MISSION STATEMENT

The Centre for Deaf Studies, University of Dublin, is committed to excellence in both innovative research and teaching in the area of Deaf Studies, to the enhancement of the learning of each of its students and to an inclusive college community with equality of access for all in an ISL/English bilingual and multicultural environment. The Centre will continue to disseminate its knowledge and expertise for the benefit of the Deaf community and wider society.
Please note that all course information outlined in this handbook is relevant to the academic year 2015-16 only.

We strongly encourage you to keep this booklet carefully and refer to it during the year. The information contained in this booklet is also available at the Centre for Deaf Studies website at www.tcd.ie/slscs/cds.

Queries:

- If you have a query about your degree course, you should contact Dr. John Bosco Conama, the Coordinator of the Bachelor in Deaf Studies at comamaj@tcd.ie; (as for Hilary and Trinity Terms, Patrick Matthews will be an acting coordinator)

- If you have a query about your JF degree course, you should contact Carmel Grehan, JF Coordinator of the Bachelor in Deaf Studies at cgrehan@tcd.ie

- If you have a query about your SF degree course, you should contact Patrick Matthews, SF Coordinator of the Bachelor in Deaf Studies at matthep@tcd.ie.

- If you have a query about your JS degree course, you should contact Ms. Teresa Lynch, JS Coordinator of the Bachelor in Deaf Studies at comamaj@tcd.ie.

- If you have a query about your SS course, you should contact Ms. Sarah Sheridan, SS Coordinator of the Bachelor in Deaf Studies at sherids1@tcd.ie.

- If you want to talk to someone about your progress in College generally, contact your College Tutor (as assigned by College on registration). College tutor contact details are also provided in the all students handbooks.

- If you want to query support provisions such as interpreting, note-taking, reading support, etc. contact Declan Reilly, Disability Support Service at reillyde@tcd.ie.

- If you have a query or concern about a particular module (course) you should contact your lecturer directly. Lecturers contact details are provided in all the student’s handbooks.

- To contact the Centre’s Executive Officer, email cdsinfo@tcd.ie.

- If you have a query about the Centre or about pursuing postgraduate work in the area of Deaf Studies, you should contact Prof. Lorraine
Leeson, Director of the Centre for Deaf Studies and Director of Research, School of Linguistic, Speech and Communication Sciences at leesonl@tcd.ie
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1. Safety Issues

Safeguarding against hazards
All equipment is installed in CDS according to normal safety requirements. All equipment is regularly checked and maintained. Any piece of equipment that for any reason becomes unsafe is immediately withdrawn from service. If you notice that a piece of equipment is not working as it should, you should report it to the Fire Safety Officer on duty**.

1.1. Responsibility for safety
There is a duty on all CDS staff and students to take care of their own safety while in CDS. Students should ensure that they fully understand how to operate all equipment before using it and should immediately report any faulty equipment or other hazards to a member of staff.

1.2. Fire safety
Students should familiarise themselves with the evacuation procedures and assembly points for South Leinster Street. The Centre for Deaf Studies, in consultation with the management of South Leinster Street endeavours to hold regular fire drills throughout the academic year. Students MUST follow instructions given to them by members of staff during such evacuations.

General rules that must be obeyed during evacuations include:

- When a fire alarm rings/ flashes, leave the building immediately.
- Do not take time to pack your bag, get your coat, etc.
- Walk. Do not run or push others.
- Go to the assembly point indicated for your part of the building – **Trinity Point buildings at the junction of Leinster Street South and Leinster Lane**.
- Do not re-enter the building until you are told that it is safe to do so.

**Mr. Patrick Matthews is our Fire Safety Officer.**
1.3. The School of Linguistic, Speech and Communication Sciences (SLSCS)

The Centre for Deaf Studies is a constituent part of the School of Linguistic, Speech and Communication Sciences (SLSCS). SLSCS engages in teaching and research in relation to a broad range of theoretical and applied issues in language, speech and communication. It comprises of the following academic units:

- Centre for Language and Communication Studies (CLCS)
- Department of Clinical Speech and Language Studies (CSLS)
- Centre for Deaf Studies (CDS)

The Centre for Language and Communication Studies (CLCS), is located on the 4th Floor of the Arts Building and the Department of Speech and Language studies is located on 1st Floor, South Leinster Street. The Head of CLCS is Dr. Elaine Uí Dhonnchadha.

