



Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

**Department of French, School of
Languages, Literatures and
Cultural Studies in collaboration
with the School of Education**

French for Teachers Handbook 2026–2027

Postgraduate Certificate | Diploma

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Handbook Information

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.

This handbook applies to Year 1 and Year 2 students enrolled in the Postgraduate Certificate/ Diploma in French for Teachers (FFT) 2026-2027. It provides a guide to what is expected of you on this Programme, and the academic and personal support available to you.

Please retain for future reference.

The information provided in this handbook is accurate at time of preparation. Any necessary revisions will be notified to students via the course's Virtual Learning Environment (Blackboard), during class sessions and/or by email.

Welcome and General information

Dear students,

Welcome to the PG Diploma in French for Post-Primary Teachers! We are delighted to work with you on building and consolidating your knowledge of French language, francophone culture and methods for teaching these to your students. We wish you the best for this academic year. Bon courage!

The Postgraduate Diploma and Postgraduate Certificate in French for Teachers are designed as linked courses. Successful applicants are admitted directly to the one-year part-time Postgraduate Certificate of 30 ECTS in Year 1 and progress in Year 2 to another one-year part-time Postgraduate Diploma course.

The course is fully funded by the Department of Education and students are not liable for any fees (except €55 application fee and language proficiency test). The course is designed for qualified, registered post-primary school teachers in Ireland who are not qualified or registered to teach French as a subject. The course allows the teacher participants to develop their language proficiency in French across all skills, to gain an in-depth knowledge of francophone cultures and

to adapt and grow their pedagogical expertise and apply it to the teaching of French. Upon successful completion of the Postgraduate Diploma, teacher participants will meet Teaching Council curricular subject requirements to teach French to Leaving Certificate level.

Classes take place primarily online outside of school hours, in order for practising teachers to be able to attend. There are two in-person study days on Saturdays in Michaelmas Term and two in-person study days on Saturdays in Hilary Term.

The PG Dip includes funding for a compulsory immersive language programme in a francophone country in the summer between Years 1 and 2. The four-week experience allows the teacher participant to have an immersive experience in the language and to gain experience as an independent user of French in a community-setting environment. The experience allows the teacher participants to develop a sense of belonging to a French-language community, particularly through interacting with native speakers of French.

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 is your first port of call for purely administrative matters (e.g., academic transcripts and timetabling). Generally, issues handled by the School are done so in consultation with the [Course Director](#), [Course Coordinator](#) 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

School Postgraduate Course Office: Arts Building, Room 5038

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

SLLCS Deputy Director of Postgraduate Teaching and Learning: Natalia Resende, RESENDEN@tcd.ie

Department of French, School of Languages, Literatures and Cultural Studies

The Programme is delivered by the [Department of French, School of Languages, Literatures and Cultural Studies](#), in partnership with the [School of Education](#). The Department of French is a vibrant department with a committed and dynamic staff who have a wide range of teaching and research interests in the area of French studies. The French department is part of the School of Languages, Literatures and Cultural Studies, which is ranked 39th in the world by the QS World University Rankings.

