

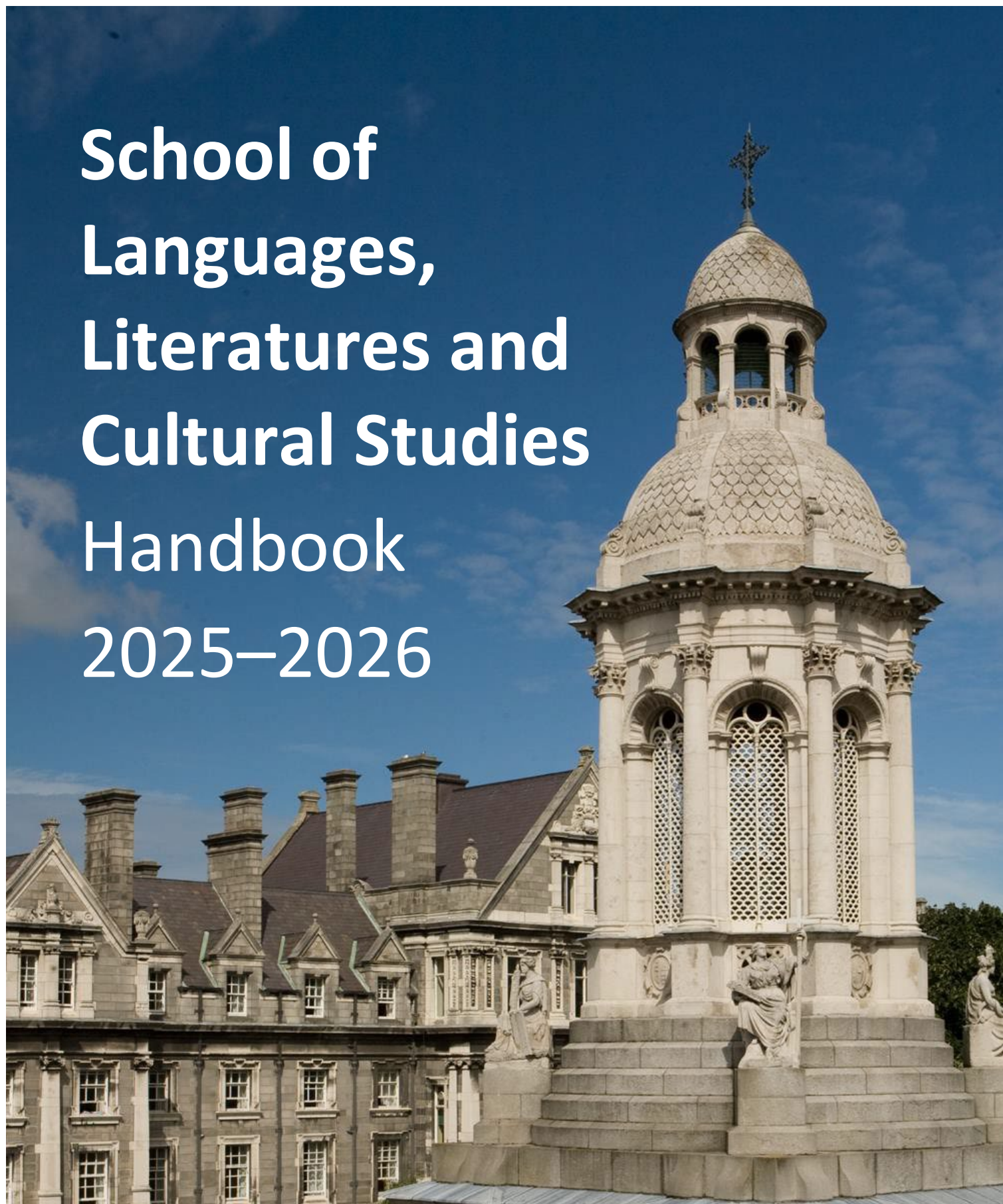


Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

School of Languages, Literatures and Cultural Studies Handbook 2025–2026



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A note on this handbook

This handbook is a guide to the [School of Languages, Literatures and Cultural Studies](#). It offers guidance as to how you should interact with the academic community that you are now joining. It also sets out the supports that are available to you. The present Handbook should be read in conjunction with the handbook for your course, which will supply course-specific information.

The information in this handbook is accurate at the time of preparation. Any additional information considered necessary will be emailed to your TCD email account. You should check your TCD email account at least once a day during term time to ensure that you do not miss any important notices.

1. Welcome to our School

Welcome to the [School of Languages, Literatures and Cultural Studies](#) (SLLCS) in Trinity's historic city-centre campus. The School is one of the largest of the 12 Schools in the Faculty of Arts, Humanities and Social Sciences, with some 80 staff in all (in academic and professional services), as well as affiliated academic staff. We have over 1,000 students registered in our undergraduate and postgraduate programmes.

History and Rankings

Our tradition in Modern Languages (focusing first on French, German, Italian and Spanish) dates to 1776. We are ranked 1st in Ireland and 58th in the world, as per the QS World University Rankings by Subject 2025 (Modern Languages). Trinity is the only university in Ireland where you have the opportunity to study Russian to degree level, and Irish and Celtic Languages at Trinity has long been recognised as a centre of world-class scholarship in all periods of the Irish language, from the ogham stones to the spoken language of today.

Departments and Centres

[The School is made up of seven Departments](#): French, German, Hispanic Studies, Italian, Irish and Celtic Languages, Near and Middle Eastern Studies, and Russian and Slavonic Studies, and [various Centres](#): the Centre for European Studies, the Centre for Medieval and Renaissance Studies, the Al Maktoum Centre for Middle Eastern Studies, the Trinity Centre for Literary and Cultural Translation, the Trinity Centre for Resistance Studies, the Centre for Global Intercultural Communications and the Centre for Forced Migration Studies.

Teaching and Learning

At both undergraduate and postgraduate levels we strive to teach you in a research-led context and you will be taught by scholars working at the cutting edge of their fields of expertise in various disciplines that also intercept with the interests and activities of other Schools, embracing language learning and linguistics, literary scholarship across all periods and genres, creative practice, cultural studies, drama and performance, film and visual culture, history, translation, and digital humanities,

offering interdisciplinary and multi-disciplinary perspectives in teaching and research across various regions of the world, offering the possibility of adding to comparative studies.

Research and Collaboration

The School is one of the most active member schools of the Trinity Long Room Hub, Arts and Humanities Research Institute. It is one of five flagship research institutes of the University, and the one dedicated to promoting and facilitating innovative research across its nine Arts and Humanities member Schools. It offers researchers a supportive research environment, showcases research excellence across the disciplines, champions the development of a small number of overarching priority research themes and seeks to pioneer cross-disciplinary collaborative projects within the university and with national and international partners.

1.1 Contact Details

The School's professional teams are the main point of contact for all general queries from students and staff.

To ensure your query is answered promptly, ensure that you include the following in the subject line of your email:

- Course of Study, Language (where applicable), Year, Student Number
 - (Example: TJH French & Spanish, SF, 12345678)

Nature of query	Office location	Email
Undergraduate Office: general undergraduate queries and transcript requests	Room 5080 5 th floor, Arts Building	undergraduate.slcs@tcd.ie
European Studies		
Middle Eastern and European Languages and Cultures		
Undergraduate timetables	Room 5080	timetables.slcs@tcd.ie

Erasmus and Study Abroad	Room 5080	erasmus.sllcs@tcd.ie
Postgraduate Office: For current and prospective student queries.	Room 5038	postgraduate.sllcs@tcd.ie
School Office: School operations, finance and HR	Room 5042	

Undergraduate Degree Programme Offices

Students should make an appointment in advance, where possible.