The Head of School is Dr. Martine Smith. The Director of Undergraduate Teaching and Learning is Dr. Pauline Sloane. The email address for the school is slscs@tcd.ie and the School’s website can be viewed at http://www.tcd.ie/slscs/.

1.4. About the Centre for Deaf Studies (CDS)

The Centre is open each weekday between 9:00am-5:00pm during term time. Outside term time you will need to consult the student notice board of office hours. Classes held at CDS may take place at times outside these opening hours and students may access the CDS facilities outside these hours, while security officers are on duty.

1.5. Some Background to the Centre

The Centre was established in 2001. Before this time, Deaf Studies was already represented in the work of the Centre for Language and Communication Studies: since the late 1980’s, CLCS ran the extra mural ISL classes (the first ISL evening classes in the country), and, in 1992, CLCS ran the first ISL/English Interpreter and ISL teacher training programmes in Ireland, in partnership with the Centre for Deaf Studies at the University of Bristol and the Irish Deaf Society.

Following from this, CLCS ran the first extra-mural course in Deaf Studies in Ireland in 1994, and offered academic supervision to a number of postgraduate students in the field of sign linguistics. Dr. Patrick McDonnell was the first Irish person to complete a descriptive linguistic analysis of ISL, with supervision from Prof. John I. Saeed at CLCS. Prof. Saeed also supervised Prof. Lorraine Leeson’s doctoral work, and he continues to be involved in work relating to ISL today. A number of other current and past CDS staff have completed masters degrees at CLCS in the area of theoretical and applied linguistics including Prof. Lorraine Leeson, Mr. Patrick A. Matthews, Ms. Dawn Duffin, Mr. Joe Mc Donnell, Ms. Dee Byrne-Dunne, Ms. Gudny Thorvaldsdottir, Ms. Carmel Grehan and the late Ms. Laura Sadlier. Their studies looked at a range of theoretical and applied linguistics topics with relevance to the Irish Deaf community. All dissertations are stored in the College’s library and can be accessed by students.
Other lecturers completed their masters and doctorate degrees in other universities in the similar fields. Dr. John Bosco Conama completed his masters’ degree on social policy in TCD and achieved his doctorate on equality studies in University College Dublin. Ms. Teresa Lynch is completing her masters’ degree on Deafhood in University of Bristol. Ms. Sarah Sheridan completed her masters’ degree on intercultural studies in Dublin City University.

The purpose of the Bachelor in Deaf Studies is to train professionals who will work with and in the Deaf community in a general capacity, or more specifically, as Irish Sign Language (ISL)/ English interpreters and teachers of ISL. A primary emphasis is placed on the development of Irish Sign Language skills.

In all ISL courses, communication in ISL will be the main goal, and ISL serves as the principle means of teaching and learning. From this, we see ISL as the working language of CDS, with English as the second language in use.

We aim to foster respect for the use of ISL in a wide range of environments – from formal academic lectures to casual interaction. To achieve this aim, we strongly encourage you to use ISL in all interactions within the Centre insofar as possible.

The Centre also offers supervision to students undertaking postgraduate work (masters and doctoral level) in the area of Deaf studies, Translation and Interpreting Studies, and Sign Linguistics (Theoretical and Applied).

2. Bachelor in Deaf Studies
   2.1. School
   The School of Linguistic, Speech & Communication Sciences, will offer the degree. The Centre for Deaf Studies will deliver the core content, with additional course content contributed by the Department of Clinical Speech and Language Studies and the Centre for Language and Communication Studies.

   2.2. Programme Aims:
   The degree programme aims to:
   - Deliver skill competency in Irish Sign Language to level C1 (receptive/comprehension) and B2 (productive/expression) as outlined by the Council of Europe’s Common European Framework of Reference for Languages (CEFR). The Common European Framework of Reference for Languages (CEFR) maps language competence across six broad categories ranging from A1 (beginners) to C2 (highly proficient across a range of high-level domains). The CEFR serves two major functions: (1) **Reporting**: it adds information about a learner’s experience and concrete evidence of achievements in their language/s. This coincides with the EU’s interest in facilitating individual mobility and relating regional and national qualifications to internationally agreed standards; (2) **Pedagogical**: it makes learning languages more transparent to learners and helps develop their capacity for self-reflection and self-assessment and assume greater responsibility for learning (i.e. learner autonomy).
• Develop knowledge about the socio-cultural issues that impact on Deaf people in society through a broad range of programmes that reflect the thematic issues of relevance to the Deaf community in Ireland and internationally.

