Intercultural Communications. He is your first and most frequent point of contact for any questions or concerns. The course Director is the individual responsible for the smooth running of the course, as well as for the academic and research integrity and quality assurance of the programme. The current Director is located in Arts Building, Room 4109. He can also be reached by emailing MUNYANGT@tcd.ie. 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.

Course Coordinator

The Course Coordinator is Dr María Medina (mmedina@tcd.ie). The Course Coordinator will be responsible for the day-to-day running of the course in collaboration with the course administrator. She will be overseeing the delivery of academic modules and liaising with students, academics, course committee and the Course Director on matters related to module assessment to support the smooth delivery of the course.

Trinity Centre for Global Intercultural Communications

Students on the MPhil in Applied Intercultural Communications are automatically members of the Trinity Centre for Global Intercultural Communications, part of the School of Languages, Literatures and Cultural Studies, located in Arts Building, 3 College Green, Dublin 2, D02 XH97. Students have open spaces in this building which they can use for study.

Teaching Staff

Dr Théophile Munyangeyo is the current course director of the MPhil in Applied Intercultural Communications. 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 MUNYANGT@tcd.ie.

Dr María Medina is the course coordinator of the MPhil in Applied Intercultural Communications. If you wish to organise a meeting with her, you should email her at mmedina@tcd.ie,

Supervisors

Supervision arrangements must be made within the School, unless the capacity is limited.

Each student is required to find a supervisor for the dissertation. Students are encouraged to start identifying and approaching potential supervisors by mid-Michaelmas Term (MT). Dissertation supervisors need to be settled by the beginning of Hilary Term (HT). Supervisors work across the School's full range of master's degrees, as well as undergraduate degrees. So, they accept people on a first-come, first-served basis. With that in mind, it is in students' best interests to approach potential supervisors early, even before the student has a firm idea of what the dissertation might consist of.

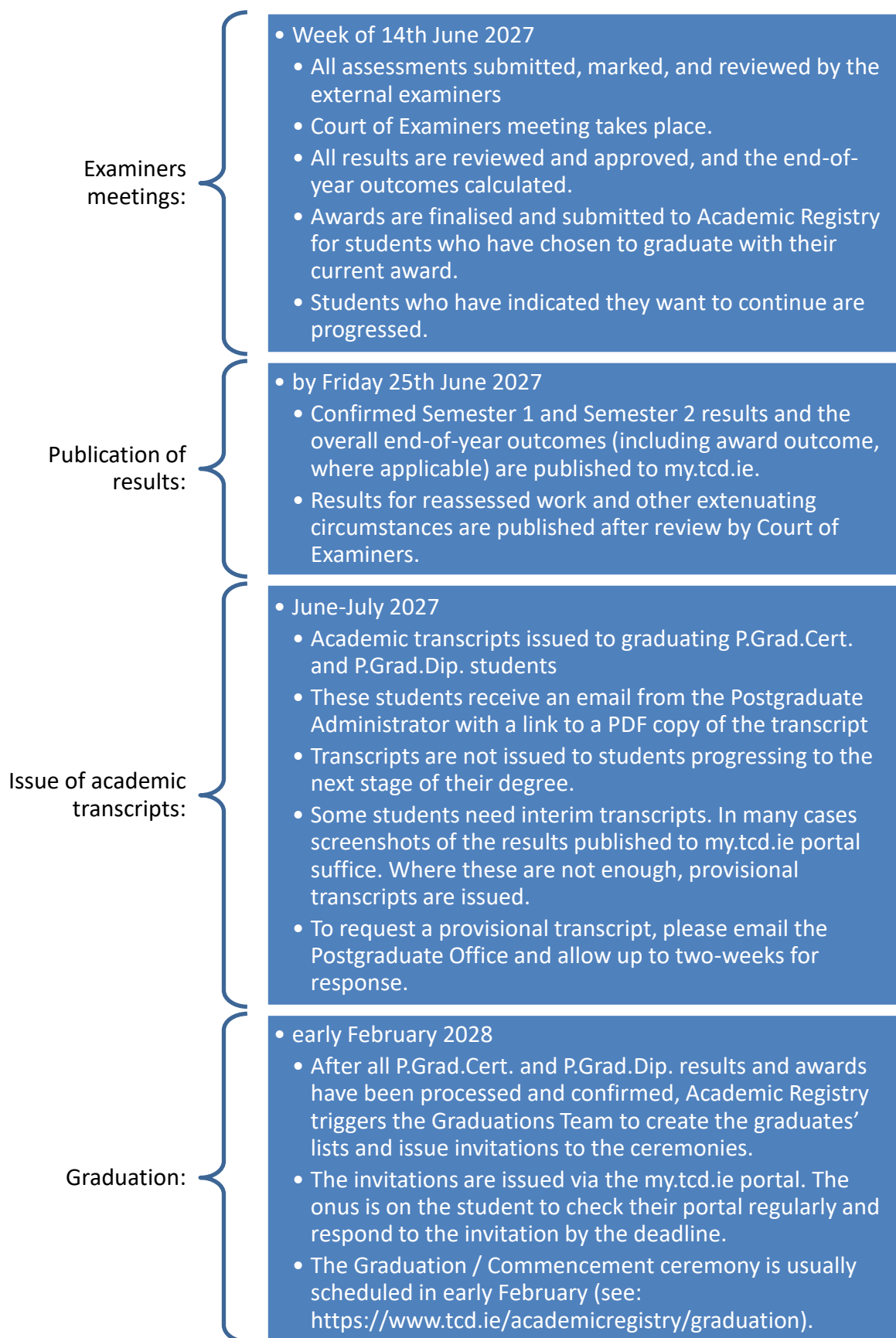
Potential supervisors include but are by no means limited to the following (if you have a particular topic in mind but are unsure who might supervise you, please ask the Course Director to advise).