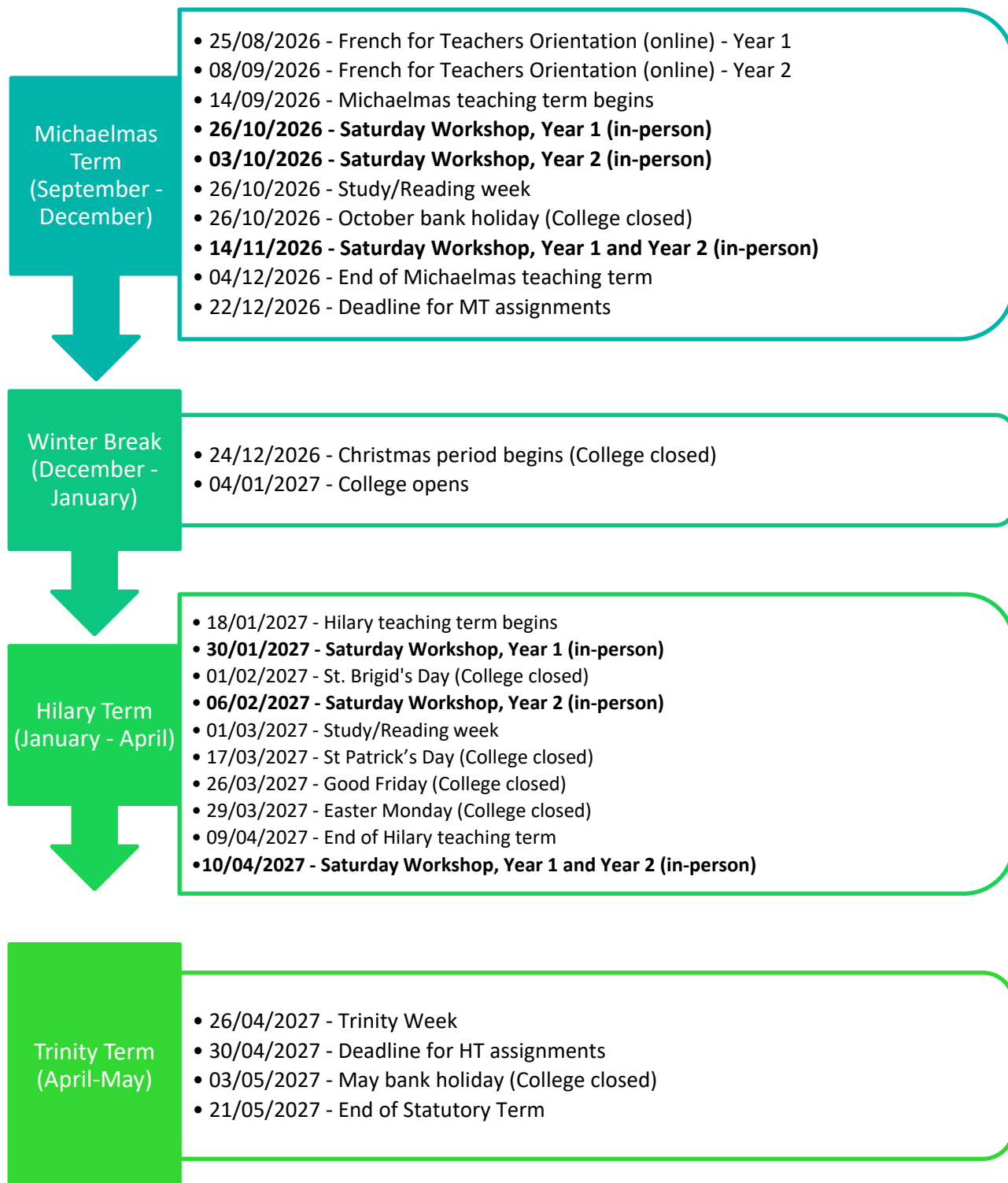
The School of Languages, Literatures and Cultural Studies is the body that runs the course, and that manages it day to day. The School Office is located in Room 5042 of the Arts Building. The Course Administrator's office is Room 5038 in the Arts Building. The School is your first port of call for academic transcripts and day-to-day queries. Generally, issues handled by the School are done so in consultation with the Course Director. Any emails to the School can be directed to french.teacher.diploma@tcd.ie.

Diversity and Inclusion

In the French for Teachers 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 [Course Coordinator](#).

Key dates for 2026-2027

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



Programme Level Learning Outcomes

On successful completion of the programme students will be able to:	Framework structure programmes
1. Demonstrate proficiency in all 5 skills in French to align with Level B1.2 on the CEFR. (Linguistic development)	Postgraduate Certificate and Postgraduate Diploma
2. Demonstrate proficiency in all 5 skills in French to align with Level B2.2 on the CEFR. (Linguistic development)	Postgraduate Diploma
3. Display knowledge of French language curriculum and pedagogy and their implementation in practice, meeting the standards required to teach up to Leaving Cert. French. (Pedagogical skills)	Postgraduate Diploma and Postgraduate Cert.
4. Demonstrate sufficient knowledge of French and francophone culture, history and politics to teach to Leaving Cert. level in post-primary education. (Cultural awareness)	Postgraduate Diploma and Postgraduate Cert.
5. Articulate sufficient understanding and knowledge of French language texts (broadly defined) across the ages and francophone contexts to teach to Leaving Cert level in post-primary education. (Cultural awareness)	Postgraduate Diploma and Postgraduate Cert.
6. Display self-reflection skills and the competences required to promote the language and to develop positive attitudes to learning it. (Promotion of French)	Postgraduate Diploma

Course Structure

Two years, part-time study only.

Year 1: Postgraduate Certificate (30 ECTS)

Year 2: Postgraduate Diploma (40 ECTS)

Classes are primarily online, with some pre-recorded, and some in-person study days.

Progression to PG Diploma and registration to teach French with the Teaching Council is dependent on the completion of 4 weeks of immersive learning in a francophone country.

