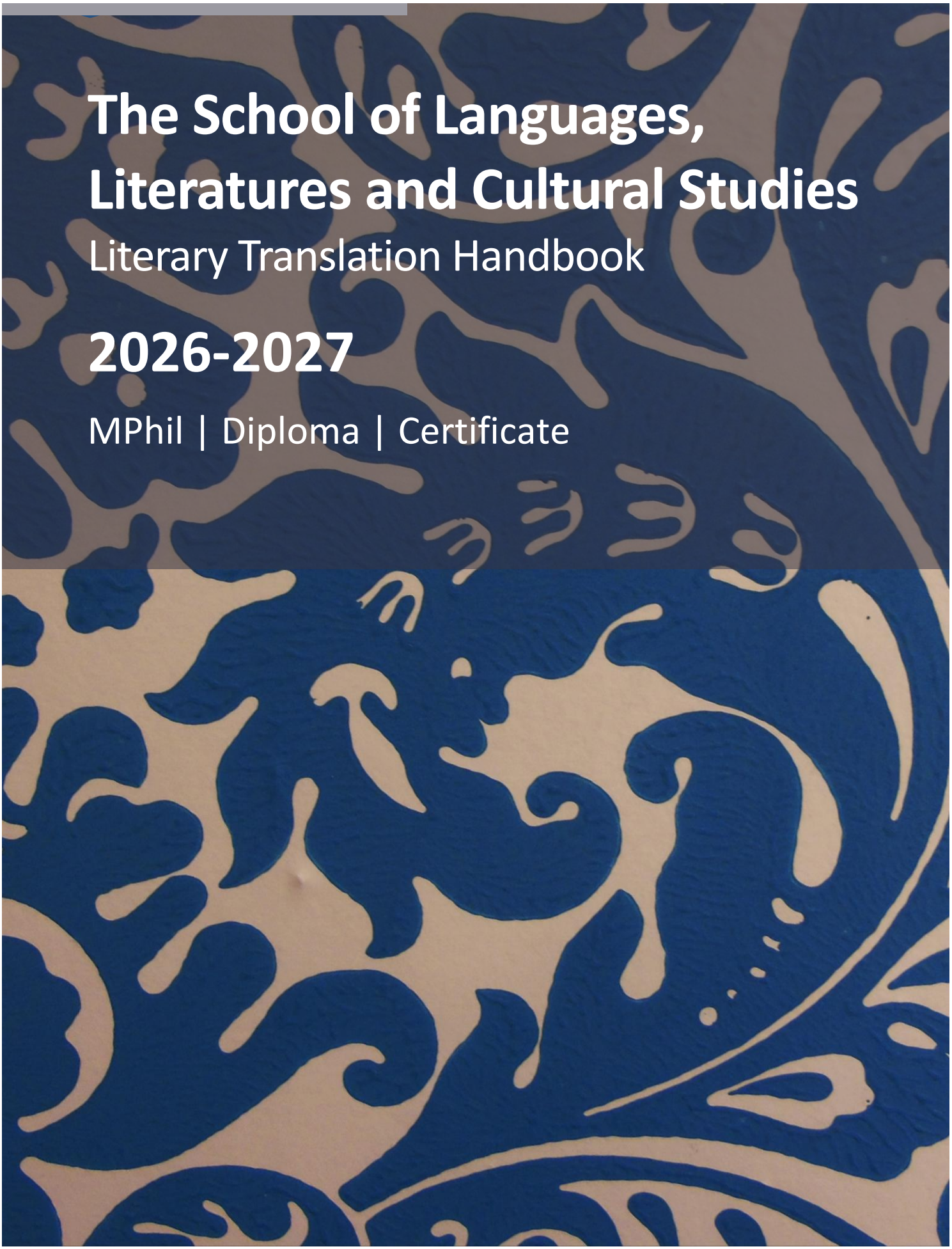
Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

The School of Languages, Literatures and Cultural Studies

Literary Translation Handbook

2026-2027

MPhil | Diploma | Certificate



Contents

General Information 4
Diversity and Inclusion 4
Key dates 2026-27 6
Course Structure 7
Year-long Modules 7
Core Modules 8
Michaelmas Term (Autumn) 8
Hilary Term (Spring) 9
Option Modules 10
Michaelmas Term (Autumn) 10
Hilary Term (Spring) 11
Option Module Choices 12
Conditions for changing Hilary Term module choices 12
Auditing Modules 13
Translation Portfolio 14
Scale 15
Briefs 16
Portfolio Submission 16
Dissertation 17
Supervisors 17
Submission 20
Course Learning Outcomes 21
Entry and Exit Routes 22
Progression from Certificate to Diploma and from Diploma to MPhil 23
Certificate 24
Diploma 24
M.Phil 25
Regulations and Guidelines 26
Assignment Submission 26
Plagiarism 26
Generative AI tools and Assessed Coursework 27
Grading 29
Deadlines 30
Late Submission Penalties 30
Extensions 30
Deferrals 30
Ad Misericordiam Appeals 31
Academic Appeal process 33
Procedure for Failed Components 33
Going Off-Books 33
Resources and Facilities for Students 35
Trinity Student ID Card 35
Email 35
VLE/Blackboard 35
Internet 36
College Guidelines on Good Research Practice 36
Learning Development 36
Postgraduate Advisory Service 37
Medical Issues 37
Student Counselling 37

Postgraduate Supports for Students with Disabilities 38
Students' Union 38
Trinity Careers Service 38
Other Essential Contacts 39
Timetabling 39
Class Cancellation and Public Holidays 39
Academic Registry 39
Transcripts and Letters 40
School of Languages, Literatures and Cultural Studies (SLLCS) 41
Course Director 41
Student Representation 42
Centre Manager 42
Trinity Centre for Literary and Cultural Translation 43
Behaviour 43
Visitors / Guests 43
Parties / Noise 43
Keys / Access 44
Building Safety 44
Health and Safety 45
Fire Safety 45
Furniture and Fittings 45
Damage / Defacing Property 46
Cleaning / Inspections 46
Repairs / Maintenance 46
Rubbish 46
Consumption of Alcohol 46
Outside Areas 47
Smoking 47
Contact by Email / Telephone 47
Literature Ireland Archive 47
Information for users of the Trinity Centre for Literary and Cultural Translation 48
Access to 36 Fenian Street 48
Security 48
Emergencies 48
Drinking water 49
Disabled toilet (basement level) – emergency pull string 49
Process and Important Dates for Final Assessments & Results 50
P.Grad.Cert. and P.Grad.Dip. students 50
M.Phil. students 51
Going on to a PhD 52
Funding 53
Teaching Staff 55
Supervisors 55
Appendix I: House Style for Submission of Written Work 57
Layout 57
Referencing and Bibliographies 60
Referencing 60
Bibliography/Works Cited/References 63
Formatting Your Dissertation 69

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.

General Information

The Postgraduate Programme in Literary Translation combines advanced study of translation theory with extensive practical translation work. Students develop their translation skills while engaging critically with the history, theory, and practice of literary and cultural translation.

The programme is based at the Trinity Centre for Literary and Cultural Translation, which brings together teaching, research, and professional engagement in literary and cultural translation. Through the Centre, students have opportunities to engage with translators, publishers, and other professionals working in the field.

The programme uses the term literary translation in a broad sense. Alongside novels, poetry, and drama, students may work with forms such as comics, subtitles, speeches, songs, video games, and other creative texts.

The programme also addresses the changing landscape of translation. Students examine the impact of technologies such as generative AI and specialist translation tools on literary and cultural translation, and learn how to use these technologies critically and effectively within professional practice.

Throughout the programme, students apply translation theory to their own practice by producing original translations and reflecting critically on their work. They complete individual and collaborative projects that reflect contemporary professional practice and develop the skills needed for careers in translation, publishing, related cultural industries, or further research.

Diversity and Inclusion

We welcome students from a wide range of backgrounds and perspectives. We are committed to fostering a learning environment in which everyone is treated with dignity and respect, and where all students have equitable opportunities to participate fully and achieve their leaning goals.

The programme supports accessibility and inclusive teaching practices in line with Trinity's Dignity and Respect Policy, Accessible Information Policy, disability-specific policies and procedures, and the aims and objectives of the Trinity Inclusive Curriculum Project.

We welcome suggestions on how we can improve the accessibility and inclusivity of the programme. Please send feedback to the Course Director, Dr James Hadley.

Key dates 2026-27

Please also see Trinity's Academic Year Calendar 2026-27

Michaelmas Term (SEP - DEC)

- 07/09/2026 - Postgraduate Orientation Week
- 14/09/2026 - Michaelmas teaching term begins
- 26/10/2026 - Study/Reading week
- 26/10/2026 - October bank holiday (College closed)
- 02/11/2026 - Portfolio Supervision Request Form due (MPhil only)
- 04/12/2026 - Dissertation supervision form due (MPhil only)
- 04/12/2026 - End of Michaelmas teaching term
- 18/12/2026 - Hilary Term option module change requests due
- 22/12/2026 - Deadline for MT assignments

Winter Break (DEC - JAN)

- 24/12/2026 - Christmas period begins (College closed)
- 04/01/2027 - College opens

Hilary Term (JAN - APR)

- 18/01/2027 - Hilary teaching term begins
- 01/02/2027 - St. Bridgit's Day (College closed)
- 01/03/2027 - Study/Reading week
- 17/03/2027 - St Patrick's Day (College closed)
- 26/03/2027 - Good Friday (College closed)
- 29/03/2027 - Easter Monday (College closed)
- 09/04/2027 - End of Hilary teaching term

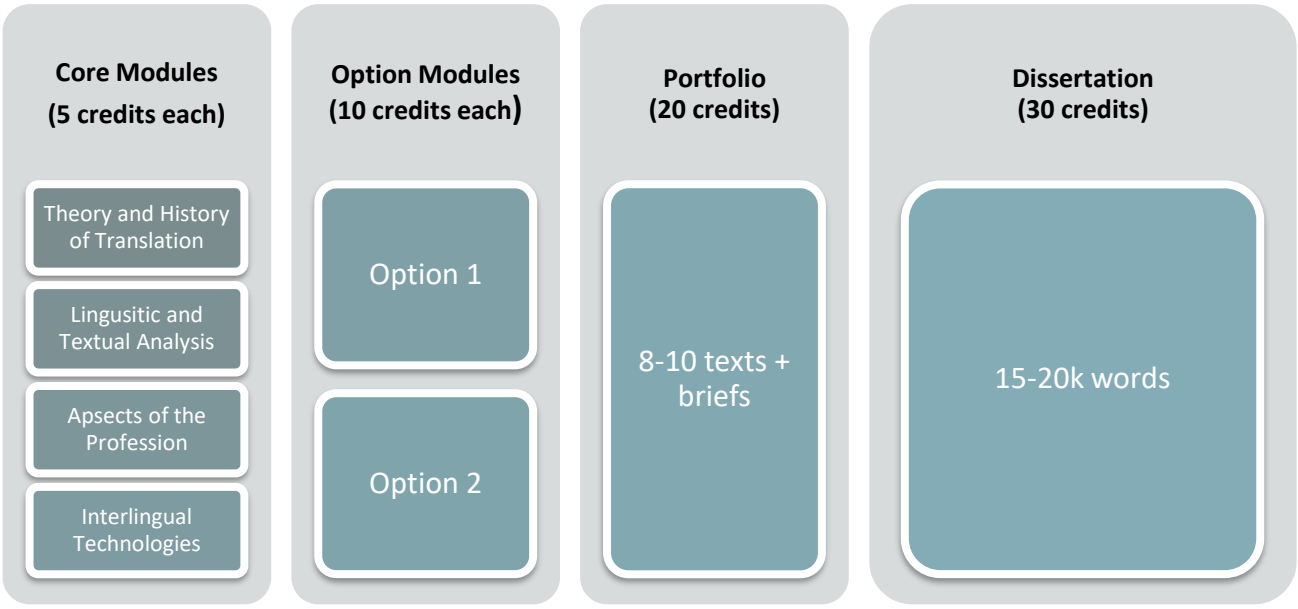
Trinity Term (APR-MAY)