The Trinity Centre for Digital Humanities	Department of French
Jennifer Edmond : digital research practices and critical digital humanities	James Hanrahan : public opinion and its impact on politics and society
Nicole Basaraba : digital narratives, video games and digital cultural heritage	Rachel Hoare : language and identity, attitudes and play
Owen Conlan : adaptive and personalised computing	Alexandra Lukes : literature and madness, untranslatability and nonsense
Georgina Laragy : public history	Théophile Munyangeyo : global intercultural communications
Francis Ludlow : spatial and environmental humanities	Hannes Opelz : mimetic theory, deconstructive analysis, myth studies, and theory of tragedy
Christine Morris : archaeology and heritage	Sarah Alyn Stacey : French film and literature
Jennifer O'Meara : film sound, music; gender and feminist media; independent cinema; performance and stardom;	Department of Irish and Celtic Languages
Ciaran O'Neill : public history	Eoin Mac Cárthaigh : modern Irish, bardic poetry
Mark Sweetnam : digital editing, digital history	Christina Cleary : Medieval Irish literature
Centre for Literary and Cultural Translation	Mícheál Hoyne : Irish Bardic poetry; Classical Modern Irish grammatical tracts; linguistic history of the Irish language

James Hadley : translation theory and practice, interaction between humans and machines	Pádraig de Paor : modern Irish literature
Natalia Resende : literary and creative translation, and technology	Deirdre Nic Chárthaigh : Early Modern Irish prose, bardic poetry, and the Irish manuscript tradition in the post-classical period
Department of Hispanic Studies	Peter Weakliam : contemporary Irish-language literature
Brian Brewer : discourses of early modern economic theory and political economy	Department of Russian and Slavonic Studies
Katerina García : culture of the Sephardic diaspora, ethnomusicology	Balázs Apor : propaganda, leader cults and symbolic politics
Catherine Leen : border studies, Latin American visual cultures, Mexican and Chicanx literature and cinema, migration, and Paraguayan cinema	Philip Tuxbury-Gleissner : periodical studies, digital humanities, queer studies, media studies, and migration and transnationalism studies
Maria Medina : Latin American studies, cultural studies, and migration studies	Jana Van Der Ziel Fischerová : twentieth-century literature and culture
Ciara O'Hagan : representations of America in Spanish Enlightenment literature	Adam Nowakowski : intercultural communication
Department of Italian Studies	Department of Near and Middle Eastern Studies
Clodagh Brook : identity and political voice; interconnection and interdisciplinarity	Anne Fitzpatrick : Biblical studies, Jewish history
Serena Vandi : Dante Alighieri, satire and humour studies, reception studies, media studies, comparative literature, stylistics and rhetoric	Mohamed Ahmed : Arabic poetry, written code-switching
Department of German	Tylor Brand : Lebanon, famine, and Arabic language.
Rebecca Carr : dynamics between popular culture and identity, and trauma narratives in cinema	Zuleika Rodgers : Jewish studies, Jewish identity
Mary Cosgrove : memory debates, psychoanalysis, trauma, and melancholy	Idriss Jebari : North African culture and Arab thought
Caitríona Leahy : literary history, inter-arts/interdisciplinary art forms	
Gillian Martin : intercultural communication, applied linguistics	
Emma Riordan : language education, multilingual classroom discourse, and teacher language use	