The French Immersion requirement

The French Immersion requirement will be treated as a definite Fail/Pass separate Module (no credits attached). Progression to Year 2 is dependent on having passed the French Immersion module. A certificate of completion from the immersion institute (e.g. University or Alliance française certificate) must be submitted to the Course Administrator for the participant.

If the condition of the 4-week French immersion has not been satisfied, the student may not graduate with the Postgraduate Diploma in French for Teachers but only with Postgraduate Certificate in French for Teachers on completion of year 1 of 30 ECTS. The Postgraduate Certificate will not qualify the student to register with the Teaching Council to teach French.

Further details on the Immersion Programme will be shared with students at the earliest opportunity.

Module descriptors

Year 1 (30 ECTS)

i. FRP110Y - French Language 1 (Semesters 1 and 2)

Through a range of activities, this two-term module provides participants with the linguistic competence necessary to be at a minimum level of B1.2 by the end of Year 1.

ii. FRP11001 - France Today (Semester 1)

Drawing on key aspects of French politics and culture, the participants will build linguistic and analytical skills to share with future students.

iii. FRP11051 - Language Curriculum and Policy (Semester 1)

This module explores the curriculum and policy context for French language teaching and learning in Ireland where the student body in schools has become much more linguistically and culturally diverse over recent years.

iv. FRP11022 - France on Screen (Semester 2)

This module develops appreciation of France's contribution to national and international culture through cinema and will equip with the skills to bring contemporary French culture to life in the classroom through film.

v. FRP11062 - French Language: Planning for Inclusion (Semester 2)

The module enables students to explore how people learn languages, specifically French, what methods facilitate developing linguistic and intercultural competence, particularly in a classroom environment, and how to apply this knowledge in activities in diverse classrooms.

vi. FRP11042 – French Immersion (Summer between Y1 and Y2)

To progress to Year 2, all participants must complete 4 weeks of immersive learning experience in a francophone partner institution previously approved by the Programme Director.

Teacher participants who believe they meet the Teaching Council criteria for recognition of previous verifiable immersive educational experience may apply to have the immersion requirement waived. Evidence must be provided within the timeline stipulated. If approved by the Programme Review Panel, the requirement will be waived.

Should exceptional extenuating circumstances arise e.g. severe illness, students may apply for postponement of the immersion. The Teaching Council has indicated that for those deemed to have extenuating circumstances, 2 weeks of the immersion could be completed in the Alliance Française in Dublin, but the other 2 weeks would still need to be in a Francophone country/institution approved by the Course Director.

Year 2 (40 ECTS)

i. FRP2200Y - French Language 2 (Semesters 1 and 2)

Through a range of activities, this two-term module provides participants with the linguistic competence necessary to be at a minimum level of B2.2 by the end of Year 2.

ii. FRP22001 - The Francophone World (Semester 1)

This module develops participants' understanding of the history of the francophone world and its changing social context.

iii. FRP2201Y - Français langue étrangère (Semesters 1 and 2)

This module interrogates the research evidence base in FLÉ (Français Langue Étrangère) to integrate the learning across language and culture modules in order to design for lessons that optimise opportunities for meaningful language use and communication in the classroom context,

iv. FRP22012 - Literature and Society (Semester 2)

This module explores the important role of the French in literary history and how French authors have engaged with shifting historical and social contexts across poetry, stage and text.

v. FRP2202Y - French Language 3: Communicative Competence and Autonomous Learning (Semesters 1 and 2)

This module develops learners' French language proficiency towards CEFR level B2, with learning outcomes mapped to the relevant CEFR descriptors for reception, production, interaction and mediation.

Assignments and Assessment of Student Work

Assignment criteria and Blackboard submissions

The PG Certificate and Diploma in French for Post-Primary Teachers draws upon modules from two schools within Trinity. *Students must adhere to assignment criteria* and module coordinators reserve the right to impose penalties for students who do not follow assignment criteria (e.g., word limits). The procedure for the submission of assessed work may therefore vary from module to module, and you should follow the instructions of the module coordinator. However, the following rules apply for *all modules on the programme*.

- All assignments must be submitted by the deadline indicated for each individual module.
- Assignments for each module are submitted online using the Blackboard submission area pertaining to the specific module in the format specified by the module coordinator.

Students submit a variety of work for assessment as outlined in each module description and course syllabus. Assignments for each module must be accompanied by a completed [submission cover sheet](#).