- 26/04/2027 - Trinity Week
- 30/04/2027 - Deadline for HT assignments and Portfolios
- 03/05/2027 - May bank holiday (College closed)
- 21/05/2027 - Progression on the Framework form due (PG Cert and PG Dip only)
- 21/05/2027 - End of Statutory Term (supervision ends)

Research Period (JUN - AUG)

- 07/06/2027 - June bank holiday (College closed)
- 02/08/2027 - August bank holiday (College closed)
- 20/08/2027 - Dissertation due (MPhil only)
- 23/08/2027 - Reassessment session starts

Course Structure



Year-long Modules

In addition to the Core and Option Modules, there are modules which are setup to assist students in producing their portfolio and dissertation. These modules are year-long modules, running in both terms.

Translation Portfolio

- Introduces students to the practicalities of translating in preparation for their own portfolios. The first term focuses on translation issues specific to literature.

Research Seminars

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

Core Modules

Michaelmas Term (Autumn)

Theory and History of Translation (5 ECTS)

- Examines the relationship between the theory and practice of translation by focusing on the history of the theories of translation.
- The module is assessed by a written assignment.

Linguistic and Textual Analysis (5 ECTS)

- Equips students with the linguistic and theoretic apparatus required to analyse both source texts and translations technically. Week by week, new topics pertinent to the study of translations are addressed through readings, quizzes, practical translation, discussions, and textual analysis.
- The module is assessed by one essay, in which students choose a theory they wish either to support or to challenge, and assemble the evidence required to do so along with their argument.

Hilary Term (Spring)

Interlingual Technologies (5 ECTS)

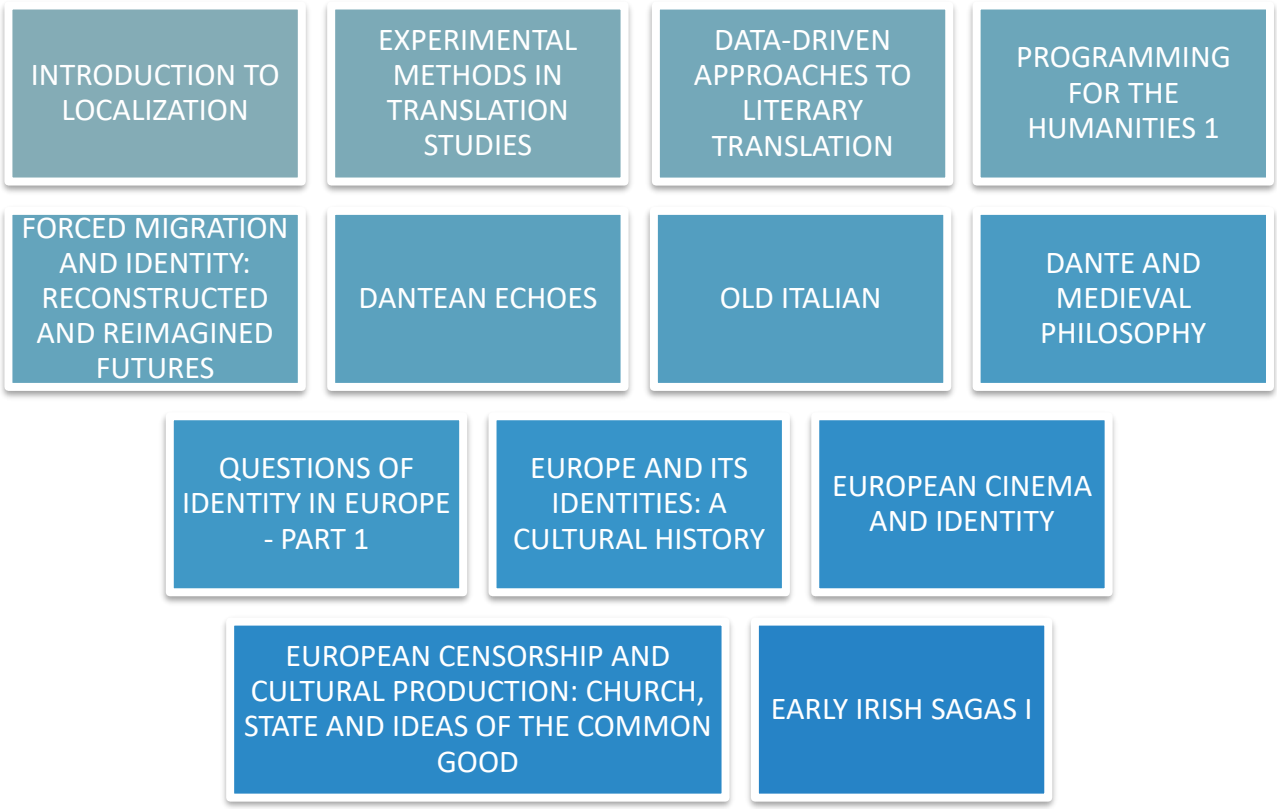
- Introduces students to a range of technologies that are used on a daily basis by professional translators. It gives students a foundational understanding of the mechanics of each form of technology, and then gives students the chance to familiarise themselves with the practicalities of the technology through practical exercises. This module is predominantly hands-on in nature, and heavily self-guided. It is assessed with a practical project in which each students acts both as a translator, and as a project manager for another student in the completion of a specific task.

Aspects of the Profession (5 ECTS)

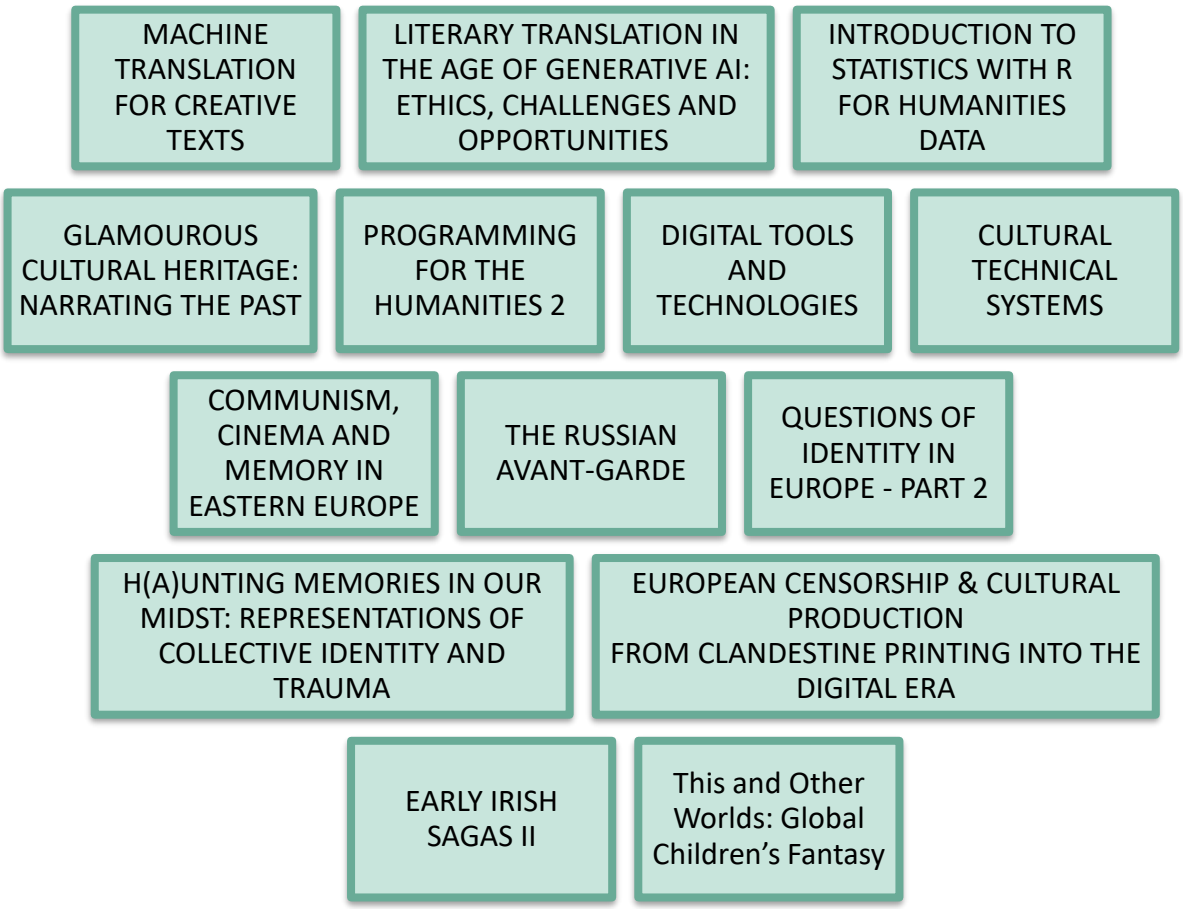
- Provides students with an overall knowledge of the practical implications in the field of literary translation; equips them with the ability to assess career possibilities in literary translation; allows them insight into the editing process, the market realities, the professional networks available to literary translators, and career opportunities.

Option Modules

Michaelmas Term (Autumn)



Hilary Term (Spring)



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 Administrators 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- Hillary 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.