Programme	Office location	Email
<u>Trinity Joint Honours</u>	Room 3135, Arts Building (office hours)	joint.honours@tcd.ie
<u>TJH Open Modules</u>		open.modules@tcd.ie
<u>TJH Erasmus and Study Abroad</u>		tjh.erasmus-studyabroad@tcd.ie
<u>SLLCS Erasmus and Study Abroad Coordinator</u>	Room 5080, Arts Building	erasmus.sllcs@tcd.ie
<u>Business Studies and a Language (BSL)</u>	Trinity Business School	business@tcd.ie
<u>Trinity Columbia Dual B.A.</u>	Room 3135, Arts Building	ColumbiaDualBA@tcd.ie
Dual B.A. Columbia University Officer		gsinternational@columbia.edu
<u>Law and a Language</u>	School of Law, House 39, New Square	law.school@tcd.ie
<u>Computer Science, Linguistics and a Language (CSLL)</u>	Room 4091, Arts Building	clcsinfo@tcd.ie

School Leadership

[Academic programme leads](#) are available to provide assistance during the academic year.

Name	Role	Email
Professor Omar García	Head of School	omar.garcia@tcd.ie
Dr Catherine Leen	Deputy Head of School	leenca@tcd.ie
Dr Katerina García	Director of MEELC undergraduate degree programme	kgarcia@tcd.ie
Dr Clemens Ruthner	Director of European Studies undergraduate degree	Clemens.Ruthner@tcd.ie
Dr Clodagh Brook	Director of Equity, Equality, Diversity and Inclusion (EEDI)	brookc@tcd.ie
Dr Tylor Brand	Director of Teaching and Learning (Undergraduate)	branda@tcd.ie
Dr Théophile Munyangayo	Director of Teaching and Learning (Postgraduate)	munyangt@tcd.ie
Dr Rachel Hoare	Disability Liaison Officer	rmhoare@tcd.ie

1.2 Key Dates

The current [Academic Year Calendar is available online](#).

Printable, accessible versions, future and previous years can be found on the College's [Academic Year Structure](#) webpage.

1.3 Student Services and Support

Contact details for academic staff are available on the [School website](#).

College also provides a range of administrative, academic, and wellbeing supports and services to help smooth your route through College.

✓ [Details of all available supports can be found on the School website](#).

Academic Support

In addition to your programme of study and your instructors, the following sources of academic support are available to you:

Student Learning Development	http://student-learning.tcd.ie/
The Library	http://www.tcd.ie/library/
Maths Help Room	http://maths.tcd.ie/outreach/helproom/
Undergraduate Programming Centre	http://www.scss.tcd.ie/misc/psc/
Language Learning Centre	http://www.tcd.ie/slscs/clcs/lhc/
Graduate Studies Office	http://www.tcd.ie/graduatestudies/
English for Academic Purposes	http://www.tcd.ie/slscs/english/in-sessional.php
Disability Service	http://www.tcd.ie/disability/
Careers Service	http://www.tcd.ie/Careers/

Health and Wellbeing Support

The following sources of support in respect of health and general wellbeing are available to you:

Student Counselling	http://www.tcd.ie/Student_Counselling/
Health Centre	http://www.tcd.ie/collegehealth/
Sport	http://www.tcd.ie/Sport/

Getting Involved

Trinity has a wide range of opportunities to get involved in all sorts of extra- and co-curricular activities, explore:

- ✓ [Campus Life and Facilities](#)
- ✓ [Sustainability and Wellbeing](#)

Financial Support

Limited funds are available to support students suffering financial hardship, and some rewards for academic excellent carry monetary value.

✓ [Academic Registry: Grants and other Financial Support](#)

Support Provision for Students with Disabilities

Trinity has adopted a [Reasonable Accommodation Policy](#) that outlines how supports are implemented in Trinity. Students seeking reasonable accommodation whilst studying in Trinity must apply for reasonable accommodations with the disAbility Service through their student portal (my.tcd.ie).

Based on appropriate [evidence of a disability](#) and information obtained from the student on the impact of their disability and their academic course requirements, the Disability Staff member will identify supports designed to meet the student's disability support needs. Following the Needs Assessment, the student's Disability Officer prepares an individual [Learning Educational Needs Summary](#) (LENS) detailing the Reasonable Accommodations to be implemented. The information outlined in the LENS is communicated to the relevant School/Department via the student record in SITS.

✓ [Trinity disAbility Service: Needs Assessment Process](#)

[Examination Accommodations and Deadlines](#)

Students requesting accommodations on grounds of disability should make requests as early as possible in the academic year to ensure the Assessment, Progression, and Graduation Team can set your accommodations for examination purposes.

[Student Responsibilities for Departmental Assessments](#)

For reasonable accommodations in respect of assessments administered by School/Department (as opposed to the central College exams system), Students are required to initiate contact with the School/Department **at least two weeks prior** to the assessment date. The accommodation requested should be **as per the student's LENS report, or email received following their needs assessment**.

Tutors

All undergraduate students are assigned a Tutor when they are admitted to College.

Your Tutor, who is a member of the teaching staff, is a key officer who can give confidential advice on courses, discipline, examinations, fees, and other matters, and, where necessary, represent your case before the College authorities (including requesting extensions to deadlines).

It is important that you keep your Tutor informed whenever a problem arises with your studies – your Tutor may well be the person in College best placed to help.

✓ [Senior Tutor and Tutorial Service](#)

Student 2 Student

From the moment that you arrive in College, right the way to your end of exams, [Student 2 Student \(S2S\)](#) is here to make your first year fun, engaging, and a great foundation for the rest of your time in Trinity. You will meet S2S mentors in Freshers' Week. They will keep in regular touch with you throughout your first year and invite you to events. They will also provide useful information about your course and what to look out for.

Mentors are students who have been through the first year and know exactly what it feels like, so you never have to worry about asking them a question or talking to them about anything that is worrying you. S2S also offers trained Peer Supporters if you want to talk confidentially to another student, or just to meet a friendly face for coffee and a chat. S2S is supported by the Senior Tutor's Office and the Student Counselling Service.

Mature Students

The [Mature Student Office](#) is a service to support prospective and current Mature Students, or those are over 23 years of age when applying for college. They can consult you through your application, and on bursaries and academic resources available. Like all our students, mature students are encouraged to liaise closely with their Tutor in case of difficulty.

Trinity College Dublin Student Union (TCDSU)

The [Trinity College Students Union](#) is a union for students by students. They represent the undergraduate student body at College level.

Student Union Representatives

There is a Student Union representative (the 'School Convenor') who sits on key School committees and is able to relay student concerns and feedback in confidence.

SLLCS Undergraduate Student Representative	languages@tcdsu.org
SLLCS Postgraduate Student Representative	pgllcs@tcdsu.org

Student Class Representative

There is a [system of class representatives organised through the Students Union](#).

1.4 Orientation

- ✓ [Information and guidance for new students and continuing students](#)

1.5 Trinity-Speak (Jargon Buster)

- ✓ [Glossary of Trinity abbreviations, titles and place names designed for new students](#)

1.6 Registration

The Academic Registry issues an '**Invite to Register**' message to all new entrants and continuing students eligible to register for the forthcoming academic year through their my.tcd.ie portal.