• Offer appropriate scope for professional development within the specific domains of working with the Deaf community, and, depending on specific path choice, competence as an Irish Sign Language/English interpreter or as an Irish Sign Language Teacher.

2.3. European Credit Transfer and Accumulation System (ECTS)
The European Credit Transfer and Accumulation System (ECTS) is a student-centred system based on the student workload required to achieve the objectives of a programme of study. The system has been implemented in all Irish higher education institutes as part of the European Union’s ‘Bologna Process’. ECTS allow for transparency across higher institutes in the European Union with respect to student work completed in the attainment of an undergraduate or postgraduate award. The following principles are applied:

• The ECTS works on a yearly norm of 60 credits for a full-time course over one academic year where one credit represents 20-25 hours estimated student input. The measure of one academic year is 40 weeks from the start of Michaelmas Term to the end of the annual examination period.

• The duration of a programme leading to a particular award is also expressed in terms of ‘credit volume’, for example the TCD four-year honors Bachelor degree is 240 ECTS, while the ordinary Bachelor degree is 180 ECTS. The Diploma courses offered by CDS are 120 ECTS.

• ECTS credits are assigned to course components or modules incorporating their associated assessment exercises and examinations, and also to other forms of structured student input, such as major projects, dissertations, practice placements, etc. where these do not form part of the assessment for a taught component which is itself assigned ECTS credits.

• The ECTS credit is a measure of student input, and does not necessarily correlate to the number of contact hours, notably for example in the case of major projects or research dissertations. The calculation of student input is based on such factors as the number of contact hours, the number and length of written or verbally presented assessment exercises, the amount of class preparation required for lecture, tutorials, laboratory classes, private study time, writing examinations, clinical attendance, professional training placements, and so on.

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

2.4. Re-admission to the degree programme
Current holders of the College’s undergraduate diplomas in Deaf Studies,
ISL/English interpreting and ISL teaching, awarded prior to 2011, who have also achieved an overall grade of second class (second division) at diploma level, may be considered for entry to the Sophister years of the degree at the discretion of the course committee.

2.5. Course Structure & Content: Overview of Programme
Core, elective and optional elements
An overview of course structure and content is given in Table 1. As shown, there is a common curriculum in the Freshman years while three strands or ‘tracks’ allow a degree of specialisation in the Sophister years. Students wishing to follow the ISL teaching or ISL/English Interpreting strands must attain an overall grade of at least II.2 in the Senior Freshman year. Students may opt to graduate with a Diploma in Deaf Studies at this point or continue to year 3 of the Bachelor in Deaf Studies following the Deaf Studies strand. It should be noted that as per College mobility arrangements, students may avail of Erasmus opportunities in Year 3 of the degree programme.
<table>
<thead>
<tr>
<th>Year 1</th>
<th>ECTS Year 1</th>
<th>Year 2</th>
<th>ECTS Year 2</th>
<th>Year 3</th>
<th>ECTS Year 3</th>
<th>Year 4</th>
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<tbody>
<tr>
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<td>ISL 3</td>
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<td>ISL 5</td>
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<td>ISL 7</td>
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<td>ISL 4</td>
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<td>ISL 6</td>
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<td>ISL 8</td>
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<td>Interactive Discourse Analysis</td>
<td>10</td>
<td>Placement 1</td>
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<td>Placement 3</td>
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<td>Working with the Deaf Community</td>
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<td>Placement 2</td>
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<td>Placement 4</td>
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<td>Dissertation</td>
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<td>Advanced Topics in Deaf Studies</td>
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| ECTS | 60 | ECTS | 60 | ECTS | 60 | ECTS | 60 |
Table 2: Bachelor in Deaf Studies (Interpreting strand)

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<thead>
<tr>
<th>Year 1</th>
<th>ECTS Year 1</th>
<th>Year 2</th>
<th>ECTS Year 2</th>
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<th>Year 4</th>
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<td>ISL 6</td>
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<td>ISL 8</td>
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<td>Interactive Discourse Analysis</td>
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<td>Placement 3</td>
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<td>10</td>
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**Table 3: Bachelor in Deaf Studies (ISL Teaching strand)**