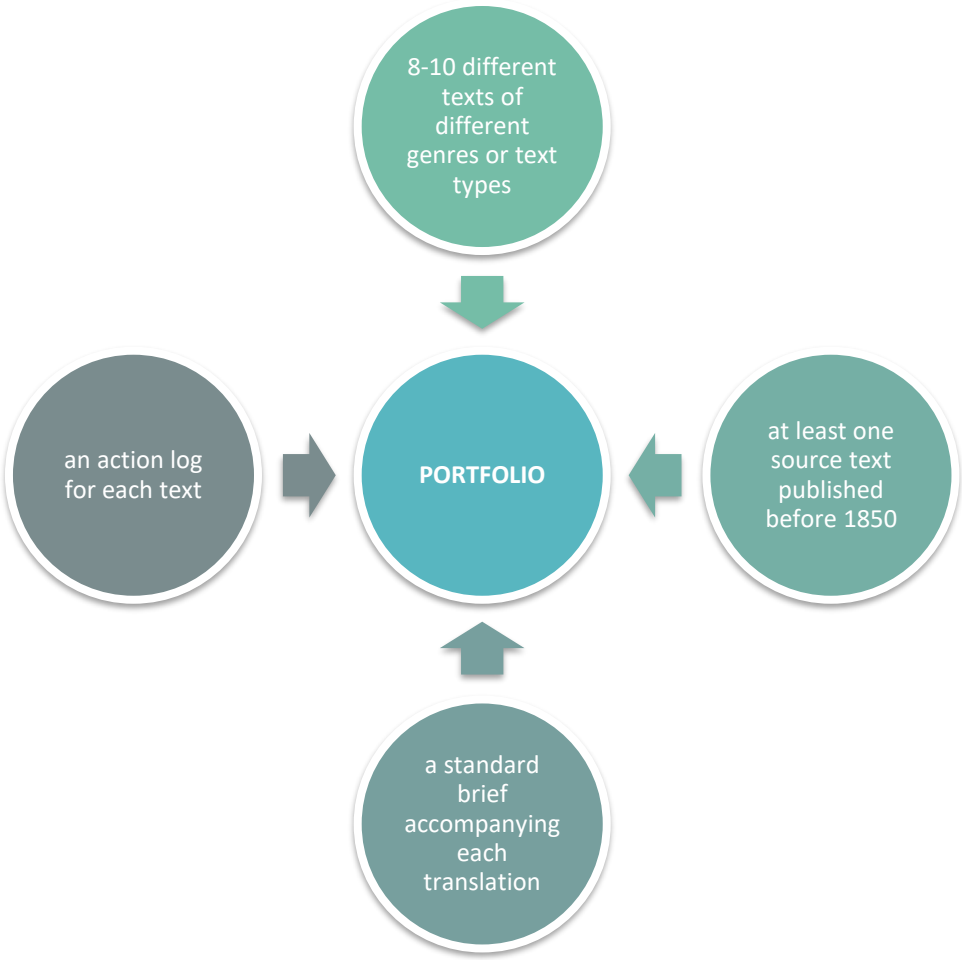
Students who wish to receive formal confirmation of participation must have their attendance signed off by the module coordinator after each class. A pro forma for this can be downloaded here or obtained from the Course Administrators.

Translation Portfolio

The portfolio is a sizeable body of translated work, produced to professional standards, which is completed by all students on the PG Diploma and MPhil pathways.

The portfolio consists of:

- 8-10 different texts of different genres or text types
- at least one source text published before 1850
- a standard brief accompanying each translation
- an action log for each text



Students may translate entirely manually or with the use of any combination of technological tools.

Students should start working on their portfolios as early as possible. They should start by identifying a long list of texts with which they could work and to which they have access. After making this long list, students should think carefully about the target audience, target context, and target platform for the translation, along with the associated translation strategies. Any texts for which the strategy is uninspiring or basic are better discarded for the purposes of the portfolio. What separates a good strategy from a basic strategy is:

- A good strategy is tailored to a specific target audience, proportionate, creative and thorough.
- A basic strategy is generic, simple, superficial, arbitrary and/or unimaginative.

Only when a specific strategy has been carefully defined are students recommended to start translating.

Students may include more than one translation of a single source text, provided that the two translations differ significantly. Students may translate from and into any literary genre (broadly conceived). Such genres and text types include but are not limited to: poetry, narrative, essay, (auto) biography, theatre, film (subtitles or dubbing scripts), journalism, interviews, speeches. Students may also translate using the full range of modalities of literary translation, including literal translation, free translation, adaptation, imitation. Students may also translate a text into a genre or text type that differs from that of their source text. In such cases, the translations will be counted as separate texts for the purposes of marking. Alternatively, they may choose to create two versions of the same translation using the same strategy, in which case the translations will be counted as a single text for the purposes of marking. Students may include translations produced for other modules as part of their portfolios only where those translations have not been submitted for assessment.

Scale

Students may translate in either direction within their language pairs and are encouraged to do so. Students may also choose to translate between more than one language pair. Each language pair represented in their portfolio requires at least one supervisor. Students translating from languages that use alphabetic writing systems should produce portfolios no longer than 10,000 words of source text, accompanied by the students' own translations.

Those translating from languages using character-based systems such as Chinese, Japanese, and Korean should produce portfolios of up to 28,000 characters of source text, accompanied by the students' own translations. Students working in multiple directions or using multiple language pairs are advised to keep the average length of their source texts to between 1000-1250 words in the case of alphabetic source languages, and 2800-3500 characters in the case of character-based source languages.

Briefs

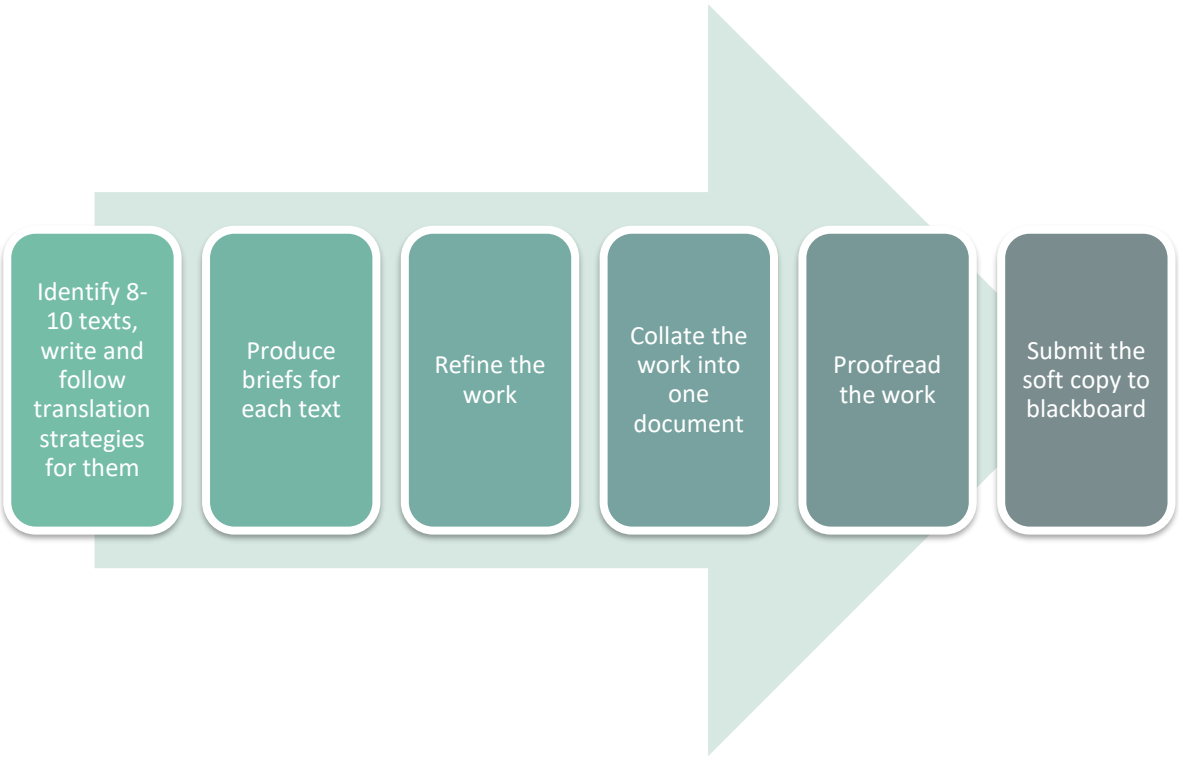
Each translation in a portfolio is accompanied by a brief. This is a form containing highly condensed information on the source text, the goal in translating, the strategy employed, critical reflections, and a bibliography. It also contains a template for an action log. The translations themselves in the portfolios are not marked directly. Instead, it is the briefs and the action logs which are marked.

It is strongly suggested that students do not begin translating before first considering the goal they have for their translations and how they will reach that goal (their strategy). This is because the brief and the translation each count for 50% of each element of the portfolio. But writing a goal and strategy after the translation has been produced is generally much more difficult than the other way around.

Portfolio Submission

When preparing the work for submission, the whole portfolio must be collated into one document. Each brief must precede its respective action log which precedes the translation-proper. Each translation must be presented along with its source text so that both can be seen at the same time. If, in your brief, you refer to specific lines in the texts, line numbers must be included in your translation. You may choose to use this template to help you in this process.

The finished product should be submitted in electronic form to blackboard before the deadline.



Dissertation

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.

There are two forms that a dissertation may take:

Theoretical Dissertation

- The student takes some theory, philosophy, or hypothesis and tests it, or applies case study methodologies to the study of a phenomenon pertinent to literary translation in context.

Translation and commentary

- The student takes some theory, philosophy, hypothesis and tests it with a translation, especially produced for the purposes. In a translation & commentary dissertation, up to 50% of the work submitted may consist of translation. The translation and commentary is not a replica of the portfolio; instead, it uses a practical experiment in translation to exemplify some creative notion, theory, or paradigm that the student has put forward. The commentary can be all introduction; or an introduction and concluding/discursive section; or can be intercalated in between segments of translation. The source text should be included in an appendix to the dissertation.

Supervisors

Each dissertation is supervised by at least one member of academic staff. Students are encouraged to discuss their projects with potential supervisors even in the early stages of formulating their ideas. A list of the main supervisors can be found near the end of this handbook.

It is recommended that students begin reaching out to potential supervisors around reading week in Michaelmas Term. Supervisors take on students on a first-come, first-served basis. There are many other students, including on other courses in the School, who are seeking supervision. So, the less time a student waits, the more likely they are to get the supervisor they want.

When students have identified one or more supervisors who have agreed to take them on, they complete the 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).

It is important to fill out the form in full, including the schedule. It is accepted that the schedule is open to change. But it is not acceptable to write 'TBC'. Specific dates and times must be decided

on. The reason this is important is because supervisors' time is short, and in practice, if a definite schedule is not decided on early, the student generally misses out on supervision hours, because the supervisor has so many other calls on their time. For this reason, any forms that are not filled out in full are returned to the student for completion.