Process and Important Dates for Final Assessments & Results

P.Grad.Cert. and P.Grad.Dip. students



M.Phil. students

Semester 1 and 2 results released:	• Tuesday, 22nd June 2027 – Monday, 16th August 2027 • Results are released to your my.tcd.ie portal on Tuesday, 22nd June 2026 and will be available to view until Monday, 16th August 2026. • During this period, please take screenshots of your results for future reference, noting that these results will still be considered provisional until ratified by the Court of Examiners in December and published to my.tcd.ie portal.
Dissertation:	• due Friday 20th August 2027 • Please follow the information in this Handbook and on the Dissertation module in Blackboard on how to complete and submit this final piece of assessment.
Dissertation assessment and external review period:	• September – November 2027 • Once the Dissertations have been received by your course team, they will be marked by primary assessors and moderated by second markers before being sent to external examiners (alongside all other modules and assessments) for external review. • This process is very thorough and labour-intensive, and coincides with the teaching term. Please bear with us.
Court of Examiners meetings:	• week of 6th December 2027 • Once all assessments have been reviewed by the external examiners, the Court of Examiners meetings will be held. • At these meetings, all results will be reviewed and ratified, the end-of-year outcomes calculated, and the degree awards finalised for all MPhil students.
Publication of results:	• December 2027 – January 2028 • Confirmed results and award outcomes will be published to the my.tcd.ie portal after the Court of Examiners meetings. • We aim to complete this work by Wednesday, 23rd December. However, unexpected delays occur which can mean we have to wait until January. • Results publication for students who avail of reassessments or have any other extenuating circumstances may be pushed as far as the end of February.
Issue of academic transcripts:	• December 2027 – January 2028 • Academic transcripts will be issued to all MPhil students after the publication of final results. You will receive an email from us with a link to a PDF copy of your transcript. • Please make sure to download the transcript and keep it safe for future reference. • We are aware that some students may need provisional transcripts while they are awaiting their final academic transcript. • In many cases screenshots of results released to my.tcd.ie portal in summer will be sufficient. • Where these are not enough, provisional transcripts are issued on a case-by-case basis, based on the student need, such as employer request for transcript or application to college for further study. • Provisional transcripts can be obtained by emailing the Postgraduate Office. Requests can take up to two-weeks for a response.
Graduation:	• mid-April 2028 • After results have been processed, results are confirmed and Academic Registry triggers the Graduations team to create the graduates' lists and issue invitations. • The invitations are issued via my.tcd.ie portal, usually in March. • The onus is on the student to check their portal regularly and respond to the invitation by the deadline. • The Graduation ceremony is usually scheduled in mid-April (https://www.tcd.ie/academicregistry).
Degree Parchment	• Official Degree Parchment are presented at the Graduation ceremony or posted to students graduating <i>in absentia</i>. • The Degree Parchment is issued in Latin, but English translations of this document. can be requested (https://www.tcd.ie/academicregistry/service-desk/documents-and-forms) • SLLCS Postgraduate Office does not organise Graduations, nor do we issue Degree Parchments or translations.
Graduation day reception	• On the day of the MPhil graduation, the School organises a reception for all graduates and their guests. • Graduates will receive invitations to this reception via TCD email. • Please make sure to keep your TCD email account active and check it regularly

Progressing to a PhD

Many of our master's students go on to do a [PhD with us](#) after they finish. Some do so immediately after finishing the master's degree, and others take one or more years out before returning to us. If you are thinking about taking a PhD, it is a good idea to make this known early so that you can receive the support that is available to you.