- ✓ [Step by step guide to the student registration process](#).

Changing your personal details for College communications

For students who wish to change their personal details, such as updating their name into Irish* for College communications (ID card, scripts, etc), they can apply to the Academic Registry using the [Change of Personal Details form](#). Any change or correction of the student's personal details must be supported by official documentation.

**Changing your name into Irish will be reviewed by the Irish Language Officer.*

1.7 Student Societies and Sports Facilities

Trinity College has over 130 societies and clubs, catering for all interests.

- ✓ A [list of all relevant societies is available on the School website](#).

The College has a state-of-the-art Sports Centre on campus which includes a swimming pool, sauna and steam rooms, basketball, badminton, volleyball courts, and 5-a-side soccer pitch. Also located on campus are squash courts, tennis courts, rugby, football, and cricket pitches, and a summer athletics track.

- ✓ [Trinity Sports Clubs](#)

1.8 Emergency Procedure

The [College's Security Services team](#) provide a 24-hour service on the main university Campus. **The Emergency Number is 01 896 1999.** The contact number for the 24-hour Security Centre is 01 896 1317.

It is recommended that all students save at least one emergency contact in their phone under ICE (In Case of Emergency).

1.9 Data Protection

We are careful to comply with our obligations under data protection laws. For further

information on how the College obtains, uses, and discloses student data visit:

- ✓ [Trinity College Data Protection website](#)

1.10 Key Locations

[An up-to-date list of all key locations in the School and for affiliated programmes is available on the School website.](#)

Undergraduate Office

Located in Room 5080 (Arts Building). Students studying in the Department of Irish and Celtic Languages can visit Room 4055.

Postgraduate Office

Located in Room 5080 (Arts Building). Students studying in the Department of Irish and Celtic Languages can visit Room 4055.

School Office

The School Office (Room 5042) is located on the fifth floor of the Arts Building.

The Library

The College's research facilities include a book stack of more than 4 million volumes, one of the largest in Europe. As the only copyright library in Ireland, it enjoys the privilege of receiving, automatically and by right, all Irish and UK copyright material.

- ✓ [Access the Library catalogue online](#)

Some books have to be ordered from stacks in Santry, which takes a couple of days so it is advised to plan ahead.

Academic Registry

The [Academic Registry](#) is responsible for services that support the complete student lifecycle of Trinity College Dublin, from application to graduation.

Blackboard

Blackboard is the College online learning environment. The use of Blackboard varies from module to module, and individual lecturers will speak to you about the requirements for their module. In order to access a module on Blackboard the department administrator will enrol you on the module.

✓ [Access Blackboard](#)

If you have difficulty accessing a module on Blackboard, inform the relevant module lecturer.

Student Portal

My.tcd.ie allows students to view their own central student record containing all relevant information related to the course for which they are registered. To access the system you will need your College username and network password.

If your personal student information is incorrect, you should contact the Academic Registry (via email academic.registry@tcd.ie) stating your full name and student ID number.

All queries in relation to your timetable should be sent to timetables.sllcs@tcd.ie.

1.11 Email

All official email correspondence will be sent to TCD email addresses only. You should check your email on a regular basis. When emailing the Undergraduate team or academic staff, you should always include your TCD Student ID Number.

School Email Policy

Every student in the School has a TCD email address. You should check your College email daily during teaching term, as your lecturers and tutors will use it to communicate important information. If away from Trinity on Erasmus or

on an exchange you should still check your TCD mail periodically.

Sending Emails

Email is the primary method of contacting your lecturers and the School's professional staff with queries regarding coursework, to arrange an appointment, or to request a letter of recommendation.

Lecturers and administrators generally receive large volumes of emails. You may receive a quicker response by another means of contact, e.g. catching the lecturer at the end of a lecture or attending their office hours.

Email Etiquette

Email within College is essentially work-related, so emails should all be written in a professional tone and not in an informal manner.

As a courtesy, emails should address recipients by their name and title,
For example: "Dear Dr Maloney".

Subject Lines

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

Introduce Yourself

If you are writing to a member of staff for the first time, make sure to include your complete name and other relevant information (such as the module name).

Expectations about responses

Responses to email should only be expected during normal office hours (9.00am - 5.00pm., Monday to Friday).

During term time it is reasonable to expect a response to an email within 2-3 working days of sending it.

For urgent queries and matters taking place outside term time please liaise with your Tutor. Lecturers may have an 'out of office' response while on leave. A delay in response can be expected in these cases.

Requests for Transcripts

If you wish to request a copy of your academic transcript, contact the Undergraduate Office (undergraduate.slcs@tcd.ie). **Transcript processing requires a minimum of 10 to 14 working days.**

Include the following information in your email:

- Full name (as it appeared during your time as a student)
- Student number
- Programme of study
- Years of attendance at Trinity College Dublin

For older transcripts, the following details may not be available:

- Module or course descriptions for each academic year
- Module names corresponding to results listed on transcripts
- Descriptions of module content or learning outcomes
- ECTS credits, contact hours, or workload per module

Letters of Recommendation

For a letter of recommendation, it is polite to check that the relevant person is willing to write. If they are, they will probably want clear instructions as to where (or to which email address) it should be sent, and when; plus your CV, and the covering letter which you sent as part of your application.

Be Secure

Scams of various kinds are getting increasingly sophisticated. Be vigilant regarding what shows up in your inbox, and beware of phishing; never divulge bank account or other sensitive data, and do not click on links from unknown sources.

IT Services will **never** ask for your username and password in any email we send. You can confirm the validity of any communications from us by searching our website or by contacting the IT Service Desk.

- ✓ [Identifying Phishing and Fraudulent Emails \(IT Services\)](#)

1.12 Health and Safety on campus

- ✓ [Health and Safety information for current students](#)

2. Academic Integrity

All members of the academic community use and build on the work and ideas of others. However, it is essential that we do so with integrity, in an open and explicit manner, and with due acknowledgement.

Any action or attempted action that undermines academic integrity and may result in an unfair academic advantage or disadvantage for any member of the academic community or wider society may be considered as academic misconduct.

Examples of academic misconduct include, but are not limited to:

(i) plagiarism - presenting work/ideas taken from other sources without proper acknowledgement. Submitting work as one's own for assessment or examination, which has been done in whole or in part by someone else, or submitting work which has been created using artificial intelligence tools, where this has not been expressly permitted.

- ✓ Using another person's words without quotation marks constitutes academic misconduct (plagiarism) even if you have a reference to that person.

(ii) self-plagiarism - recycling or borrowing content from the author's own previous work without citation and submitting it either for an assignment or an examination;

(iii) collusion - undisclosed collaboration of two or more people on an assignment or task, or examination, which is supposed to be completed individually

(iv) falsification/fabrication

(v) exam cheating - action or behaviour that violates examination rules in an attempt to give one learner an unfair advantage over another;

(vi) fraud/impersonation - actions that are intended to deceive for unfair advantage by violating academic regulations. Using intentional deception to

gain academic credit;

(vii) contract cheating - form of academic misconduct in which a person uses an undeclared and/or unauthorised third party to assist them to produce work for academic credit or progression, whether or not payment or other favour is involved. Contract cheating is any behaviour whereby a learner arranges to have another person or entity ('the provider') complete (in whole or in part) any assessment (e.g. exam, test, quiz, assignment, paper, project, problems) for the learner. If the provider is also a student, both students are in violation.