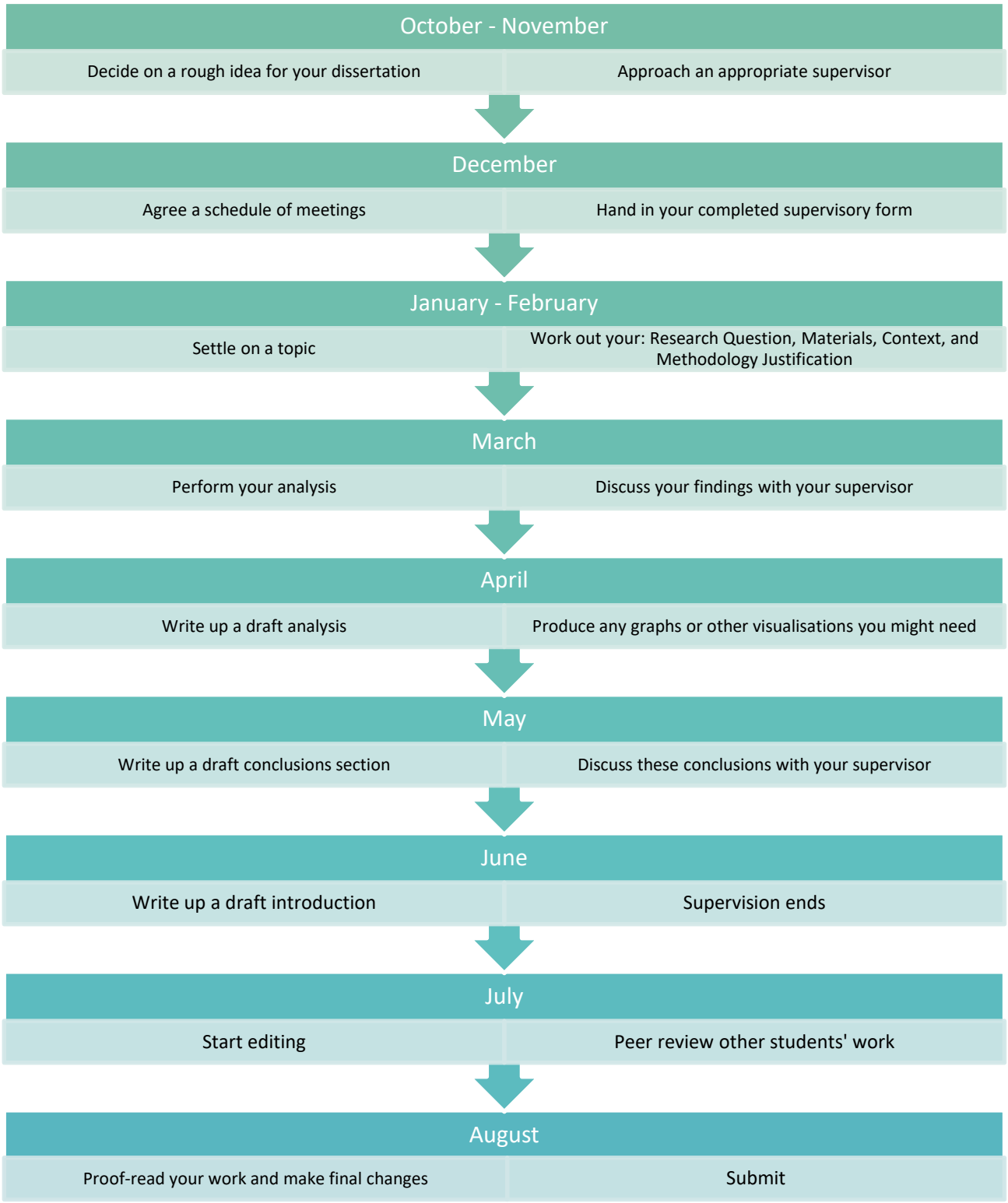
A student may choose to split their supervision between two or more supervisors. Whether there is one or multiple supervisors, the total number of supervisory hours per dissertation is **six**. How these six hours are divided between supervisors is left to the discretion of the student.

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

Supervision is expected to take place during the supervisor's office hours. In planning for a supervision meeting, students should come prepared. They might write some text and email it to your supervisor no later than one week before the supervision is scheduled to take place. Alternatively, they may prepare a list of questions or problems they would like to work through with the supervisor. It is not advisable to arrive at the supervisor meeting having done no preparation. The supervisor cannot do the work for the student.

Students who do not submit this form on time are allocated to a supervisor who has space. This allocation is not based on the subject area or specialty. Therefore, it is in the best interests of the student to take responsibility for their own studies by being proactive with supervisor selection.

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


October - November
Decide on a rough idea for your dissertation
Approach an appropriate supervisor
December
Agree a schedule of meetings
Hand in your completed supervisory form
January - February
Settle on a topic
Work out your: Research Question, Materials, Context, and Methodology Justification
March
Perform your analysis
Discuss your findings with your supervisor
April
Write up a draft analysis
Produce any graphs or other visualisations you might need
May
Write up a draft conclusions section
Discuss these conclusions with your supervisor
June
Write up a draft introduction
Supervision ends
July
Start editing
Peer review other students' work
August
Proof-read your work and make final changes
Submit

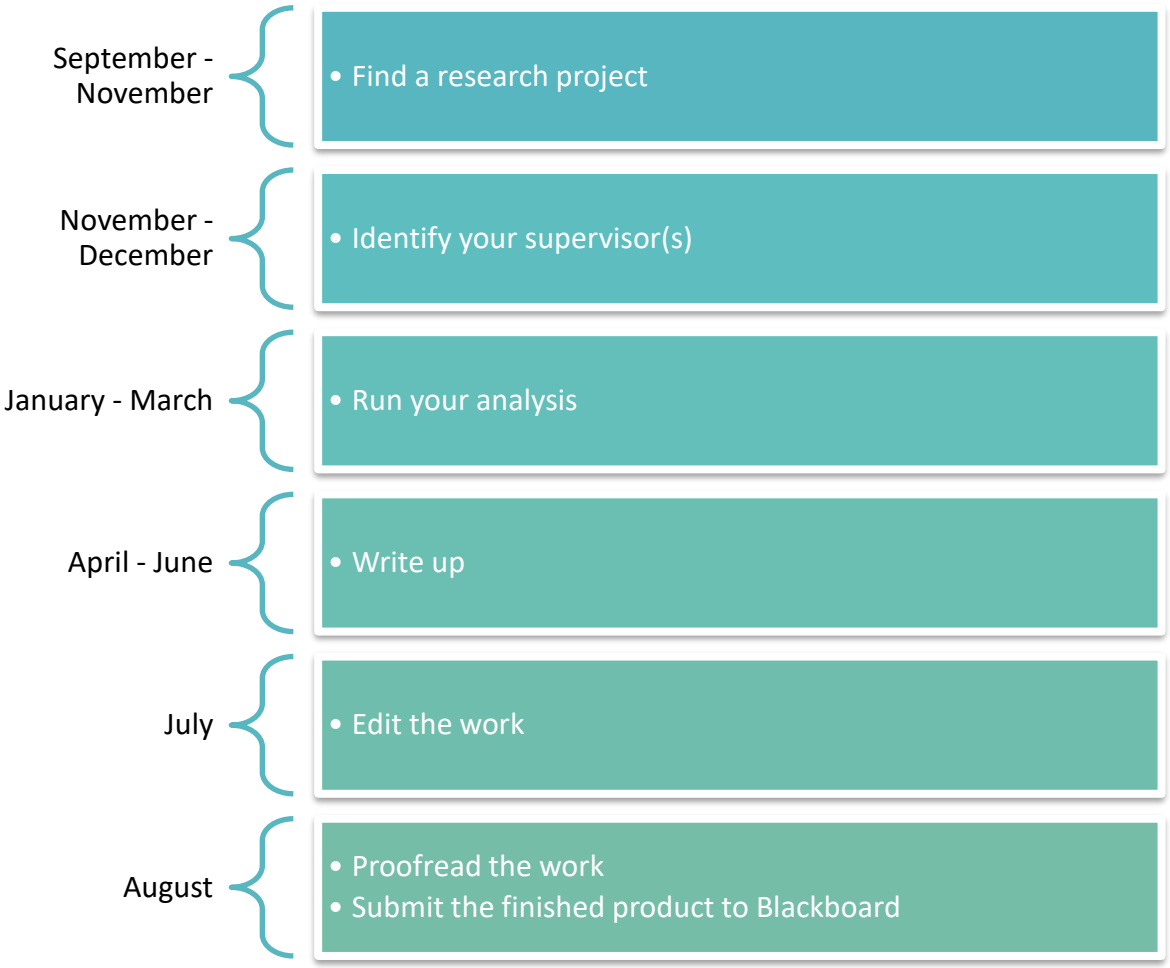
Submission

When preparing work for submission, students should pay special attention to the various style guidelines (see 'House Style' below). Students may choose to use this template to help them in this process.

- The abstract, acknowledgements and any appendices do not count towards a dissertation's word count. However, all other parts of the dissertation, including bibliography, introduction, and any footnotes are included in the word count.

The finished product should be submitted electronically to blackboard. 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 is due by the deadline (see the 'Key Dates' section of this handbook). Please note that, as with all assignments on this course, deadline extensions are only granted in exceptional cases and require supporting documentation (for more details on extensions see the 'Regulations and Guidelines' section below).