Course Texts

Module coordinators are responsible for distributing reading lists and bibliographies for each module you register for. Most texts will be available online via Blackboard or available to borrow from the library. Core texts associated with individual modules aim to support the learning and understanding in the modules and therefore reading them is strongly recommended.

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 in-text citation) of your source very clearly. The offence may not always be intentional, but even when it is not done deliberately, it can still count as an offence, and you may be technically guilty of plagiarism leading – at worst – to your expulsion from the College. The reasons for this and Trinity’s policies on plagiarism are explained in an online repository, hosted by the [Library](#).

Postgraduate students are required to complete the online tutorial Ready, Steady, Write (<https://libguides.tcd.ie/academic-integrity/ready-steady-write>), which contains some interesting analyses of borderline cases.

In addition, when submitting assessed work, students agree to the statement in the declaration.

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

I have also completed the Online Tutorial on avoiding plagiarism at: <https://libguides.tcd.ie/academic-integrity/ready-steady-write>

Generative AI tools and Assessed Coursework

Trinity College Policies on AI

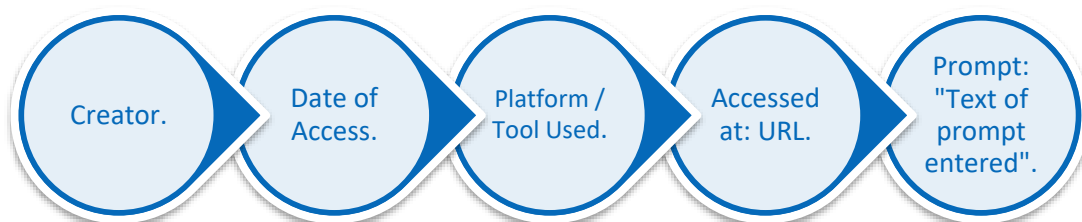
From an academic integrity perspective, if a student generates content from a GenAI tool and submits it as his/her/their own work, it is considered plagiarism, which is defined as academic misconduct in accordance with [College Academic Integrity Policy](#).

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

The reader should be in no doubt as to where each piece of information in your work comes from. Markers will be on the lookout for suspect information and passages that demonstrate the particular weaknesses of GenAI. Incorrect and/or fabricated information will be penalised.

Aligned with [the College Statement on Artificial Intelligence and Generative AI in Teaching, Learning, Assessment & Research](#), the use of GenAI is permitted unless otherwise stated. Where the output of GenAI is used to inform a student’s document or work output, this usage should be acknowledged and appropriately cited, as per [Library guidelines on acknowledging and reference GenAI](#).

Citations of GenAI should follow this format:



For example:

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

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

While properly referencing GenAI will protect you from plagiarism, it will not protect you from the errors which it generates. You would be well advised to independently verify information provided by GenAI. If you do this, it is permissible to quote directly from the sources you use for verification – you no longer need to quote GenAI itself.

School of Languages, Literatures and Culture Policy on AI

Upon submission of all assessed work on Blackboard, the School asks you to declare whether you have used 'artificial intelligence' in producing the work and whether you understand TCD's plagiarism guidelines.

If you have used GenAI, you should include the full text provided by GenAI in an appendix to your work, so that the marker can see the full context (as they would be able to if you quoted a normal publication).

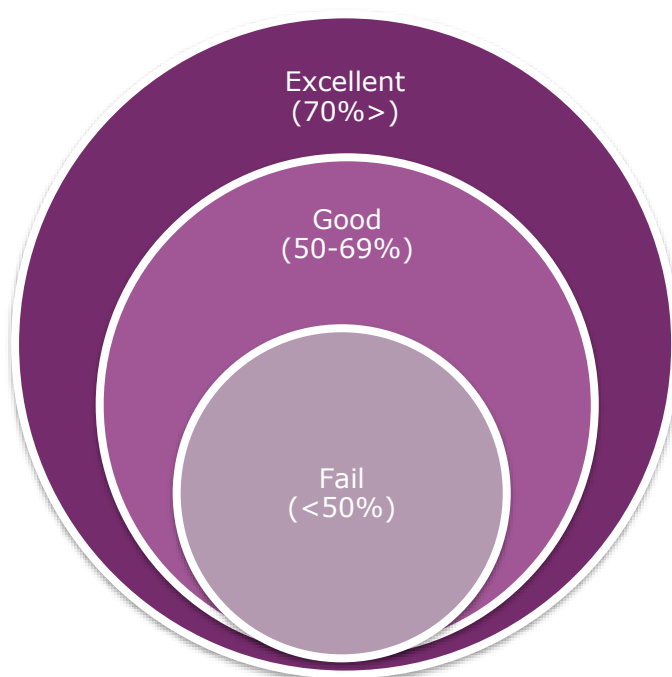
If markers suspect unacknowledged/improper use of GenAI, you may be called to an investigative meeting, where you will be examined on both the form and content of the work in question, and on the general topic. In the event the markers still have concerns, these will be referred to the Junior Dean as a suspected breach of academic integrity.