✓ Further examples are available from [Teaching and Learning: Academic Integrity](#)

2.1 Academic misconduct in the context of group work

Students should normally submit assessments and/or examinations done in co-operation with other students only when the co-operation is done with the full knowledge and permission of the lecturer concerned. Without this permission, submitting assessments and/or examinations which are the product of collaboration with other students may be considered to be academic misconduct.

When work is submitted as the result of a group project, it is the responsibility of all students in the group to ensure, so far as is possible, that no work submitted by the group is plagiarised, or that any other academic misconduct has taken place. In order to avoid academic misconduct in the context of collaboration and group work, it is particularly important to ensure that each student appropriately attributes work that is not their own.

Should a module co-ordinator suspect academic misconduct in a group assignment, the procedure in cases of suspected academic misconduct must be followed for each student.

2.2 The consequences of academic misconduct

Where academic misconduct is suspected, the procedures described at [Teaching and](#)

[Learning: Academic Misconduct](#) will be followed.

2.3 Consequences in cases of suspected academic misconduct

If the instance of concern can be dealt with under the above procedure, one of the following consequences will be recommended:

Level 1: (0 - 200): poor academic practice/conduct

- Mandatory academic integrity training is required.
- Informal warning – a record is kept for the duration of the learner's enrolment on the programme of study to inform any future instances of concern
- The work must be corrected. The student is required to amend all elements identified as poor academic practice. Other content may or may not be altered as appropriate to the assessment and as determined by the School. The corrected work will be assessed. In the case of examinations, the work must be reassessed. The mark for the component/assessment/examination may or may not be reduced.

Level 2: (201 - 350): academic misconduct (minor infringement)

- ✓ Mandatory academic integrity training is required.
- Formal warning – a written warning is issued by the Director of Teaching and Learning (Undergraduate) or designate, and the instance of academic misconduct is recorded for the duration of the learner's enrolment on the programme of study.
- The work must be resubmitted. The student is required to amend all elements identified as breaching academic integrity. Other content may or may not be altered as appropriate to the assessment and as determined by the School. The resubmitted work will be assessed.
- In the case of examinations, the work must be reassessed. The component/assessment/examination mark will be reduced or capped at the pass

mark and might not be confirmed until the reassessment Court of Examiners.

Level 3: (351 - 500): academic misconduct (major infringement)

- Mandatory academic integrity training is required
- Formal warning – a written warning is issued by the Director of Teaching and Learning (Undergraduate) or designate, and the instance of academic misconduct is recorded for the duration of the learner's enrolment on the programme of study.
- The work must be resubmitted at the reassessment session. The student is required to amend all elements identified as breaching academic integrity. Other content may or may not be altered as appropriate to the assessment and as determined by the School.
- In the case of examinations, the work must be reassessed. The mark for the module will be capped at the pass mark and will not be confirmed until the reassessment Court of Examiners.

Level 4: (501 - 615): severe academic misconduct

- The case will be referred directly to the Junior Dean.
- **If the facts of the case are in dispute, or if the Director of Teaching and Learning (Undergraduate), or designate, feels that the consequences provided for under the academic misconduct procedure are inappropriate given the circumstances of the case, they may refer the case directly to the Junior Dean, who will interview the student and [may implement the procedures as referred to under Conduct and College Regulations – Section II](#). Nothing provided for under the summary procedure diminishes or prejudices the disciplinary powers of the Junior Dean under the 2010 Consolidated Statutes.**

2.4 **Avoiding Plagiarism**

It is a key responsibility of the author of any academic production – including your university work – to ensure that they do not commit plagiarism.

Crucial to this is accurate note-taking: every time you take notes, you should make it crystal clear, with due use of quotation marks, what you have taken from where – so that, when you come back to a chunk of your notes some days later, you don't plonk them into your essay without realising that the words and/or ideas came from someone else.

- ✓ [A general set of guidelines for students on avoiding plagiarism and other forms of academic misconduct is available on the Library website.](#)

These webpages also contain materials and advice on citation styles which are used to reference properly, as well as the four levels of plagiarism offences and their consequences. Your departmental handbook may also contain specific examples of referencing conventions in your discipline.

All students must complete the [Ready Steady Write plagiarism tutorial](#) and sign a declaration when submitting course work, whether in hard or soft copy or via Blackboard, confirming that you understand what plagiarism is and have completed the tutorial.

If you read the information on plagiarism, complete the tutorial and still have difficulty understanding what plagiarism is and how to avoid it, please seek advice from your College tutor, lecturer, or supervisor.

2.5 Accurate Referencing

Providing full and accurate references is an essential academic skill. It will also protect you from plagiarism.

There are various formats for providing references, the most common ones being footnotes (MHRA /Oxford; 'Chicago style'), the 'Harvard style' (e.g. 'Maloney 2017:56') and (less commonly) endnotes. Individual departments, modules, and

lecturers may indicate their own preferences, which may reflect the practice in a particular subject area.

A key point about referencing is that the reader will normally assume that a reference applies only to the sentence it attaches to, and not to other sentences in the paragraph. For example, consider this (imaginary!) paragraph:

Vampire mermaids are found through large stretches of the Milky Way. They congregate next to particularly twinkly stars, and their sardonic laughter rings loud through the darkness of the universe, keeping any passing walruses awake at night. They are especially fond of fair-trade chocolate, which they eat in untold quantities (Anderson 1995: 96).

The reader will assume that the reference to Anderson only applies to the final sentence of the paragraph, and that the previous sentences and their content are original to the author. If Anderson is in fact the source of all the information, this needs to be made clear, for example:

According to Anderson (1995: 96), vampire mermaids have the following notable characteristics: they are found through large stretches of the Milky Way; they congregate next to particularly twinkly stars; they have sardonic laughter which rings loud through the darkness of the universe, keeping any passing walruses awake at night; and they are especially fond of fair-trade chocolate, which they eat in untold quantities.

This makes it crystal clear to the reader that all the *information* is derived from Anderson.

But – if any of the *wording* comes from Anderson, this also needs to be indicated, by quotation marks:

According to Anderson (1995: 96), Vampire mermaids have the following notable characteristics: they are found through “large

stretches of the Milky Way”; they congregate next to “particularly twinkly” stars; they have “sardonic laughter which rings loud through the darkness of the universe, keeping any passing walruses awake at night”; and they are especially fond of fair-trade chocolate, which they eat in “untold quantities”.

Failing to use these quotation marks would constitute plagiarism.

2.6 AI (‘Artificial Intelligence’)

✓ [Review the School’s guidelines on the use of GenAI](#)

If you use it, GenAI must be acknowledged like any other source: if you take information and/or ideas from it, you should indicate this just as if you were taking them from a published article. If you take wording from GenAI, this should be acknowledged and in quotation marks. If you gave it multiple prompts, there should be multiple citations.

As with any other source, long strings of quoted matter are not advisable. Failure to provide such acknowledgments constitutes a breach of the College plagiarism policy.

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

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

2.7 Declaration on Coversheets

Work submitted for credit should always have a coversheet that contains the following

declarations:

'I have read and I understand the provisions about academic integrity in the [General Regulations of the University Calendar for the current year](#), I have read and understand the policy on AI in the School handbook.'