Course Learning Outcomes

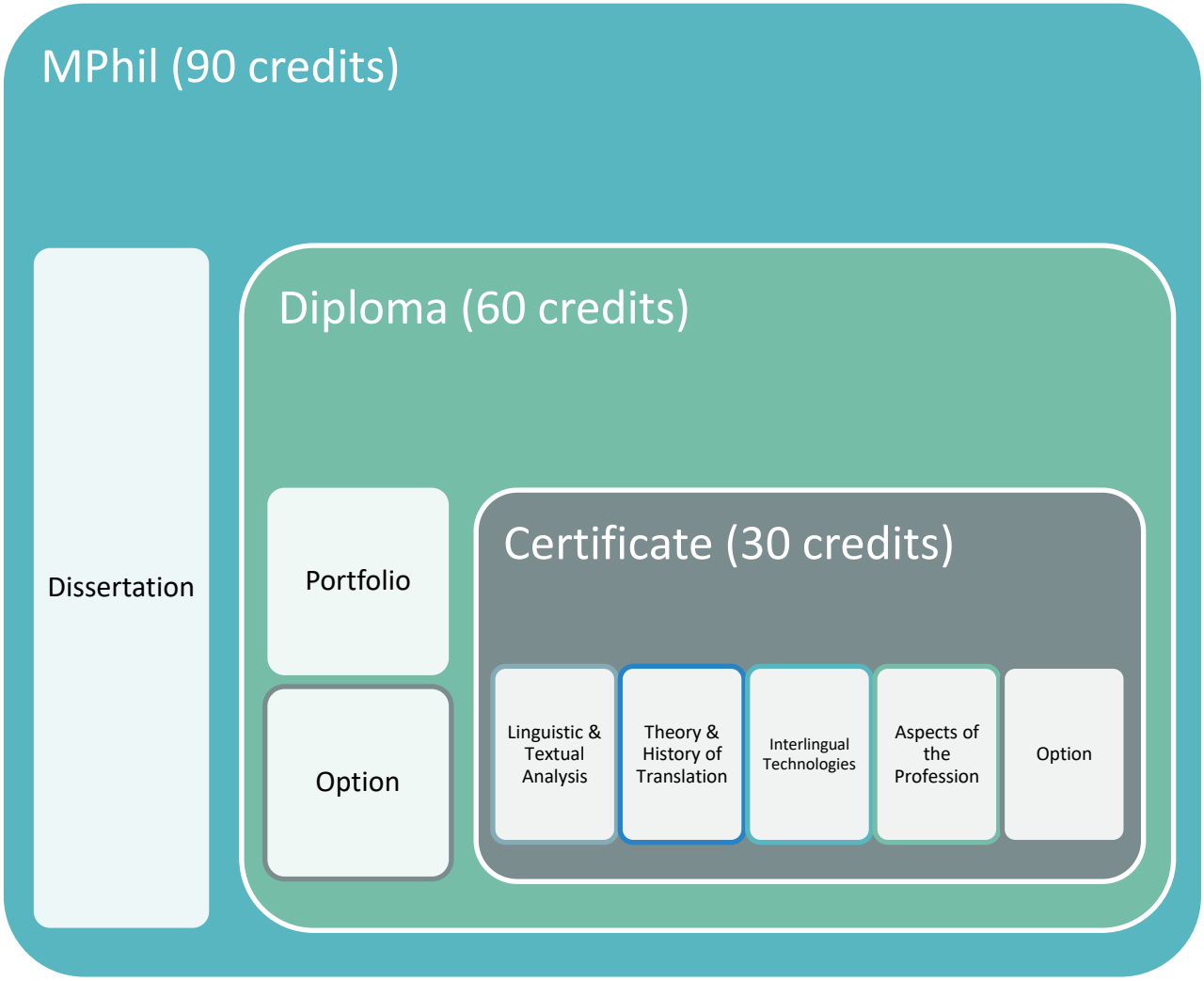
On successful completion of this programme, students should be able to:

- identify translation problems within them, employ literary creativity to apply translation strategies and formulate a justifiable translation approach, then produce target texts
- use both the source and target languages to a high level of competency, exhibiting skills in employing language variation, especially within literary language
- analyse texts according to their literary genre and stylistic features, and apply literary techniques in producing and editing target texts with specific stylistic features
- search the internet and other reference material to apply critical apparatus in documenting source texts and differentiating between text editions
- use intercultural skills and intertextual skills to analyse culture-specific elements, and situate source and target texts
- negotiate successfully the professional landscape of literary translation today, through use of professional associations, relationships with publishers, literary funds, financial, ethical, and legal aspects of translating, networking, further education, and entrepreneurship
- select viable methods to assess translations, by applying evaluative skills and comparing translations, then subsequently self-reflecting on the success of the process
- use research methodologies and academic skills to analyse translation techniques with the technical language of translation theory
- describe schools of thought in translation studies.

Entry and Exit Routes

Literary Translation programme is available through three entry routes: Certificate, Diploma and MPhil. A student's entry route is determined at the point of application and cannot be changed during the programme.

The Certificate, Diploma, and MPhil routes are stackable. Students may progress through the awards over a period of up to five years. For example, a student may complete the Certificate and subsequently progress to the Diploma by completing the additional required modules. A student who completes the Diploma may then progress to the MPhil by completing the dissertation, leading to the award of the Master's degree. This structure allows the programme to be completed on a flexible basis, including over two or three years of part-time study.



Progression from Certificate to Diploma and from Diploma to MPhil

Students admitted to the Certificate or Diploma route are referred to as “Framework students”.

Students on the Certificate route may exit with the Postgraduate Certificate, or progress to the Diploma or MPhil by completing the required additional stages. Students on the Diploma route may exit with the Postgraduate Diploma or progress to the MPhil by completing the dissertation.

In May, Framework students are asked to confirm whether they intend to:

- exit with their current award, or
- continue to the next stage of the programme.

This confirmation is made via the Postgraduate Progression on the Framework Programme Form where they indicate whether their intention is to continue onto the next level of the framework or to graduate with the award achieved that year.

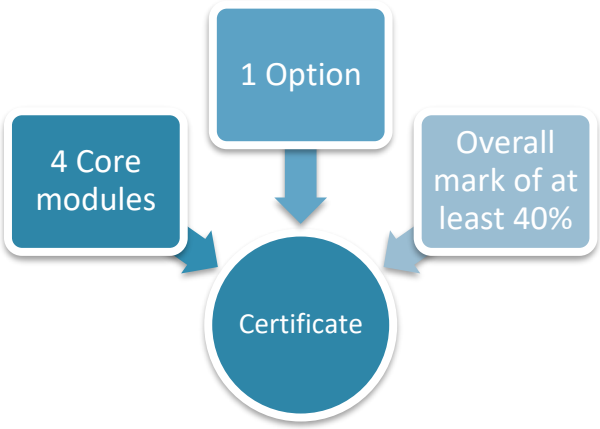
It is essential that students respond to the Postgraduate Progression Form by the stated deadline. If a Framework student does not submit the form or otherwise notify the Course Administrator of their intention to progress, their record will be closed, and they will be awarded their current qualification.

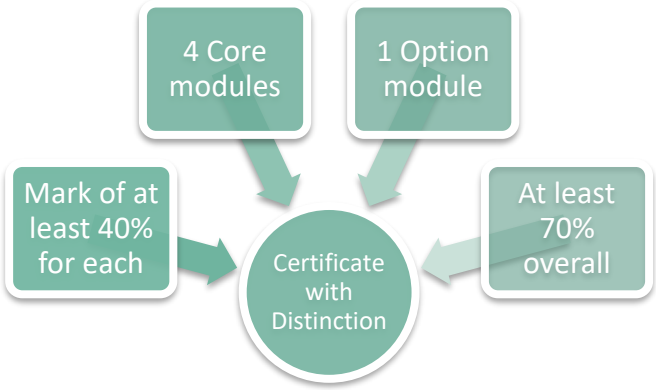
Students who exit with an award may return to the programme within five years to progress to the next stage. In doing so, the earlier award is superseded by the higher award upon completion.

To return to the programme, students must contact the Course Administrators by 1st April in the year they wish to resume study. They will then be issued with the Postgraduate Progression Form, which must be completed by the stated deadline in order to be readmitted for the following academic year.

Certificate

A student enrolled on the certificate route is required to complete the four core modules (20 credits) and one option module (10 credits) in order to be recommended for the award.

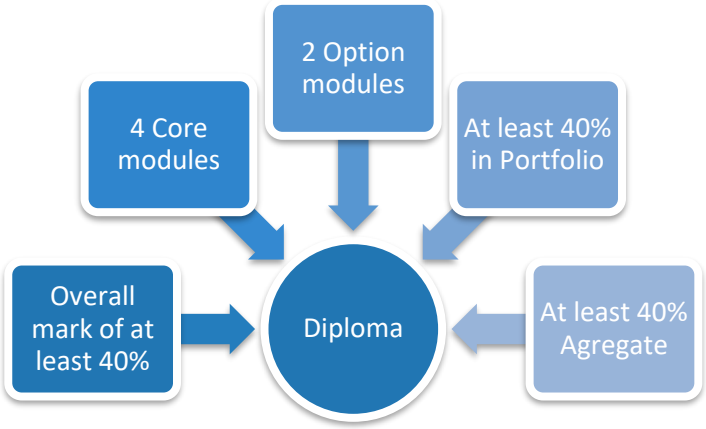




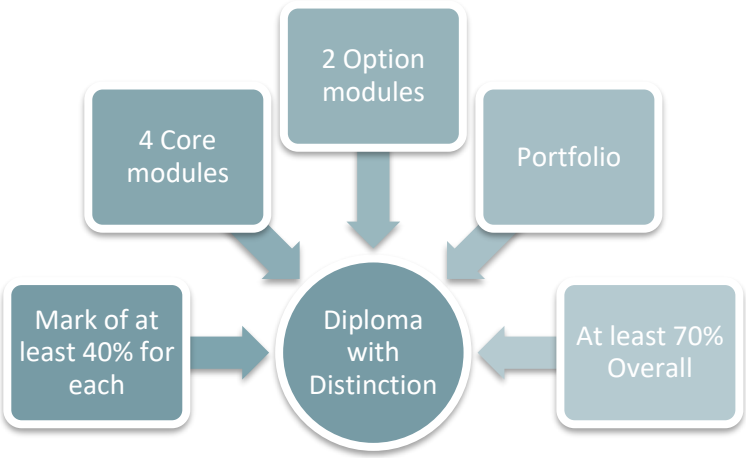
Postgraduate Certificate with Distinction may be awarded if a student has achieved an overall mark of 70% or over and has passed all elements. A Distinction cannot be awarded if a student has failed any module during the course.

Diploma

A student enrolled on the diploma route is required to have completed the four core modules, two option modules and the portfolio in order to be recommended for the award.

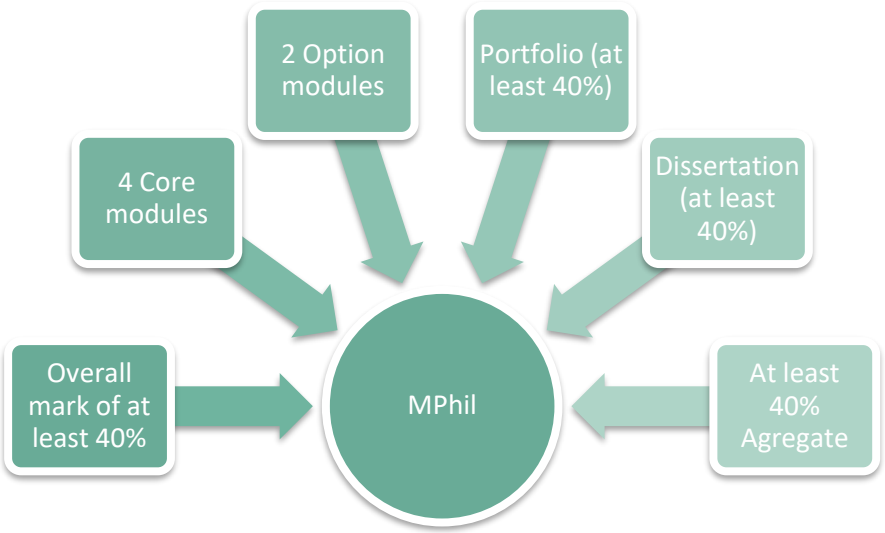


A student enrolled on the MPhil route, who successfully completes all other requirements of the MPhil, but does not proceed to the dissertation stage, or fails to achieve the required mark of 40% in the dissertation, will be recommended for the award of Postgraduate Diploma.