It is possible to take a PhD at Trinity in any of the disciplines taught in any of the schools, as well as any of the interdisciplines which straddle these. The interdisciplines include Intercultural Communication, Languages, Translation Studies, European Identities, Digital Humanities and Comparative literature. A PhD at Trinity takes four years and involves the doctoral researcher working primarily by themselves for most of that time, and meeting with a supervisory team, which is there to guide the process. In a PhD, the onus is on the researcher to do all the work. The supervisor(s) only support their journey.

The first stage is to work out roughly what you would like to research. Many people think that it is a good idea to develop their master's dissertation into a full PhD, and sometimes this can work. However, in many cases, this creates issues, because a PhD thesis is around five times longer than a master's thesis, and much more extensive. Therefore, it can be very difficult to plan both at the same time, or to carve out a subsection of your big idea which can be used for a master's dissertation. For that reason, it is often best to treat each piece of work separately and use what you learn from writing the master's dissertation when planning your PhD thesis.

Once you have a rough idea of what you would like to research, you should write it out as a 300-word abstract. Be sure to include:

- Your main research question
- The methodology you will use to answer this research question
- The materials you will analyse with your methodology to reach the answer to your research question
- The justification for why this research question is an important contribution to knowledge
- Any contextual information which is needed to understand any of the other four elements.

Once you have an abstract you are happy with, research [potential supervisors](#) who might be able to support your work. You can start by looking at the list of supervisors on the last page of this handbook. A PhD at Trinity can be supervised by one person or several, and it is becoming more and more the norm that PhD researchers have more than one supervisor. This is particularly the case in the interdisciplines, where one supervisor may be a subject specialist in one aspect, and another is the subject specialist in

another. It is important to bear in mind that your supervisor does not need to be researching or teaching exactly what you plan to research. They simply need to be able to comment on your research from a position of confidence. In many cases, the supervisory relationship is most rewarding when the researcher and the supervisor have different focuses to their research, since each can learn something from the other, and there is no element of competition.

Once you have identified some possible supervisors, reach out to them with your abstract and see what their reaction is. Very often, even if they cannot supervise you, they will try to suggest someone else who can.

Once you have identified a supervisor who can support you, you can move forward together to develop your idea into [a full proposal](#), which is the most important part of your application.

Funding

Very often, funding dictates those research projects which are viable from those which are not. For many researchers, a PhD is simply not an option without some external financial support. There is a range of grants and [studentships available to research candidates in the school](#). However, these are highly competitive, and based on the strength of the research that is being proposed. This is why it is important to develop your research proposal in collaboration with your supervisor(s) in such a way that will make your idea attractive to funders.

The main point to bear in mind when writing a proposal to attract external funding is “will this research affect anybody’s life, apart from mine?” Funders generally do not want to fund research which only benefits the researcher. They will not give you money to research something obscure simply because you want to. Instead, they want to see that the knowledge you will gain thanks to this research has the potential to help someone else. Therefore, it is important when you justify why your research question is important, to make it clear how this research builds on previous research, fills a gap in our knowledge which is preventing us from doing something, will allow us to ask a whole range of new questions, will allow us to systematise our understanding of something, will create a new resource, or will solve some kind of problem. In the humanities, many candidates can find this mindset very intimidating, since they have little chance of developing a new drug or inventing a new machine, for example. However, it is important to bear in mind that the funders do not expect you to change the world with your research, but they do want to see that the research has contributes something to the world.