The cover sheet should also state whether you have used AI or not. If 'yes', then you must reference it as detailed above. Please refer to your department for any further specifications about the format of coversheets.

2.8 Turnitin

For most pieces of assessed coursework, you will be instructed to submit via 'Turnitin', a platform which includes anti-plagiarism software. This will automatically generate a 'report' for the marker, showing up any cases which the platform has identified as likely constituting plagiarism.

Turnitin is only one tool at markers' disposal, and markers with suspicions of plagiarism may investigate by other means (e.g. Google searches).

Where you are not required to submit coursework via Turnitin, the School nonetheless reserves the right to put the work through Turnitin.

3. Teaching and Learning

3.1 Explanation of ECTS Weighting

The European Credit Transfer and Accumulation System (ECTS) is an academic credit system based on the estimated student workload required to achieve the objectives of a module or programme of study. It is designed to enable academic recognition for periods of study, in order to facilitate student mobility and credit accumulation and transfer. The ECTS is the recommended credit system for higher education in Ireland and across the European Higher Education Area.

The ECTS weighting for a module is a **measure of the student input or workload** required for that module, based on factors such as the number of contact hours, the number and length of written or verbally presented assessment exercises, class preparation and private study time, laboratory classes, examinations, clinical attendance, professional training placements, and so on as appropriate. There is no intrinsic relationship between the credit volume of a module and its level of difficulty.

The European **norm for full-time study over one academic year is 60 credits**. 1 ECTS credit represents 20-25 hours estimated student input, so a 10-credit module will be designed to require 200-250 hours of student input including class contact time, assessments, and examinations.

ECTS credits are awarded only upon successful completion of the course year.

Progression from one year to the next is determined by the programme regulations. Students who fail a year of their programme will not obtain credit for that year even if they have passed certain component modules. Exceptions to this rule are one-year and part-year visiting students, who are awarded credit for individual modules successfully completed.

3.2 Programme Architecture

Undergraduate programme pathways can lead to awards such as Single Honours, Joint Honours, Multidisciplinary, Major, and/or Minor.

Most Trinity Undergraduate degrees last four years, of which the first two are known as 'Freshman' years, and the last two as 'Sophister' years.

The pairs of years are further subdivided into 'Junior' and 'Senior', so that the full range is:

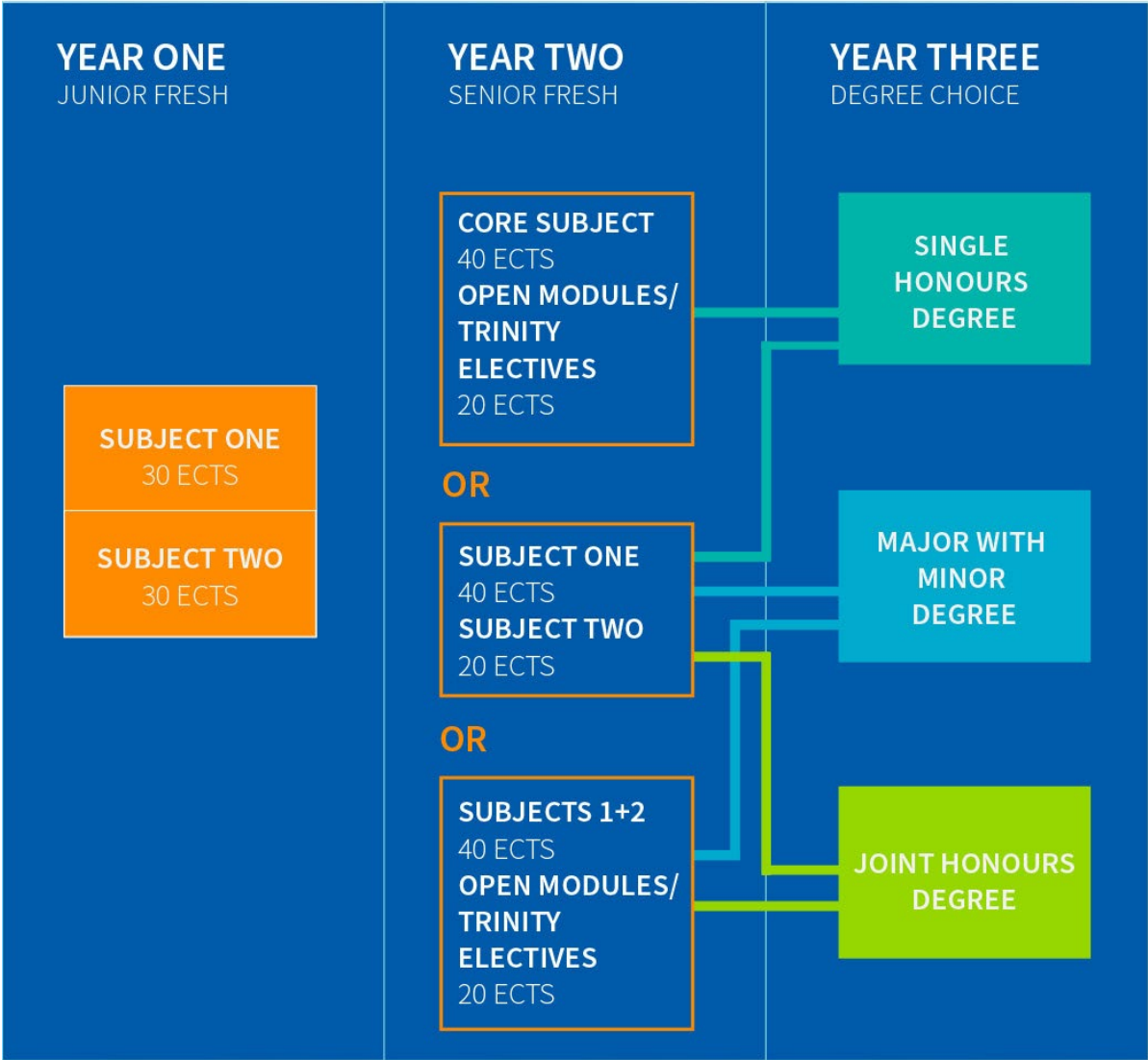
1. JF (year 1)
2. SF (year 2)
3. JS (year 3)
4. SS (year 4)

Trinity Joint Honours (TJH) programmes offered by SLLCS:

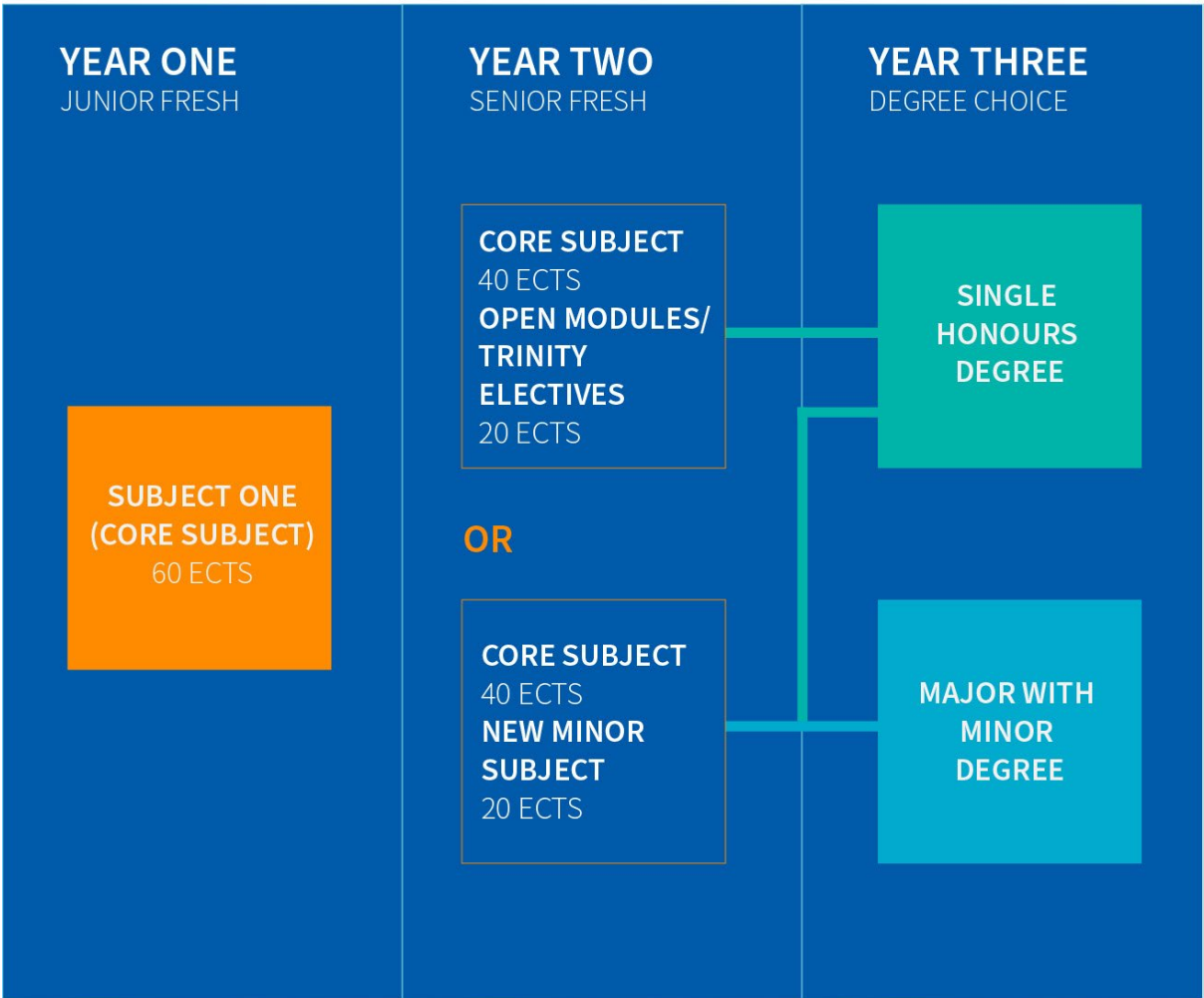
- Early Irish
- French
- German
- Irish
- Italian
- Spanish
- Russian
- Middle Eastern, Jewish and Islamic Civilisations
- Law and a Language (French/German) [Fixed Pathway]
- Business Studies and a Language [Fixed Pathway]

Pathways and degree [awards offered through Trinity Joint Honours \(TJH\)](#):

JOINT HONOURS PATHWAYS

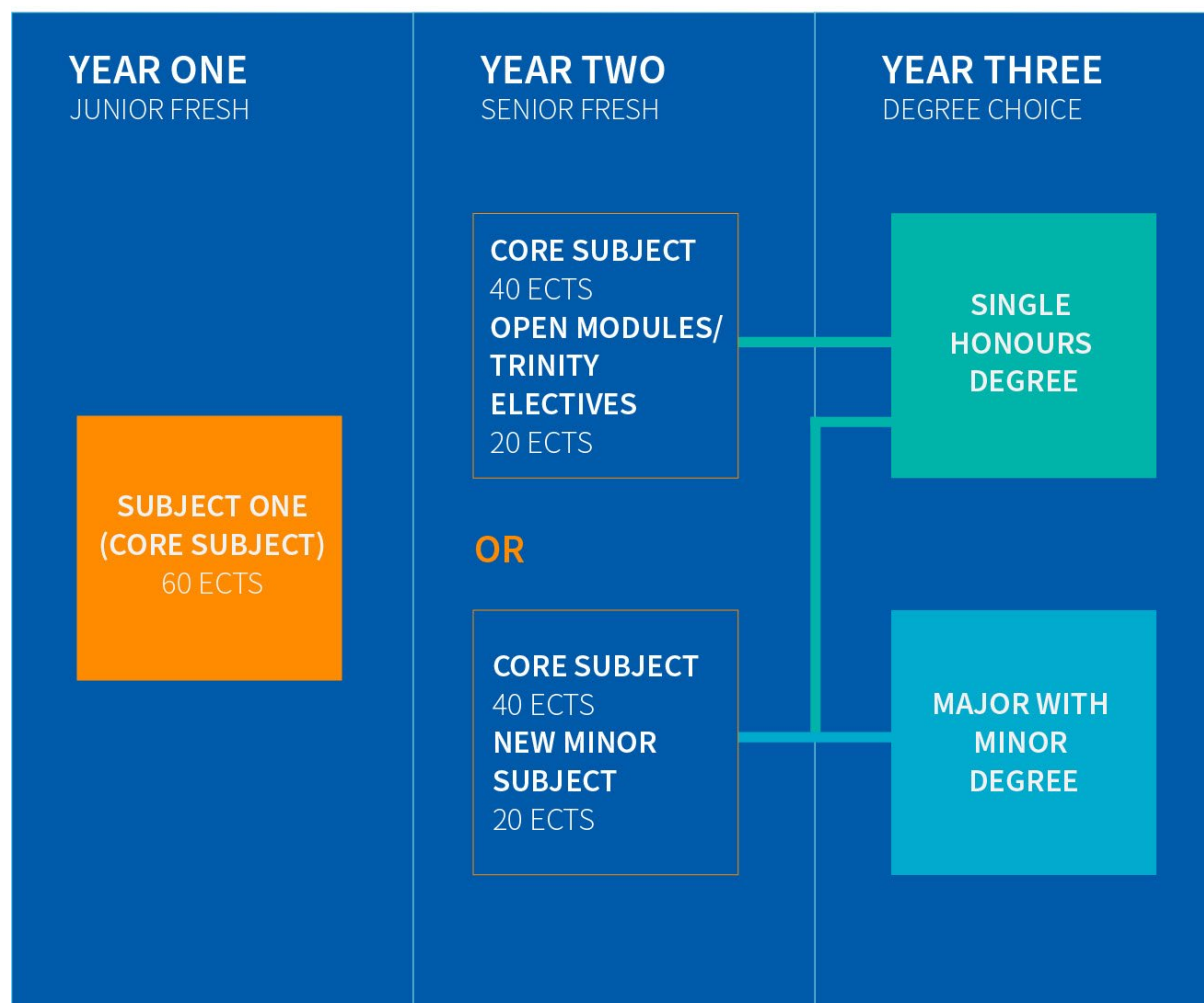


SINGLE HONOURS PATHWAYS



SLLCS offers a [Single Honours Programme](#) in [Early and Modern Irish](#):

SINGLE HONOURS PATHWAYS



Further information on the choices and pathways available to Joint Honours students:

- ✓ [Academic Registry: Joint Honours Pathway](#)
- ✓ [Trinity Joint Honours Programme Office](#)

Multidisciplinary undergraduate programmes offered by SLLCS:

- [European Studies](#)
- [Middle Eastern and European Languages and Cultures](#) (MEELC)
- [Computer Science, Linguistics and a Language](#) (CSLL)

Common Architecture

FRESHMAN YEARS: 120 ECTS

ENTRY ROUTE:



DEGREE:

KEY: S1 - Subject 1 | S2 - Subject 2 | JF - Junior Freshman | SF - Senior Freshman | JS Junior Sophister | Senior Sophister

3.3 Attendance Requirements

Students must attend College during the teaching term. They must participate fully in the academic work of their classes throughout the period of their course. Lecture timetables are published through my.tcd.ie before the beginning of Michaelmas teaching term. It is the responsibility of students to inform themselves of the dates, times, and venues of their lectures and other forms of teaching by consulting these timetables.