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

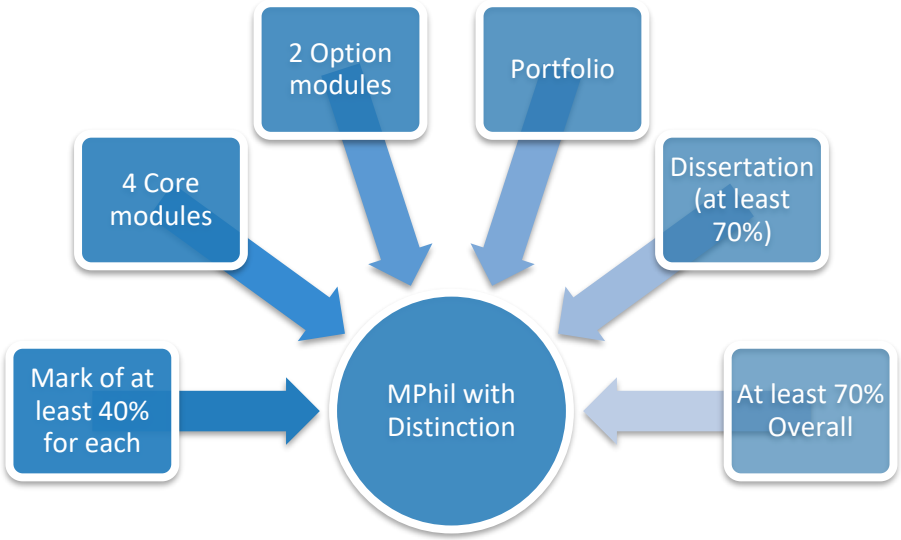
M.Phil



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

Please note that a student who does not complete the dissertation or does not receive a passing mark for their dissertation will be moved onto the diploma route.

A distinction may be awarded if a candidate has achieved an overall mark of at least 70%, passed all components and achieved a mark of at least 70% for the dissertation.



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, in the format specified by the module convenor (MS Word or PDF). Assignments for each module must be accompanied by a completed submission cover sheet.

Plagiarism

Students must not present the ideas or words of others as their own. This constitutes plagiarism and is treated by Trinity College Dublin as a serious academic offence.

All sources of information, whether printed, digital, or spoken, must be clearly acknowledged. This includes direct quotation, paraphrase, translation, and any material reproduced from other sources. Copying or cutting and pasting text without clear attribution is plagiarism.

Plagiarism may be intentional or unintentional. However, both are treated as academic misconduct and may result in penalties, including, in serious cases, expulsion from the College.

Trinity's plagiarism policy and guidance are available via the Library's online resources.

Postgraduate students are required to complete the online tutorial Ready, Steady, Write: https://libguides.tcd.ie/academic-integrity/ready-steady-write.

The tutorial includes guidance on academic integrity and examples of borderline cases.

All assessed work must be submitted with a completed cover sheet, which includes the following declaration:

I have read and understood the academic integrity 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

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:

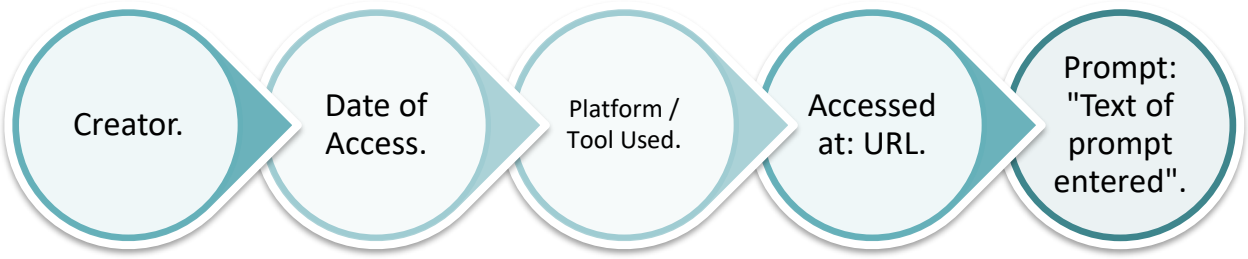
> OpenAI. Accessed 5 January 2023. ChatGPT. https://openai.com/blog/chatgpt/
> Prompt: “How reliable are the sources for Enheduanna's poetry?”

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.

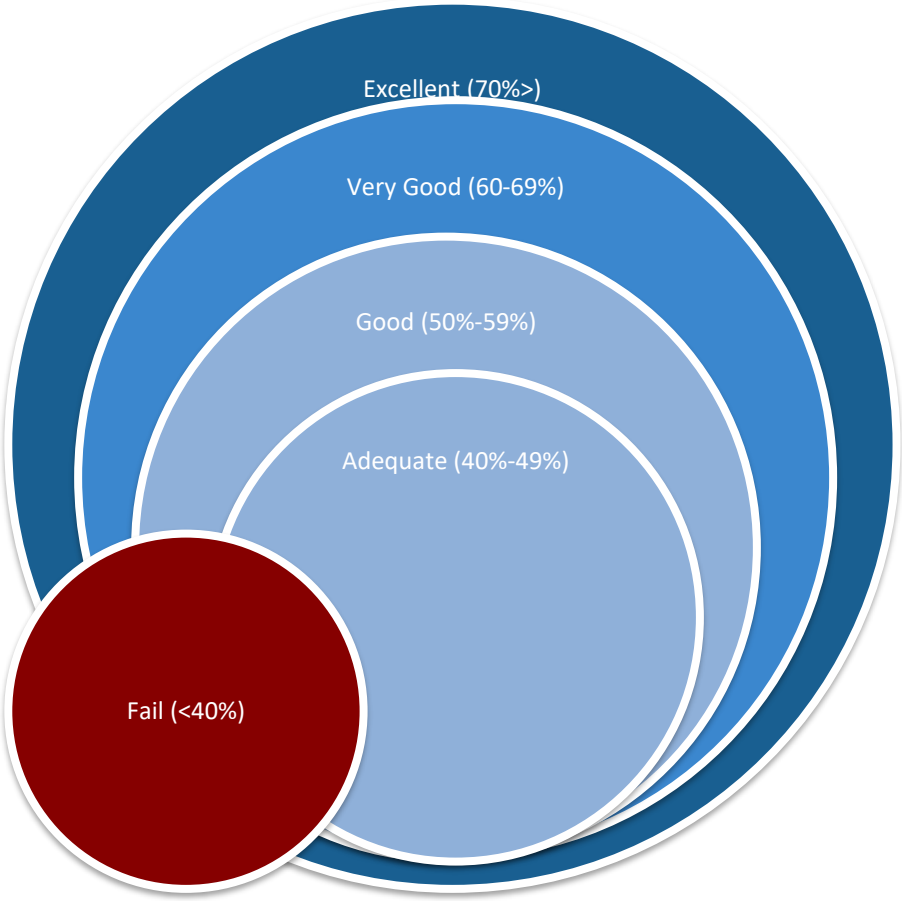
Where unacknowledged or inappropriate use of GenAI is suspected, students may be invited to attend an academic integrity meeting to discuss their work. If concerns remain, the matter may be referred to the Junior Dean as a suspected breach of academic integrity.

- 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%.



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.

Deadlines

Each assignment has a specified deadline. If the deadline is unclear, it is the student's responsibility to confirm it. Students should first consult written module information, including Blackboard. If uncertainty remains, the module convenor should be contacted directly.

Late Submission Penalties

There are penalties for late submission of coursework without an approved extension. 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

Penalty-free extensions may be granted in exceptional circumstances through an ad misericordiam appeal.

- ❖ The normal maximum extension is **seven calendar days**.

All extensions must be approved by the Course Director *before* the deadline has passed (see 'Ad Misericordiam Appeals' section). Where an extension is appropriate, the relevant form must be completed (Literary Translation late submission of assessment (extension) request form 2026-27).

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 below).

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

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 for the Library and will also grant you access to the Trinity Centre for Literary and Cultural Translation.

Email

You will be provided with a Trinity email account. This is the main way that members of staff will communicate with you during the course. For that reason, you should check your Trinity email account regularly (at least once per weekday).

Please note that if you are emailing a module coordinator or the Course Administration team, they receive emails from many students outside of the Literary Translation 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 here. 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 the ones 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.

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

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.

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 organised 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 Dublin. It provides academic, pastoral, and professional support, including one-to-one appointments, workshops, training, and emergency financial assistance.

PAS operates independently of Schools and Departments and provides specialist support for postgraduate students. It can assist with a range of issues, including stress, financial concerns, queries about College regulations and services, supervisor-related difficulties, academic progression, and academic appeals.

PAS is led by Postgraduate Student Support Officers, who act as the first point of contact for postgraduate students. They can provide advice and, where appropriate, refer students to other relevant services within the University.

Appointments can be arranged by e-mail.

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).

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.

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.

Postgraduate Supports for Students with Disabilities

Postgraduate students who have disabilities 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.

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. Email or visit https://www.tcdsu.org for more information.

Trinity Careers Service

Trinity students have access to information, support and guidance from the professional team of Careers Consultants throughout their time at Trinity and for a year after they graduate. The support offered includes individual career guidance appointments, CV and LinkedIn profile clinics, practice interviews and mentoring.

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.

Timetabling

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

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, 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 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.

School of Languages, Literatures and Cultural Studies (SLLCS)

The School is the body that runs the course and manages it day to day. For queries and issues of a purely administrative nature (e.g. problems with module enrolment, timetabling issues, requests for transcripts), students should contact the Course Administrators.

The Course Administrators are experts on the technical aspects related to the postgraduate courses run in the School. They manage non-academic elements associated with the courses, such as timetabling, classroom allocation, option module selection, progression, producing official letters and transcripts, and adherence to regulations. 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

PG Course Administrators: Raimonda Elvikyte and Ciara Flynn, postgraduate.sllcs@tcd.ie

PG Course Administrators Office: Arts Building, Room 5038

Course Director

The Course Director is the individual responsible for the smooth running of the course. The current Director is Dr James Hadley, whose office is on the **top floor of the Centre**. He can also be reached by emailing. The Director manages your journey through the course, your supervisors, the marking and moderating of your assignments, and a variety of other activities not covered by any of the other bodies mentioned here.

- The Director takes the place of the Tutor in undergraduate courses and is available for meetings to discuss issues of all kinds, ranging from academic performance to pastoral issues students may encounter.

Meetings should be organised in advance by sending an email that briefly outlines the nature of the issue.

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.

Centre Manager

The Manager of the Trinity Centre for Literary and Cultural Translation is located on the **ground-floor of 36 Fenian Street**. The Manager can also be reached by emailing. The function of the Manager is to look after the smooth running of the Centre, to maintain the building, to run events, to organise meetings, and to facilitate working between the various parties that make up the centre, the students included. The Centre Manager's role does not include anything to do with the course itself and the Centre Manager cannot offer advice on academic work. However, if you notice a structural or technical problem with the Centre building, have an issue with another user of the building, have a problem with the alarm system, have an accident in the building, the Centre Manager should be informed without delay.