<table>
<thead>
<tr>
<th>Year 1</th>
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<th>Year 2</th>
<th>ECTS Year 2</th>
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<th>ECTS Year 3</th>
<th>Year 4</th>
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<tbody>
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<td>ISL 3</td>
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<td>ISL 5</td>
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<td>ISL 7</td>
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<tr>
<td>ISL 2</td>
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<td>ISL 6</td>
<td>10</td>
<td>ISL 8</td>
<td>10</td>
</tr>
<tr>
<td>Working with the Deaf Community</td>
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<td>Interactive Discourse Analysis</td>
<td>10</td>
<td>Placement 1</td>
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<td>Placement 3</td>
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<tr>
<td>Perspectives on Deafness</td>
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<td>Working with the Deaf Community</td>
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<td>Placement 2</td>
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<td>Language Acquisition and Deafness</td>
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<td>Deaf Education</td>
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<td><strong>ECTS</strong></td>
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3. Bachelor in Deaf Studies Regulations:

1. The undergraduate programme in Deaf Studies involves an integrated programme of study which is designed to equip students with a broad spectrum of knowledge, skills and competencies related to the Deaf community, its history and culture, and for those following specific paths, the profession of Irish Sign Language (ISL)/English interpreting or Irish Sign Language Teaching. The course offered is a four-year course of honors standard leading to a degree of Bachelor of Arts in Deaf Studies.

2. Students who have been successful in the Junior Sophister year of the Bachelor in Deaf Studies may be permitted to graduate with the ordinary B.A. degree if they choose not to complete the Bachelor in Deaf Studies (B.St.Su) degree course.

3. Students who have been unsuccessful in the examinations of the Senior Sophister year of the B.St.Su degree may nevertheless be allowed the ordinary B.A. provided that a special recommendation to that effect is made by the court of examiners.

4. Years 3 and 4 of the Bachelor in Deaf Studies will include specialist training options in (i) Deaf Studies (ii) ISL/English interpreting or ISL Teaching.

5. The students must demonstrate a minimum grade of second class (first division) in their Senior Freshman Irish Sign Language results in order to progress to the Sophister years in ISL teaching.

6. The students must demonstrate a minimum grade of second class (first division) in their Senior Freshman Irish Sign Language results and in the Translation and Interpreting: Philosophy and Practice (TIPP) module in order to progress to the Sophister years in interpreting.

7. **Garda vetting**
   All students must satisfy College regulations on Garda vetting prior to registration.

8. **Physical and mental health**
   The School endeavours to be accessible to all students. There are however certain physical and mental conditions that may preclude the safe practice of a chosen profession. Students will work in areas requiring serious responsibilities and trust. Students with a chronic disability or psychiatric condition are advised to seek appropriate medical advice and advice from the Disability Support Service before registration.

9. **Subjects of study**
The component courses in each year are grouped under two headings: (i) theory and (ii) practice. Throughout the course considerable emphasis is placed on the study of culture, language and linguistics, in addition to aspects of policy relating to the situation of Deaf people educationally, legally and linguistically. Practical placement is a feature of the JS (Junior Sophister) and SS (Senior Sophister) years of the course and may be scheduled both during and outside university teaching terms. This work takes place in the College itself, in organizations of/for the Deaf and hard of hearing, and in locations where Deaf/hard of hearing people access services in Dublin, elsewhere in Ireland, and abroad. Students may be assigned to any such placement location in order to fulfill their placement requirements.

10 Academic progress and examinations
Attendance
Attendance at lectures, tutorials (including problem-based learning tutorials), and on placements is compulsory in all years.

a. Students who have not satisfied the departmental requirements for attendance will be returned to the Senior Lecturer as non-satisfactory, in keeping with the regulations of the University Council.
b. Notwithstanding the provisions of any other regulation, exclusion from the course may be recommended to the University Council at any stage in respect of any student whose progress or performance is unsatisfactory or to the Board of Trinity College in respect of any student whose conduct is unsatisfactory.

11 Professional ethics and standards of conduct in relation to practice must be observed throughout the course. Students are given written instructions in regard to professional matters, including attendance at placements, and are required to observe these regulations at all times. A student may be required to defer practical placement, including any practical examination, if the Head of Discipline, on the recommendation of the student's placement tutor, determines that such a deferral is necessary on professional grounds.

12 Marks are awarded to students for continuous assessment, project work, formal examination and practical placement. Students are required to perform satisfactorily in each type of activity. Compensation within a subject area may be permitted at the discretion of the court of examiners. Students who are unsuccessful in their annual examinations may be required to resubmit continuous assessment or project work, to sit a formal supplemental examination paper, or to be re-assessed in practical work, as appropriate.

13 All students must present themselves at examinations which are held during the Annual Examination period in Trinity Term. Students who are unsuccessful at the annual examinations may be permitted to
present themselves for supplementary examinations at the beginning of Michaelmas Term.