We do not encourage you to use GenAI in your assessed work, but – providing you do so in conformity with the present document – we do not forbid it.

Considering a certain kind of (fairly low-level) writing can now be done by GenAI, future employers will no doubt be looking for humans whose capabilities in writing, research and argument go beyond those of AI tools, which is often why students register in higher education to gain these skills. Artificial intelligence may prove to be a helpful tool in certain circumstances if used properly, but you should not allow it to stifle your curiosity or your determination to learn and grow as a student of Trinity College Dublin.

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 50%.



The two pass bands above are to be interpreted as follows:

Distinction	(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.
Pass	(50-69)	60-69 Demonstrates a full understanding of key issues and an ability to construct a detailed argument on the basis of that understanding. 50-59 Demonstrates an adequate understanding of key issues and an ability to construct a basic argument.
Fail	(0-49)	Demonstrates a lack of understanding of key issues and argument is weak.

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 module coordinator directly.

Late Submission Penalties

There are penalties for late submission of coursework without an approved extension. Please note that all extensions must be approved by the [Course Coordinator](#) **before the deadline has passed** (see [“Ad Misericordiam Appeals”](#) section of this handbook).

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.

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](#) Coordinator 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.

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.

[Ad Misericordiam Appeals \(Request for deadline extensions\)](#)

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.https://www.tcd.ie/media/tcd/academic-affairs/pdfs/Evidence_Support_ad_mis_Appeal_19-04-2017.pdf](https://www.tcd.ie/media/tcd/academic-affairs/pdfs/Evidence_Support_ad_mis_Appeal_19-04-2017.pdf)

Compensation and Reassessments

There is no compensation permitted across modules or across assessment components within modules. Students who fail to achieve a minimum of 50% in an assessment component may resubmit with a deadline for resubmission of one month from the publication of the initial (provisional) results. Only one resubmission will be allowed per assessment component, and the maximum mark awarded for the resubmitted component is 50%.

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 course director is

required to make a case for the student to go off-books to the Dean of Graduate Studies, which requires documentary evidence of a similar nature to an Ad Misericordiam appeal (above).

- ❖ 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.

Please see this webpage for more information: [Off-Books - Academic Registry - Trinity College Dublin](#).

Process and Important Dates for Final Assessments & Results

Court of Examiners meetings: Year 1 (June & August 2027); Year 2 (June 2027)

Once all assessments have been submitted, marked, and reviewed by the external examiners, the Court of Examiners meeting for your programme will be held as per timeline above. At this meeting, all results will be reviewed and approved, and the end-of-year outcomes calculated. For students, who have indicated that they want to graduate with their current award, their degree award outcome will be finalised and submitted to the Academic Registry. Students who have indicated that they want to continue onto the next stage of their degree, will be progressed.

Publication of results: August 2027 (Year 1); June 2027 (Year 2)

Confirmed Semester 1 and Semester 2 results and the overall end-of-year outcomes (including award outcome, where applicable) will be published to your my.tcd.ie portal by 31 August 2027 (Year 1) and 25 June 2027 (Year 2). Results for students, who avail of reassessments or have any other extenuating circumstances, will be published after all work has been completed, submitted and reviewed by the Court of Examiners.

Issue of academic transcripts: July 2027 (Year 2)

Academic transcripts will be issued after the publication of the final results to all P.Grad.Cert. and P.Grad.Dip. students who will be graduating with their current award. You will receive an email from the [Postgraduate Administrator](#) with a link to a PDF copy of your transcript. Please make sure to **download the transcript** and keep it safe for future reference.

Transcripts will not be issued to students, who are progressing to the next stage of their degree. We are aware that some students may need interim transcripts. In many cases screenshots of the results published to my.tcd.ie portal will be sufficient. Where these are not enough, provisional transcripts will be 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. To request a provisional transcript, please email French.Teacher.Diploma@tcd.ie and allow up to two-weeks for response to such requests.