Trinity Centre for Literary and Cultural Translation

Students on the MPhil in Literary Translation are automatically members of the Trinity Centre for Literary and Cultural Translation, located at 36 Fenian Street, Dublin 2. The Centre is the reference point for literary and cultural translation activity in Ireland. Students have a room in this building which they can use for study. As part of the Centre's community, students agree to abide by the following regulations.

The Common Room is available for use by students enrolled on the MPhil in Literary Translation.

Behaviour

You are at all times expected to:

- behave in a peaceful and civil fashion towards fellow students, staff, visitors and guests of the Centre;
- behave in a manner which does not distress, embarrass, or intimidate fellow building occupiers of the building and/or interfere with other people's rights or property.

Visitors / Guests

- You are responsible for your visitors/guests. Guests are welcome at events hosted by the Centre. Guests may use the Common Room if they are working on a project with a student enrolled on one of the Literary Translation courses. You may not have more than three guests at any one time and you must ensure that you and your guests are not disturbing other people in the building. You must ensure that your guests sign in on arrival and out again on departure. You must accompany any guests at all times. They cannot be left in the student room or building alone.

Parties / Noise

- Gatherings of more than four people may only be organised with the express written permission of the Manager or Director of the Centre.
- You may not play musical instruments, radios, televisions or other sound-producing apparatus in such a manner as to cause distraction or nuisance to others at any time. Earphones/headphones must be used when listening to audio equipment.

Keys / Access

- Trinity ID cards for students enrolled on the Literary Translation courses are programmed as the access card for the Centre.
- Access cards are non-transferable and may not be used by any other party under any circumstances. A College ID card (or 'TCard') is the responsibility of the member of College to whom it has been issued. Passing over such means of identification to another party, College member or not, is an offence. Using such identification falsely is an offence. If College ID is used improperly or falsely, both parties are liable and will be reported to the Junior Dean. See https://www.tcd.ie/juniordean/student-discipline/.
- You must take reasonable steps to ensure the safety of your access card. If your card is lost, stolen, used, or likely to be used, for a fraudulent or improper purpose, the card must be "hotlisted" on the TCard portal. Written notification of such loss or theft may be made via email to tcard@tcd.ie. By reporting a TCard as lost, copied, mislaid or stolen or as being used, or likely to be used, for a fraudulent or improper purpose, the owner will be deemed to have authorised cancellation of their card.
- Lockable drawers are found in the student room. The fee for replacing a lost key is €20. Any lost keys should be reported immediately to the Course Director or Centre manager.

Building Safety

- For fire safety and security reasons, you must sign in and out on the sheet provided in the hallway and you are responsible for your guests doing the same, each time they enter or leave the building.
- For the safety of all occupiers, fire doors must be kept closed. You and your guests may enter only via the front door. Emergency doors are for emergency use only. Windows may not be used for access/egress.
- Activities which place others in danger of risk or injury including tampering with fire alarms and fire safety equipment are an infringement of general College regulations. Individuals involved in any such activity will be reported to the Junior Dean and may be liable for a fine.
- You must not allow people whom you do not know to enter the Centre. Any unknown persons admitted to the building must be accompanied at all times. It is very important that you do not allow people you do not know to follow you through the front door as you enter.

- You may not disclose the alarm code to people who are not authorised to use the Centre or Common Room.
- If you are the last person to leave the building at the end of the day, you must set the alarm. Check the sign-out sheet before leaving for the day.

Health and Safety

- You must not block any drains, pipes or sewers serving the Centre by disposing of materials into sinks or lavatories.
- You must not use, store, keep or permit to be kept any dangerous, combustible or illegal substances or materials in any part of the Centre. You must report immediately the presence of such substances or materials to the Manager/Director of the Centre.
- You must not interfere with or over-load any electrical apparatus installed in the Common Room or install any additional electrical wiring, gas, piping or portable gas, paraffin or electric heaters into the Centre.
- The use of candles, incense and naked flames in the Centre, including the Common Room, is strictly forbidden.

Fire Safety

- You must abide by all Fire Safety and other Regulations for the safe and orderly management of the Centre and you must acquaint yourself with these regulations (in the cupboard in the hall, by the front door) and emergency escape routes. You may not interfere in any manner with the fire safety and/or security equipment, and you must participate in any fire drills held. Occupiers must treat every alarm as an emergency.
- You must not remove the Fire Safety regulations from the hallway.
- You must report any instances of abuse of the fire safety equipment to Trinity Security and to the Manger/Director of the Centre.

Furniture and Fittings

- All occupiers are responsible for keeping the furniture, fixtures, fittings, appliances and articles in the Common Room in good and proper repair. You may not bring any furniture to the Common Room without the permission of the Manager/Director of the Centre.
- You may not remove or permit the furniture, fixtures and fittings, appliances or articles to be removed from the Common Room.

- Books located in the Common Room are the property of Trinity Centre for Literary and Cultural Translation. These may be used by any person in the building and may not be removed at any time from the Centre.

Damage / Defacing Property

- You may not pin or tape any notices, papers or flyers to the walls of the Common Room as this may damage the paintwork.

Cleaning / Inspections

- All occupiers are responsible for keeping the interior of the Common Room in a clean and hygienic condition at all times. Housekeeping inspections may be carried out by the Manager/Director to ensure that the Common Room is kept in good condition and that there are no maintenance defects.
- You are responsible for washing up and cleaning after you have used the kitchen facilities. Kitchen cupboards and surfaces must be kept clean.
- You are responsible for ensuring that your food is kept in the fridge and that the fridge and countertop areas are cleaned regularly, so as not to attract vermin.

Repairs / Maintenance

- The Centre Manager is responsible for repairs and maintenance and should be advised immediately of such a need. You must report any breakages, defects or damages to the Centre Manager without delay.

Rubbish

- You are responsible for depositing your refuse in the bins provided and are required to do so.
- You are expected to recycle all waste properly and to use the recycling bins provided for paper, clean glass and recyclable packaging. The use of single-use plastics is strongly discouraged. For more information about campus recycling and the proper disposal of waste, see Guides - Trinity Sustainability | Trinity College Dublin

Consumption of Alcohol

- The consumption of alcohol is not permitted in the Centre without the express permission of the Manager/Director of the Centre.

Outside Areas

- You are permitted to use the external space outside the Student Common Room. Smoking and the use of e-cigarettes is not permitted in this or any other area of the Centre.
- You must ensure the door leading to the outside space is locked every time you re-enter the Common Room and especially when the room is unoccupied and at the end of the day.

Smoking

- Trinity Centre for Literary and Cultural Translation is a no-smoking area. The use of cigarettes and/or e-cigarettes is strictly prohibited in the building. Smoking is not permitted within a distance of 4m from the entrance to the building, its opening windows and entrances to its enclosed areas.

Contact by Email / Telephone

- The Manager/Director of the Centre may contact you through the Trinity mailing list. It is your responsibility to check your emails regularly for such notices.
- The Manager/Director of the Centre is responsible for ensuring that these regulations are observed.
- The Common Room may be locked, and access to the Centre may be withdrawn at any time and without warning at the discretion of the Manager/Director of the Centre.

Literature Ireland Archive

- The books on the shelves of the Centre's Board Room make up Literature Ireland's archive.
- Students who wish to consult the books must consult Literature Ireland (2nd floor office) first.
- Books may not be removed from the building and must be returned to the Literature Ireland offices no later than one month after the date of issue. Books must be returned in the same condition in which they were lent.

Please note that, in addition to the above, all students at Trinity College Dublin are bound by the regulations as stipulated in the College Calendar General Regulations and Information (Section H). Attention is particularly drawn to Section H, subsection III (Conduct and College Regulations – H19-H30).

Information for users of the Trinity Centre for Literary and Cultural Translation

Access to 36 Fenian Street

Sign in sheets: You (and your guests) must sign in and out every time you enter or leave the building.	We use these sheets to monitor who is in the building, so as not to lock someone in, and to prevent the alarm from being activated by mistake. At the end of each day, you must sign out. If you are the last person to leave the building, you must set the alarm.
What to do if the alarm goes off accidentally	• De-activate the alarm by typing in the code. • Telephone security (01) 896 **1317**, tell them the alarm has gone off and that you have resolved it. If you don't do this, they will come to check all is ok.
To open the main door routinely	Press the green circular button to the right of the door
To open the main door in the event of an emergency	Use the square green box to the right of the door (the door will then not lock). There is a special key to reactivate the lock.
To open the main door in the event of a fire	Use the red button — see the fire protocol in the cupboard in the hall.

Security

The contact number for the 24-hour security service at Trinity College is **(01) 896 1317**.

Emergencies

The emergency number is **(01) 896 1999**. In the event of an emergency, please make your way quickly and calmly to the nearest emergency exit. The main emergency exit is the front door. There is also an emergency exit at the back of the basement area, and an additional emergency exit on the top floor of the building, through which you can exit via the Dunlop-Oriel building, next door.

The fire assembly point is in front of the O'Callaghan Davenport Hotel across the street from the main door. You should assemble in front of this hotel and wait there until a member of staff checks you off the list and gives you permission to re-enter the building.

Drinking water

There is drinking / mains water connection provided to two sinks in 36 Fenian Street: the sink in the students' common room and the sink in the staff kitchenette on the ground floor.

Disabled toilet (basement level) – emergency pull string

The pull cord should be used by a disabled person who requires assistance. The alarm will be activated via an over-door sounder. Assisting personnel must enter the room to turn off the alarm and to check that the person is ok. Turn off the alarm using the 'remote assistance alarm reset button' on the wall.

If the cord is pulled in error, the alarm can be switched off by anyone using the grey reset button above the sink.

Process and Important Dates for Final Assessments & Results

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

Examiners meetings:

- Week of 14th June 2027
  - All assessments submitted, marked, and reviewed by the external examiners
  - Court of Examiners meeting takes place.
  - All results are reviewed and approved, and the end-of-year outcomes calculated.
  - Awards are finalised and submitted to Academic Registry for students who have chosen to graduate with their current award.
  - Students who have indicated they want to continue are progressed.

Publication of results:

- by Friday 25th June 2027
  - Confirmed Semester 1 and Semester 2 results and the overall end-of-year outcomes (including award outcome, where applicable) are published to my.tcd.ie.
  - Results for reassessed work and other extenuating circumstances are published after review by Court of Examiners.

Issue of academic transcripts:

- June-July 2027
  - Academic transcripts issued to graduating P.Grad.Cert. and P.Grad.Dip. students
  - These students receive an email from the Postgraduate Administrator with a link to a PDF copy of the transcript
  - Transcripts are not issued to students progressing to the next stage of their degree.
  - Some students need interim transcripts. In many cases screenshots of the results published to my.tcd.ie portal suffice. Where these are not enough, provisional transcripts are issued.
  - To request a provisional transcript, please email the Postgraduate Office and allow up to two-weeks for response.