14 Final examinations for the degree of Bachelor with honors (for Senior Sophister year only) are taken during Trinity term, in accordance with course regulations published by the school prior to the beginning of the academic year.

   a. Successful SS candidates at the examination are placed in three classes according to merit: first class honors, second class honors (with two divisions, first and second), and third class honors. Students may be required to sit a *viva voce* examination following the completion of the annual written examination, in accordance with the regulations of the School.

   b. SS students who are unsuccessful at the annual examination may be permitted to present themselves at a supplemental examination at the beginning of Michaelmas Term. A maximum mark of 40 per cent may be awarded for any such supplemental examination. Students who are required to present themselves for more than one examination or assessment, however, will be eligible for a pass degree only.

15 Students who are unsuccessful at the annual and supplemental examinations may be allowed to repeat the year only if a special recommendation to that effect is made to the Senior Lecturer by the court of examiners. Repetition requires full attendance at lectures and at other academic and practical instruction.

16 Students are admitted to the annual written examinations subject to satisfactory certification of practical placement.

**The following are additional regulations:**

1 Students are responsible for checking dates and times for any coursework due, and dates for exams and tests across the year, including during supplemental periods.

2 Students must hand in all coursework and assignments by the due dates.

3 If a student fails the year, they may repeat exams and tests, and hand in coursework/assignments in the supplement period.

4 If the student is not successful during the supplemental period, they may be given permission to repeat the year by the Court of Examiners. In such cases, the general principle applied is that students must have achieved a II.I (60% or above) grade in order to be exempted from repeating a module if they are required to repeat the year. Any exemptions granted are at the discretion of the Court of Examiners and are generally considered on a case-by-case
basis.
5 Students are expected to use photocopying, library and computer access facilities available on the main campus.
6 Any equipment borrowed from the Centre must be both signed for and used in the Centre and returned to the Executive Officer immediately after use. Material must not be passed on to another student or brought home.
7 Food and drink may not be consumed in any of the Centre’s classrooms.
8 Mobile phones may not be used in the Centre at anytime. They must be switched OFF during classes.
9 Users must leave immediately when requested to do so by a member of CDS staff.

3.1. Parking and Kitchen Facilities
Car parking and kitchen facilities are NOT available to students. Bicycles can be parked in the back of the building and it must be done with the cooperation of house security.

3.2. Classrooms
There are four seminar rooms and three laboratory rooms. All are on the first floor of the South Leinster Street premises and are part of the suite of teaching rooms and administrative offices that form the Centre’s premises.

We have built space into the timetable for student self-study making use of the MAC labs in the selected seminar rooms. Notification of times when each seminar room is available for self-study is listed on the notice board.

Class timetables indicate where classes will take place and the timeframe for each class. Some classes take place on campus at Trinity College. Your timetable will specify buildings and rooms for such classes. Please make sure you have received your particular class timetable on your ‘mytcd.ie’ website.

3.3. Dress Code
The Centre for Deaf Studies offers professional training programmes in interpreting and teaching, as well as a generic programme in Deaf Studies. Given this framework, part of the process of training as a professional involves the requirement to dress and act professionally. Given this, it is the policy of the Centre for Deaf Studies that each student’s dress, grooming and personal hygiene should reflect a professional image.

For sign language and interpreting classes, students should wear plain, un-patterned clothing that contrasts the skin tone in all signing environments; as patterned clothing can infringe upon visual communication. This also applies to any jewellery that may distract the process of communication; i.e. bangles, long dangling jewellery.
3.4. Facilities/Materials

3.4.1. Photocopying facilities
On the main College campus, students can use photocopiers in the Lecky library, the Berkeley library, the Ussher library and at other locations around campus. Photocopying cards can be bought inside the library. Reads of Nassau Street also offers competitively priced photocopying services. Students are advised to familiarise themselves with copyright law as it relates to the photocopying of published materials.

3.4.2. Library
All Deaf Studies books are held as part of the Trinity College library holdings system. Many books are available for reference and borrowing in the Ussher Library. Others must be ordered from Stacks: such orders can take several hours to deliver and students may not borrow books held in Stacks. Instead, you may photocopy relevant sections in the library or read them in the library, bearing in mind copyright law limits. For rare texts (e.g. from books that are out of print or for journal articles that are not held by the College library), you can place an order via Inter-Library Loans. A fee applies for this service. Details are available in the library.

Students have full use of the libraries on campus and are encouraged to use inter-library loans and photocopying services to maximise access to Deaf Studies related topics. A full catalogue of Trinity College Libraries can be found online at http://www.tcd.ie. Photocopying facilities at CDS are for members of staff only.