The main funder for research in the school is [Research Ireland](#), which funds a certain number of [PhD scholarships](#) each year. The deadline for submissions to this scheme is generally in October, and the application process is long. Therefore, in order to make a strong application, it is highly recommended that you start the application process in June of the year you plan to apply. The results are generally released in the late spring the following year, and successful applications are funded from that September or October. That means, in practice, it is necessary to start the application process more than a year before one intends to start researching. However, it is also important to bear in mind that there is a much higher success rate for these schemes from researchers who have already begun their PhD. Candidates who apply for the scholarships during their first or second years are much more likely to be funded than people who apply before starting. This is because of the nature of the proposal: It is much easier to describe what you will do when you are already doing it, than if you simply have to imagine the future.

If you would like to discuss your options related to a PhD informally, it is recommended that you begin by reaching out to potential supervisors and/or Dr Théophile Munyangayo (MUNYANGT@tcd.ie).

Appendix I: House Style for the Submission of Written Work

This description is the default for core modules and dissertations in the PG Programme in Digital Humanities and Culture. Some optional 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
Dates:	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) 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.
Headings:	Please indicate the level of the section headings in your assignment: 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.
Quotations:	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.
Abbreviations and technical terms:	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. No blank pages should be included.
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 18 \(also check this quick citation guide\)](#).

[Placement:](#)

Sources are cited in the text, usually in parentheses, by the author's surname, the publication date of the work cited, and a page number if present. Full details are given in the bibliography. Place the reference at the appropriate point in the text; normally just before punctuation. If the author's name appears in the text, it is not necessary to repeat it in the parenthetical citation, but the date should follow immediately:

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:](#)

No punctuation appears between author and date. 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 every 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. No period either precedes or follows the closing parenthesis: 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)
More than two authors:	For more than two authors, only the name of the first author is used, followed by <i>et al.</i> (and others). Note that <i>et al.</i> is not italicized in text citations. Smith, Jones, and Khan (2012) or (Smith, Jones, and Khan 2012) 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.). (Smith, Baker, et al. 2012) (Smith, Brooks, et al. 2012) 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
No author name:	Cite first few words of title (in quotation marks or italics depending on journal style for that type of work), plus the year. In the text: <i>(True and Sincere Declaration 1610)</i> In the reference list: <i>A True and Sincere Declaration of the Purpose and Ends of the Plantation Begun in Virginia, of the Degrees Which It Hath Received, and Means by Which It Hath Been Advanced.</i> 1610. London.
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. In the text: (BSI 2012) In the reference list: BSI (British Standards Institution) 2012. Title ...
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)

Two dates:	List the original date first, in square brackets: Author ([1890] 1983) Multivolume works: (Author 1951–71)
Bibliography/Works Cited/References List all primary and secondary sources consulted, using the Chicago Manual of Style 18 conventions.	
General	
<u>Order:</u>	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. 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. <i>Book Title</i>. Publisher. Green, Mary L. 2012b. <i>Title of Book</i>. Publisher.
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	

Place of publication	Use the first-listed city on the title page or, if no city is listed there, refer to the copyright page and cite the city where the publisher's main editorial offices are located. City names are followed by a colon. If the city is not available, leave it out. Joyce, James. <i>Ulysses</i>. Paris: Shakespeare and Company, 1922.
One author:	Smith, John. 2012. <i>Book Title: The Subtitle</i>. Abingdon: Routledge. Smith, J. J. 2012. <i>Book Title</i>. Abingdon: Routledge.
Two authors:	For a book with two authors, only the first-listed name is inverted in the reference list. Both last names are included in the text. Smith, John, and Jane Jones. 2012. <i>Book Title: The Subtitle</i>. Abingdon: Routledge. Smith, J. J., and J. B. Jones. 2012. <i>Book Title: The Subtitle</i>. Abingdon: Routledge.
More than two authors:	For a book with more than two authors or editors, list up to six authors in the reference list; if there are more than six, list only the first three, followed by "et al." In the text, list only the first author, followed by "et al." Smith, John, Jane Jones, and Mary Green. 2012. <i>Book Title: The Subtitle</i>. Abingdon: Routledge.
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Edited:	Smith, John, ed. 2012. <i>Collected Style Manuals</i>. Abingdon: Routledge. Smith, John, and Jane Jones, eds. 2012. <i>Collected Style Manuals</i>. Abingdon: Routledge.
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