Graduation: early February 2028

Once the processing of all P.Grad.Cert. and P.Grad.Dip. results and awards is completed, these will be confirmed to the Academic Registry, which will trigger the Graduations team to draw the Certificate and Diploma graduates' lists and issue invitations to the Graduation/Commencement ceremonies. The invitations are issued via my.tcd.ie portal. The responsibility is on the student to check their portal regularly and respond to the invitation by the deadline. The Graduation/Commencement ceremony is usually scheduled in early February, the schedule is published to this website ([Graduation - Academic Registry - Trinity College Dublin](#)), alongside other important information which will help you prepare for the big day.

Degree Parchment

Your official Degree Parchment will be presented to you at the Graduation ceremony or will be posted to your address if you choose to graduate *in absentia*. The Degree Parchment is issued in Latin, but you can request an English translation of this document. For more information on the translation of the Degree Parchment please check this Academic Registry webpage: [Documents and Forms - Academic Registry - Trinity College Dublin](#).

Please note that the SLLCS [Postgraduate Office](#) does not organise Graduations, nor do we issue Degree Parchments or translations.

Resources and Student Services

Additional Learning Resources & Workshops

The PG Programme in French for Teachers is also about personal development and exploration. As such, students may want to use their degree programme as an opportunity to expand their skills in a variety of different ways. In this respect, there are numerous resources we can recommend.

Academic Writing Centre

During the course of their studies, Postgraduate students sometimes discover that they do not already have certain skills that they require to flourish on their course. What is expected in a taught postgraduate course at Trinity is likely 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 students, including support with Academic Writing: <https://www.tcd.ie/sld/services/academic-writing-centre/>.

Postgraduate Academic Workshops

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 postgraduate workshops to target these challenges as soon as possible. Do not wait and expect the problem to get better by itself. The course is very short and demanding. You can also express any concerns to your Course Director or module coordinator(s), as applicable, if you would like referrals to [other resources](#) to help support specific shortcomings you have identified.

Find out more about the many other postgraduate student learning development offerings [here](#).

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.

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.

Student accounts & IT set-up

TCD 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).

Please note that if you're emailing a module coordinator, or the [Course Administration team](#), they receive emails from many students. 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.).

Student Campus Wi-Fi

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](#).

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](#).

Trinity Student ID Card

As a Trinity student, you will be issued with a multi-purpose identity card. It serves as a membership ID card for the Library and will also grant you access to most Trinity buildings.

Information on how to receive your card can be found here:

<https://www.tcd.ie/academicregistry/service-desk/id-cards/>

Library Resources and IT Support

The course is structured to allow students to spend a good deal of time in the library and as well as in labs. It is conceived to cover both the theoretical and technical aspects of the field. 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. 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 and introductions to specific collections and resources of the Library are included in the School's Research Methods course. 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.

All students are expected to 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/>.

Blackboard (Virtual Learning Environment)

Trinity makes use of a Virtual Learning Environment (VLE) called Blackboard (sometimes abbreviated by staff as BB). Most modules make extensive use of Blackboard by posting reading lists, schedules, messages, and assignments.

You can access Blackboard [here](#). You will be prompted for your TCD 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 see the content for that module.

Finally, 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 [this website](#).

Timetabling

You will be able to access your timetable on my.tcd.ie portal in advance of each term. Please contact the [Programme Administrator](#) if you have any issues with your timetable. Where possible, we aim to accommodate students requests to change groups.

Class Cancellation and Public Holidays

Classes may be cancelled because of national holidays, severe weather, staff illness, or other unforeseen circumstances. Where possible, predictable disruptions such as public holidays are taken into account when modules are timetabled.

Cancelled classes are not normally rescheduled. Instead, module convenors adjust the delivery of the remaining classes to ensure that the intended learning outcomes and course content are covered.

At postgraduate level, classroom teaching is intended to support and consolidate students' learning rather than to serve as the sole means of delivering course content. As students' and staff timetables are often complex, arranging replacement classes is not normally feasible.

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. 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 Letters, Translations and Duplicates of Degree Parchments can be issued by the Academic Registry only. More information and guidelines can be found on the [Academic Registry website](#).

For other letters and transcripts, please email the [Course Administrators](#). 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.

Postgraduate Student Services

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](#).

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

Appointments can be arranged by [email](#).

Information on PAS services, events, and updates is available via the PAS [Website](#) and newsletter (distributed by email to postgraduate students) and 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](#) or visit the Trinity [disAbility Service Contact page](#).

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

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](#).

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.

Students' Union & Student representation

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. [Email](#) or visit <https://www.tcdsu.org/> for more information.