In accordance with the regulations laid down by the University Council, students may be returned for the semester as non-satisfactory (NS) if they have been absent for more than a third of their course of study in any term. Students reported as non-satisfactory for the Michaelmas and Hilary terms of a given year may be refused permission to take their 'semester two' assessment or examinations and may be required by the Senior Lecturer to repeat the year. Further details are available in the College Calendar:

- ✓ [College Calendar, Part II, General Regulations and Information, §§ 24-25.](#)

3.4 Timetable and Module Descriptors

Your timetable (accessible via my.tcd.ie) details all the modules you are scheduled to attend in each semester. Particularly at the start of term, the timetable is subject to change, so make sure to consult the online version regularly.

Module descriptors for each module you are timetabled for can be found on my.tcd.ie. Additional information about the module is normally found on the module's Blackboard page, and/or in documents circulated by the lecturer.

The School reserves the right to amend the list of available modules and, in particular to withdraw and add modules.

Timetabling may restrict the availability of modules to individual students. The timetabling office does its best to resolve clashes which arise. These should be notified to timetables.sllcs@tcd.ie.

3.5 Reading Lists

Most modules will issue you with a reading list. This may well contain more than you can feasibly read, in which case you should prioritise intelligently. Learning what is worth reading slowly, what can be read quickly, and what can be skimmed, is an important skill in the Humanities. The same comment applies to learning to identify what is important and what is not, and how this changes from context to context.

Some readings may be marked as compulsory, in which case you should follow the instruction.

Some lecturers prefer you to do the reading before their lecture, so that you come to it prepared; others prefer for the reading to happen after the lecture, so that the lecture guides you through what you will go on to read. Where no indication is given, you need to see what works for you.

3.6 Study Abroad

Students have opportunities to study abroad through an approved Erasmus or College-wide exchange programme during their JS year. Students should note that marks achieved abroad count towards their final degree result.

For general information on study abroad consult the [School's Study Abroad webpage](#).

Any TJH student interested in applying to study abroad should first consult the [TJH Regulations for Study Abroad](#).

For further information about the options available in different departments and on different programmes, please consult the relevant departmental coordinator.

For some programmes, study abroad is compulsory. [This is specified in the relevant regulations and handbooks](#).

3.7 Student Feedback

The School of Languages, Literatures and Cultural Studies has a policy of openness and transparency with respect to the design, delivery, and assessment of the curriculum at undergraduate and postgraduate levels. We are keen to foster a critical mindset in students and to encourage constructive dialogue between staff and students on the structure and delivery of the curriculum.

The School seeks feedback through departmental and School meetings at which student representatives are present, as well as through the completion of module evaluation forms at the end of each module. The forms are anonymous.

3.8 Student Concerns

Where a student or group of students has concerns with any aspect of their programme, the following procedure should be followed:

- The student should, either directly or through a representative, address their concerns to the lecturer responsible for teaching the module in a constructive and conciliatory manner. Students should be reassured that such an initiative will not impact on their standing or progress: there are processes in place, such as second marking and external examiners, to ensure this does not happen.
- If this first initiative does not resolve a student's concerns, an informal approach should be made to the Head of Department, and only if this procedure does not resolve the issue should an approach be made to the Director of Teaching and Learning, who may consult the Head of School.
- At every stage of the process it is essential to respect the dignity and the right to confidentiality of all parties.

- ✓ [Dignity and Respect Policy](#)
- ✓ [Student Complaints Procedure](#)

3.9 Capstone Project

The Undergraduate [Capstone Project](#) — though defined differently by different subjects (and sometimes referred to as a dissertation) — is the common element across all undergraduate degree exit routes. It is weighted at 20 ECTS.

The capstone project requires a significant level of independent research by the student. It should be an integrative exercise that allows students to showcase skills and knowledge which they have developed across a range of subject areas and across their four years of study. It should result in the production of a significant piece of original work by the student. Students should refer to College Policies and Procedures with regards to research guidelines and ethical practices.

- ✓ [Policy on Good Research Practice](#).

3.10 Ethical Approval for the Capstone Project

All research is subject to ethical scrutiny. However, at Trinity College only research involving human participants or their data or research on animals requires ethical approval. You should consult both your Capstone supervisor and the [College Policy on Good Research Practice](#) to determine whether ethics approval is relevant for your project.

If, for example, interviews or surveys are a core element of your Capstone research, you must apply for ethics approval to the SLLCS Research Ethics Committee. **We advise that you engage with this process early (asap) in Michaelmas Term, so that you can progress your research without issue.**

This means that you would normally submit your R&E Capstone application by end of October or the start of November. Delaying the application will hold up your project,

which could have serious consequences for your ability to get a good mark. Bear in mind that Capstones are normally submitted by HT week 8 (TJH) or 9 (ES), so if you submit an application in January/February, you are running out of time. Your Capstone supervisor is integral to this process, as they will be called upon to participate in the online approval process.

4. Examination and Assessment

4.1 Examinations

There are formal University assessment sessions following the end of teaching term in semester one (in Michaelmas term) and following the end of teaching term in semester two (in Trinity term). Students are assessed at the end of semester one in all modules that are taught only in semester one and at the end of semester two in all year-long modules and all modules that are taught only in semester two.

There is one reassessment session (sometimes called the 'supplemental period') which is held at the beginning of Michaelmas term. Reassessments of exams are held during this period. For missing coursework, Departments will usually set a deadline some weeks before this, to allow for marking time. Students are assessed in all failed modules from both semesters at the reassessment session.

Students are required to complete all assessment components for each module as prescribed by the programme regulations. No notice is required of intention to take an end-of-semester examination or to sit for reassessment in the course for which students have registered. It is the responsibility of students to establish the date, time, and venue of their examinations by consulting the relevant timetable on the my.tcd.ie portal. No timetable or reminder will be sent to individual students by any office. Examination timetables are published four weeks in advance of the dates of examinations on the my.tcd.ie portal. The College reserves the right to alter the published time and date of an examination in exceptional circumstances. Students should ensure that they are available for examinations for the duration of the assessment session.

Students are not permitted to repeat successfully completed assessments or examinations in order to improve their performance.

4.2 Absence from Examinations

The following is an extract from the College Calendar outlining the [College policy on absence from examinations \(50-58\)](#):

Students who are unable to complete such assessment components necessary to complete a module or modules at the end of the appropriate semester due to certified illness, disability, or other grave cause beyond their control may seek, through their tutor, permission from the Senior Lecturer to present at the reassessment session. Where certified illness, disability, or other grave cause beyond their control prevents a student from completing at the reassessment session they may seek, through their tutor, permission from the Senior Lecturer to repeat the year.