Graduation:

- early February 2028
  - After all P.Grad.Cert. and P.Grad.Dip. results and awards have been processed and confirmed, Academic Registry triggers the Graduations Team to create the graduates' lists and issue invitations to the ceremonies.
  - The invitations are issued via the my.tcd.ie portal. The onus 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 (see: https://www.tcd.ie/academicregistry/graduation).

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 maen 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 obatined 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 ceremoy 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 *in absentia*.
- 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.
- Gradiands will receive invitations to this reception via TCD email.
- There is a reception for Literary Translation students and their guests at the Centre on the same day.
- Please make sure to keep your TCD email account active and check it regularly

Going on to a PhD

Many students progress from the master's programme to do a PhD with us, either immediately or after a period in employment or other activity. Students considering PhD study are encouraged to discuss this with staff during their MPhil, so that appropriate guidance and support can be provided.

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 Translation Studies, European Identities, Digital Humanities, Medieval Studies, 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(s) 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 deeper. 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 the skills 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 near the end 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 strongly recommended that you start the application process by 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.

If you would like to discuss your options related to a PhD informally, it is recommended that you begin by reaching out to Dr James Hadley.

Teaching Staff

Supervisors

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.

When choosing supervisors, students come across many possible options. However, it is important to realise that supervision from people who are not full-time lecturers in the School may have complex budgetary and administrative implications associated with them. With this in mind, when searching for possible supervisors, students are advised to begin with members of the **School of Languages, Literatures and Cultural Studies** who have one of the following titles: Assistant Professor, Associate Professor, or Professor. If none of the people in the School with one of these titles proves workable, students should reach out to the Course Director to discuss other possibilities including the reserves and supervisors from other Schools.

Potential supervisors include but are by no means limited to:

	Arabic	Bulgarian	Catalan	Chinese	Croatian	Czech	Dutch	French	Galician	German	Greek	Hungarian	Italian	Irish	Japanese	Latin	Polish	Portuguese	Russian	Spanish	Turkish
Dr James Hadley															X						
Dr Natália Resende																		X			
Dr Andrea Bergantino												X									
Dr Lijing Peng (reserve)				X																	
Prof. Emeritus Cormac Ó Cuilleanáin													X								
Dr Martine Cuypers																					
Prof Anna Chahoud																X					
Dr Brian Brewer																				X	
Dr Katerina García			X			X														X	
Dr Catherine Leen																				X	
Dr Clodagh Brook													X								
Dr Serena Vandi													X								
Dr Enrica Maria Ferrara													X								
Dr Conor Daly																			X		
Dr Jana Van Der Ziel Fischerová						X															
Dr Balázs Apor												X									
Prof. Mary Cosgrove										X											
Dr Gillian Martin										X											
Dr Sarah Alyn Stacey								X													
Dr Hannes Opelz								X													
Dr James Hanrahan								X													
Dr Rachel Hoare								X													
Dr Théophile Munyangeyo								X													
Dr Pádraig de Paor														X							
Dr Eoin Mac Cárthaigh														X							
Dr Mícheál Hoyne														X							
Dr Deirdre Nic Chárthaigh														X							
Dr Christina Cleary														X							
Dr Tylor Brand	X																				
Dr Nayara Helou Chubaci Güércio (reserve)																		X			
Cristina Barroso Durán (reserve)																				X	
Michael McCaffrey (reserve)																				X	
Dr Maria Medina																				X	
Dr Ciara O'Hagan																				X	
Dr Caitriona Leahy										X											
Dr Emma Riordan										X											
Dr Alexandra Lukes								X													
Dr Ashley Harris								X													
Dr Peter Weakliam														X							
Dr Philip Tuxbury Gleissner																			X		
Dr Adam Nowarkowski																	X				
Dr Mohamed Ahmed	X																				
Dr Lesley Grant	X																				
Dr Idriss Jebari	X																				
Dr Murat R. Siviloglu																					X

Appendix I: House Style for 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 *et al.* (and others). Note that *et al.* 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: (True and Sincere Declaration 1610) In the reference list: 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. 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	
Order:	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. *Book Title*. Publisher. Green, Mary L. 2012b. *Title of Book*. 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. *Ulysses*. Paris: Shakespeare and Company, 1922.
One author:	Smith, John. 2012. *Book Title: The Subtitle*. Abingdon: Routledge. Smith, J. J. 2012. *Book Title*. 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. *Book Title: The Subtitle*. Abingdon: Routledge. Smith, J. J., and J. B. Jones. 2012. *Book Title*: The Subtitle. 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. *Book Title: The Subtitle*. Abingdon: Routledge.
Organization as author:	University of Chicago Press. *The Chicago Manual of Style*. 18th ed. Chicago: University of Chicago Press, 2024.
No author:	Begin the bibliography entry with the title, and ignore "the", "a" or "an" for the purposes of alphabetical order. Stanze in lode della donna brutta. Florence, 1547.
Chapter:	Chapter in a single-author book: Green, Mary. 2012. "Chapter Title." In *Style Manual,* edited by John Smith. Abingdon: Routledge.

	Chapter in a multi-author book: 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 *In*. It is not necessary to record a page range for the chapter. Jones, Sam. 2012. "Chapter Title." In *Book Title*, edited by John Smith. Abingdon: Routledge.
Edited:	Smith, John, ed. 2012. *Collected Style Manuals*. Abingdon: Routledge. Smith, John, and Jane Jones, eds. 2012. *Collected Style Manuals*. Abingdon: Routledge.
Edition:	University of Chicago Press. 2012. *The Chicago Manual of Style*. 16th ed. Chicago: University of Chicago Press.
Reprinted work:	Maitland, F. W. (1898) 1998. *Roman Canon Law in the Church of England*. Reprint, Union, NJ: Lawbook Exchange.
Multivolume work:	Green, M. L. 2012. *Collected Correspondence*. Vol. 2 of The Collected Correspondence of M. L. Green. Abingdon: Routledge, 2000–. Khan, Lisa. 2009–12. Collected Works. 2 vols. Abingdon: Routledge.
Translated:	Do not abbreviate *Translated by*. Smith, John. 2012. *Collected Style Manuals*. 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. *La genèse de l'idée de hasard chez l'enfant* [The Origin of the Idea of Chance in the Child]. Paris: Presses Universitaires de France.
Online:	If you used an online version, cite the online version, include the URL or DOI: Smith, John. 2012. *Book Title: The Subtitle*. Abingdon: Routledge. doi:xxxxxxxxxxx. Smith, John. 2012. *Book Title: The Subtitle*. Abingdon: Routledge. http://xxxxxxxxx/.

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. Joyce, James. *Ulysses*. 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
Publisher:	Omit initial "the", and "Inc.", "Ltd", "Co.", "Publishing Co.", etc.
Journals	
Online versions:	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." *American Journal of Sociology* 127 (6): 1818–59. https://doi.org/10.1086/720277.
One author:	Smith, John. 2012. "Article Title: The Subtitle." *Journal Title in Full* 10 (1): 30–40. doi:xxxxxxxxxxx. Smith, J. 2012. "Article Title: The Subtitle." *Journal Title in Full* 10 (1): 30–40. doi:xxxxxxxxxxx.
Two authors	Smith, John, and Lisa Khan. 2012. "Article Title: The Subtitle." *Journal Title in Full* 10 (1): 200–210. doi:xxxxxxxxxxx. Smith, J. J., and L. M. Khan. 2012. "Article Title: The Subtitle." *Journal Title in Full* 10 (1): 200–210. doi:xxxxxxxxxxx.

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.” *Journal Title in Full* 10 (1): 33–39. doi:xxxxxxxxxxx. Smith, J. J., J. P. Jones, and M. G. Green. 2012. “Article Title: The Subtitle.” *Journal Title in Full* 10 (1): 33–39. doi:xxxxxxxxxxx.
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.] *Journal Title in Full* 10 (3): 10–29. doi:xxxxxxxxxxx.
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 *Book Title*, by Lisa Khan. Journal Title in Full 10 (1): 33–39. doi:xxxxxxxxxxx.
Issue numbers:	The issue number can be omitted if the journal is paginated consecutively through the volume (or if month or season is included), but it is not incorrect to include it. When volume and issue number alone are used, the issue number is within parentheses. If only an issue number is used, it is not within parentheses: *Journal Title*, no. 25: 63–69. If using month, abbreviate as Jan., Feb., etc. If using season, spell out in full.
Online first publication:	Use year of online publication and include ‘Advance online publication'. Remove any version type, eg Rapid online or epub, e.g.: Yoon, Ee-Seul. 2015. “Young people's cartographies of school choice: the urban imaginary and moral panic.” *Children's Geographies*. 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: Theses and Dissertations, Interviews, News or Magazine Articles, Book Reviews, Websites, Social Media Content, and Personal Communications.

Formatting Your Dissertation

Title page:	The dissertation must begin with a title page that contains the following information (in this order): the full name of its author; the student number of the author; the title of the assignment or the task that it fulfils; the degree for which it is submitted (MPhil in Literary Translation); the module to which it is attached (where applicable); the term and year in which it is submitted.
Declaration:	I declare that this dissertation has not been submitted as an assignment towards a degree at this or any other university and that it is entirely my own work. By completing the following Microsoft Form, I grant Trinity College Dublin permission to upload a copy of my dissertation to TARA—an institutional repository designed to store, catalogue, index, distribute, and preserve the research outputs of Trinity College Dublin. **SLLCS MPhil dissertations will be accessible to those holding an active tcd.ie email account.** Microsoft Form with the details of my dissertation: https://forms.cloud.microsoft/e/jLVMzk9xxf By not completing the above-linked form, I choose to opt-out of sharing my MPhil dissertation with members of the TCD community holding an active tcd.ie account, including future or current students Signed: Date:
Abstract:	Immediately following the declaration, every dissertation must contain an abstract (250-300 words), which summarizes the methods used and the conclusions reached. The abstract must be headed with the title of the dissertation and the author's full name (in that order) and must not exceed one page of single-spaced typescript.
Acknowledgements:	The inclusion of an acknowledgement page is optional. However, it is conventional to acknowledge any person or persons who might have provided assistance or guidance in the course of your research.

Table of contents:	Immediately following the abstract, every dissertation must contain a table of contents listing the main divisions (parts, chapters, sections, sub-sections, etc., as appropriate) and the pages on which they begin.
Abbreviations list:	Include full details of abbreviations and editions used.
Introduction:	The introduction sets out the objectives and scope of the dissertation, and the general shape of the argument, together with some statement of how the work relates to studies already available.
Chapters:	Chapters are to be divided as most appropriate to the material. If sub-sections to chapters are used, these should be given separate headings and listed in the Table of Contents.
Conclusion:	The conclusion describes the results of your investigation, indicates their significance, sets them in a wider context and suggests possible future explorations.
Bibliography:	List all primary and secondary sources consulted using the Chicago Manual of Style 18