Your course representative will be chosen at the start of the Academic Year. The course representative attends various meetings each term and acts as the student voice on behalf of the whole class. They can also help their fellow students with issues such as leap cards, accommodation, finance, TCD merchandise, study tips, and many more. More information on the Student's Union and Class Representation can be found on their website: [Students Unions - Current Students - Trinity College Dublin](#). If you are interested in becoming a student representative, you should approach the TCD [Student Union](#) early in the academic year.

Careers Advisory 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 Phoenix House Building, 2nd Floor, 7-9 South Leinster Street. There you will find the Trinity Careers Service Guide where 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 and Learning](#).

Appendix I: Chicago Style for Written Work

Paper Layout

The following description is the default for the submission of written work in the modules in the PG Programme in French for Teachers. All papers should be written using Microsoft Word or similar. Some optional modules may have different requirements, so please be sure to check the requirements for your modules. Please click this link for a sample visual formatting for your reference:

https://owl.purdue.edu/owl/research_and_citation/chicago_manual_17th_edition/cmos_formatting_and_style_guide/cmos_author_date_sample_paper.html

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 further details.	

In-Text Citations

The referencing style used is the **Author–Date System**, as described in the [Chicago Manual of Style 18 \(also check this quick citation guide\)](#).

<u>Placement:</u>	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).
<u>Citing multiple works at a time:</u>	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)

<u>Repeat mentions in the same paragraph:</u>	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)
<u>With a quotation:</u>	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)
<u>Page number or other locator:</u>	(Smith 2012, 6–10) (Jones 2012, vol. 2)
<u>One author:</u>	Smith (2012) or (Smith 2012)
<u>Two authors:</u>	Smith and Jones (2012) or (Smith and Jones 2012)
<u>More than two authors:</u>	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)
<u>Authors with same</u>	G. Smith 2012 and F. Smith 2008

<u>surname:</u>	
<u>No author name:</u>	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.
<u>Organization as author:</u>	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 ...
<u>Author with two works in the same year:</u>	Put a, b, c after the year (Chen 2011a, 2011b)
<u>Secondary source:</u>	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.
<u>Personal communication:</u>	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	
<u>Place of publication</u>	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.
<u>One author:</u>	Smith, John. 2012. <i>Book Title: The Subtitle</i>. Abingdon: Routledge. Smith, J. J. 2012. <i>Book Title</i>. Abingdon: Routledge.
<u>Two authors:</u>	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.
<u>More than two authors:</u>	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.
<u>Organization as author:</u>	University of Chicago Press. <i>The Chicago Manual of Style</i> . 18th ed. Chicago: University of Chicago Press, 2024.
<u>No author:</u>	Begin the bibliography entry with the title, and ignore “the”, “a” or “an” for the purposes of alphabetical order. <i>Stanze in lode della donna brutta</i> . Florence, 1547.
<u>Chapter:</u>	<u>Chapter in a single-author book:</u> Green, Mary. 2012. “Chapter Title.” In <i>Style Manual</i> , edited by John Smith. Abingdon: Routledge. <u>Chapter in a multi-author book:</u> In citations of a chapter or similar part of an edited book, include the chapter author; the chapter title, in quotation marks; and the editor. Precede the title of the book with <i>In</i> . It is not necessary to record a page range for the chapter. Jones, Sam. 2012. “Chapter Title.” In <i>Book Title</i> , edited by John Smith. Abingdon: Routledge.
<u>Edited:</u>	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.
Edition:	University of Chicago Press. 2012. <i>The Chicago Manual of Style</i> . 16th ed. Chicago: University of Chicago Press.
<u>Reprinted work:</u>	Maitland, F. W. (1898) 1998. <i>Roman Canon Law in the Church of England</i> . Reprint, Union, NJ: Lawbook Exchange.
Multivolume work:	Green, M. L. 2012. <i>Collected Correspondence</i> . Vol. 2 of The Collected Correspondence of M. L. Green. Abingdon: Routledge, 2000–. Khan, Lisa. 2009–12. <i>Collected Works</i> . 2 vols. Abingdon: Routledge.
<u>Translated:</u>	Do not abbreviate <i>Translated by</i> . Smith, John. 2012. <i>Collected Style Manuals</i> . Translated and edited by Jane Jones. Abingdon: Routledge.
Not in English:	If the text is not in, an English translation of the title is needed. It follows this style:

	Piaget, J., and B. Inhelder. 1951. <i>La genèse de l'idée de hasard chez l'enfant</i> [The Origin of the Idea of Chance in the Child]. Paris: Presses Universitaires de France.
<u>Online:</u>	If you used an online version, cite the online version, include the URL or DOI: Smith, John. 2012. <i>Book Title: The Subtitle</i>. Abingdon: Routledge. doi:xxxxxxxxxx. Smith, John. 2012. <i>Book Title: The Subtitle</i>. Abingdon: Routledge. http://xxxxxxxxxx/.
<u>Place of publication:</u>	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. Joyce, James. <i>Ulysses</i>. Paris: Shakespeare and Company, 1922. Where two cities are given, include the first one only. If the city could be confused with another, add the abbreviation of the state, province, or country: Cambridge, MA: Harvard University Press Cambridge: Cambridge University Press Oxford: Clarendon Press New York: Macmillan Englewood Cliffs, NJ: Prentice Hall Washington, DC: Smithsonian Institution Press When the publisher's name includes the state name, the abbreviation is not needed: Chapel Hill: University of North Carolina Press
<u>Publisher:</u>	Omit initial "the", and "Inc.", "Ltd", "Co.", "Publishing Co.", etc.
Journals	
<u>Online versions:</u>	If you used an online version, cite the online version, include a DOI (preferably) or URL. Kwon, Hyeyoung. 2022. "Inclusion Work: Children of Immigrants Claiming Membership in Everyday Life." <i>American Journal of Sociology</i> 127 (6): 1818–59. https://www.chicagomanualofstyle.org/book/ed18/part3/ch13/psec110.html.
<u>One author:</u>	Smith, John. 2012. "Article Title: The Subtitle." <i>Journal Title in Full</i> 10 (1): 30–40. doi:xxxxxxxxxx. Smith, J. 2012. "Article Title: The Subtitle." <i>Journal Title in Full</i> 10 (1): 30–40. doi:xxxxxxxxxx.
<u>Two authors</u>	Smith, John, and Lisa Khan. 2012. "Article Title: The Subtitle." <i>Journal Title in Full</i> 10 (1): 200–210. doi:xxxxxxxxxx. Smith, J. J., and L. M. Khan. 2012. "Article Title: The Subtitle." <i>Journal Title in Full</i>

	10 (1): 200–210. doi:xxxxxxxxxx.
Three or more authors:	For three or more authors, list up to six in the reference list. Smith, John, Jane Jones, and Mary Green. 2012. "Article Title: The Subtitle." <i>Journal Title in Full</i> 10 (1): 33–39. doi:xxxxxxxxxx. Smith, J. J., J. P. Jones, and M. G. Green. 2012. "Article Title: The Subtitle." <i>Journal Title in Full</i> 10 (1): 33–39. doi:xxxxxxxxxx.
More than six authors:	For more than six authors, list the first three, followed by "et al." ("and others"). In the text, list only the first, followed by "et al."
Translated:	Khan, Lisa. 2012. "Article Title in Hindi." [Title in English.] <i>Journal Title in Full</i> 10 (3): 10–29. doi:xxxxxxxxxx.
Not in English:	Capitalize sentence-style, but according to the conventions of the relevant language.
Other article types:	Smith, John. 2012. "Title of Book Review." Review of <i>Book Title</i> , by Lisa Khan. <i>Journal Title in Full</i> 10 (1): 33–39. doi:xxxxxxxxxx.
Issue numbers:	The issue number can be omitted if the journal is paginated consecutively through the volume (or if month or season is included), but it is not incorrect to include it. When volume and issue number alone are used, the issue number is within parentheses. If only an issue number is used, it is not within parentheses: <i>Journal Title</i>, no. 25: 63–69. If using month, abbreviate as Jan., Feb., etc. If using season, spell out in full.
Online first publication:	Use year of online publication and include 'Advance online publication'. Remove any version type, eg Rapid online or epub, e.g.: Yoon, Ee-Seul. 2015. "Young people's cartographies of school choice: the urban imaginary and moral panic." <i>Children's Geographies</i>. Advance online publication. doi: 10.1080/14733285.2015.1026875. If you can update the reference to include published volume and issue numbers before publication, please do so.
Other kinds of media	
You should use non-peer reviewed forms of media extremely sparingly (or not at all), and mostly as primary data, rather than as secondary sources of authoritative information. Each form of media has its own citation conventions. The various media include: <u>Theses and Dissertations</u>, <u>Interviews</u>, <u>News or Magazine Articles</u>, <u>Book Reviews</u>, <u>Websites</u>, <u>Social Media Content</u>, and <u>Personal Communications</u>.	