Where such permission is sought, it must be appropriately evidenced:

(a) For illness: medical certificates must state that the student is unfit to sit examinations/ complete assessment and specify the date(s) of the illness and the dates on which the student is not fit to sit examinations/complete assessment. Medical certificates must be submitted to the student's tutor within three days of the beginning of the period of absence from the assessment/examination.

(b) For other grave cause: appropriate evidence must be submitted to the student's tutor within three days of the beginning of the period of absence from the assessment/examination.

Where illness occurs during the writing of an examination paper, it should be reported immediately to the chief invigilator. The student will then be escorted to the College Health Centre. Every effort will be made to assist the student to complete the writing of the examination paper.

Where an examination/assessment has been completed, retrospective withdrawal will not be granted by the Senior Lecturer nor will medical certificates be accepted in explanation for poor performance.

- If protracted illness prevents students from taking the prescribed assessment components, so that they cannot rise into the next class, they may withdraw from College for a period of convalescence, provided that appropriate medical certificates are submitted to the Senior Lecturer. If they return to College in the succeeding academic year they must normally register for the year in full in order to fulfil the requirements of their class. Where appropriate please see the regulations governing

fitness to practise.

- Where the effects of a disability prevent a student from taking the prescribed assessment components, so that they cannot rise into the next class, the Senior Lecturer may permit the student to withdraw from College for a period of time provided that appropriate evidence has been submitted to the Disability Service. If they return to College in the succeeding academic year they must normally register for the year in full in order to fulfil the requirements of their class.
- The nature of non-standard examination accommodations, and their appropriateness for individual students, will be approved by the Senior Lecturer in line with the Council-approved policy on reasonable accommodations. Any reports provided by the College's Disability Service, Health Service or Student Counselling Service will be strictly confidential.

4.3 In-Class Tests

The dates of in-class tests are announced at the beginning of the academic year, and it is very important that you attend them. Missing an in-class test without valid justification will lead to a mark of 'zero' for it. If you can provide a valid justification for absence (such as a medical certificate), the weight of the remaining components in the module will be recalculated accordingly. For a justification to have validity, it will normally involve a serious and unforeseeable occurrence beyond your control.

If you think you may be absent from a test for any reason, please contact the module instructor and/or coordinator as early as possible.

4.4 Coursework Requirements

In-course assessment and examination arrangements, including marking conventions, rubrics, and grade descriptors, as well as guidelines on presentation and submission of work for assessment purposes, can be found in departmental handbooks, on departmental websites, and/or on Blackboard pages. Please ensure that you familiarise yourself with these requirements.

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

4.5 Coursework – Penalties for Late Submission

All students must fulfil the requirements of attendance and coursework which attach to their programme of study. Coursework should be submitted by the relevant deadline.

Coursework submitted late will, in the absence of an approved extension or acceptable justification (e.g. medical certificate), be penalised as follows:

- 2 marks will be deducted from the final mark for each twenty-four hour period, or part thereof, that an assignment is late;
- After 14 twenty-four hour periods the assignment will not be accepted for marking, and a mark of zero will be awarded.

These penalties are, with the agreement of all departments and programmes, applicable across the School of Languages, Literatures and Cultural Studies.

4.6 Extensions on coursework

If you have a problem submitting one or more pieces of coursework on time, you should contact your tutor – or, alternatively, the [Senior Tutor's office](#).

They can, on your behalf, request an extension from the lecturer concerned. An extension means that you may submit late (by the extended deadline) without penalty.

4.7 Marking Scale

The following class marking scale is used for undergraduate degree and diploma programmes:

I	70-100 %
II.1	60-69 %
II.2	50-59 %
III	40-49 %
F1	30-39 %
F2	0-29 %

For further information please refer to the [College Calendar, Part II, General Regulations and Information, Section II, Item 30](#). Individual Departments and even modules may have their own marking schemes.

4.8 Progression Regulations

It is extremely important that students familiarise themselves with the College's [Academic Regulations](#), which determine whether a student is allowed to progress to the next year of study (or, in the final year, to get their degree).

If after the reassessment/supplemental period a student still has one or more failed modules, the student will normally (unless a single fail can be compensated for) not be allowed to progress to the next year.

4.9 Reassessment and the supplemental period

You are required to submit assessed coursework by the specified deadlines, and to pass it. However, where this does not happen the Court of Examiners is likely to give you permission to be assessed during the 'supplemental period', in the summer.

The deadlines for the supplemental period are set by each department. If the supplemental period applies to you, it is very important to meet the deadlines in it, since failure to do this will very probably mean that you have to repeat the year.

A given module's mode of assessment in the supplemental period is not always the same as the mode of assessment at annual assessment (i.e. in the period September-May). For example, if the annual mode of assessment was two essays, the supplemental assessment for the same module might be different – you simply cannot assume that you submit 'the missing essay'.

It is therefore your responsibility to ensure that you are aware of the requirements for reassessment in individual modules, and of the deadlines which apply to them. In the first instance you should check module information on Blackboard, or ask the module coordinator.

4.10 Degree Awards

Your degree award (Single Honours, Major with Minor, Joint Honours, etc.) will depend on your programme of study. Please refer to your departmental/programme handbook for further information.

The [National Framework of Qualifications](#) (NFQ) is a system of ten levels used to describe the Irish qualifications system. The NFQ is based on standards of knowledge, skill and competence and incorporates awards made for all kinds of learning, wherever it is gained.

5. Scholarships and Prizes

5.1 Foundation Scholarship

Students enter for the Scholarship examination in their Senior Fresh year. Any student thinking of applying for the Scholarship examination should consult with their relevant department(s) or degree programme coordinator.

Many departments hold meetings in MT to advise students on the structure and duration of the exams. Students must give formal notice of [their intention to take the examination on the prescribed form available on the Academic Registry website](#).

✓ [College regulations for the achievement of Scholarship](#).

5.2 Prizes, Medals and other Scholarships

The College Calendar [provides a College-wide list of prizes available to students](#).

5.3 Gold medals

Gold medals are awarded by the Board of Trinity College to candidates of the first class who have shown exceptional merit at degree examinations in honour or professional [courses](#). The Board of Trinity College has approved specific [Criteria for the Award of Gold Medals](#).

6. After Graduation

6.1 Postgraduate Study

Postgraduate education is an excellent thing to do, both intellectually and to maximise employability. The School hosts a thriving community of postgraduate students. [We offer a range of one-year taught MPhil programmes and a three- to four-year doctoral \(PhD\) programme.](#)

[Taught Postgraduate Programmes](#)

- Digital Humanities and Culture
- Literary Translation
- Comparative Literature
- Identities and Cultures of Europe
- Applied Intercultural Communications
- Middle East in a Global Context (online)

[Postgraduate Diplomas](#)

- Early Irish
- Old Irish
- French for Teachers
- Irish for Teachers

[PhD Research](#)

[The School offers PhD research supervision in various areas of expertise.](#)

6.2 Careers

[Trinity's Careers Advisory Service](#) supports students with career planning through a range of practical supports. It aims to help equip students with the skills needed to enhance their employability and succeed in their future careers.

[MyCareer](#) is an online career management portal which enables students to:

- Search and apply for job opportunities
- Search postgraduate courses and funding opportunities
- View and book employer and Careers Service events
- Submit career queries to the Careers Service team
- Book an appointment with your Careers Consultant