3.4.3. Buying Books
Students can order books to buy from the Forest Bookshop. Current copies of the catalogue are available from the Centre’s Executive Officer. You can also order via the internet at: www.forestbooks.com/ We strongly recommend the Forest Books service as their service is extremely efficient..

3.4.4. MAC Equipment at CDS
Students can make use of the Centre's MAC labs during opening hours. Please take care with the Centre’s equipment and report any damages to the Centre's Acting Director immediately.

Students should also note that they can avail of introductory and more advanced computer courses run by College’s Information Systems Services. These courses are generally free of charge and are advertised on the College website: http://isservices.tcd.ie/

Students can also avail of 24-hour computer access at certain locations across the campus. Your TCD ID card is often required to gain access
to these facilities. See the College website at [www.tcd.ie](http://www.tcd.ie) for details of locations for PC and Macintosh computer access.

### 3.4.5. Assistive Technology Information Centre (A.T.I.C)

Deaf students/disabled students are advised that they may avail of resources and support offered by the Assistive Technology Information Centre (A.T.I.C.). A.T.I.C. which is based in Room 2054, Ground Level, Arts Building. Further, there are two CDS MAC computers managed by ATIC in the Ussher Library. Students must register with ATIC to access these machines. These are available to all CDS students.

### 3.4.6. Mature Students

Mature students (i.e. those over 23 years) are advised that they can seek the support of the Mature Students Officer. The Mature Student Officer's telephone number is 01-608-1386, fax: 01-872-2853 or email admissions@tcd.ie.

### 3.4.7. Access to Other College Facilities and Services

Students are reminded that they can avail of all college facilities available to registered students (e.g. sports facilities, student's union, student medical services, student counselling services, etc.). For full details of college services, see [www.tcd.ie](http://www.tcd.ie).

### 4. CDS as an ISL Domain

#### 4.1. Signing zone

The Centre for Deaf Studies is a bilingual environment where ISL and English are the daily working languages. However, CDS aims to be a predominantly signing environment. Therefore, we strongly encourage lecturers and students to use ISL whilst in the building except in classes where English is required, e.g. Interpreting modules, English for interpreters.

#### 4.2. Learning languages by using them

ISL courses at the CDS are run on the basis that we learn languages by using them. Classes will use ISL as the language of instruction and interaction. Communicating means participating.

One of the main working methods during ISL and interpreting classes will be group work of one kind or another. This will require you to take an active part in the business of communicating in the target language, working collaboratively with peers on projects and tasks, and interacting with one another. We also encourage students to use ISL as much as they can in their leisure time: this will maximise opportunities to use ISL and thus develop competence and confidence in the language.

#### 4.3. Communication does not mean perfection!

Remember that non-native language users will always be non-native
language users. We are not aiming for perfection, but a realistic level of proficiency that will enable you to function effectively in the target language – and, for some, in the interpreting environment.

We particularly encourage students of interpretation to remember that they are entering a profession where training is never “finished”: instead, we promote the ideal of constantly striving to become a better interpreter, and a more skilled language user – in all your languages.

4.4. Learning in an ISL Environment: Some Advice and Helpful Hints
Talking when there is a Deaf person present is considered rude. He/she is automatically excluded from your conversation and left wondering what you are talking about.

Signed Languages are visual languages and therefore do not require speech. Speaking while signing distracts from the grammar of ISL. Please do not try to talk and sign at the same time!

To become proficient in a language you need to be able to think in that language. In class, concentrate on what you see as opposed to what you hear.

Remember… ISL is a visual language that uses the upper body, face and hands to express meaning. When watching a signed message it is important not just to focus on the hands but on the signer’s whole frame. Talking will distract from this process. Facial expressions (Non Manual Features or NMFs) are important linguistic components of ISL. For example, the sign TREE is accompanied by the NMF lip pattern “tree.” However, to form the plural TREES in ISL another set of NMFs is required. While it may seem physically possible to speak and sign simultaneously, a large chunk of grammatical information in ISL becomes distorted and/or omitted, rendering your signed message ungrammatical.

It helps some learners of signed languages to think about how things they need to talk about in ISL ‘feel’ when they move – try and replicate the movement of a tired old man, of a leaf floating through the sky, of a car driving over cattle grids, etc. Success is linked to awareness that ISL makes use of the whole upper body.

Talking in sign class is a distraction both to your lecturer and your fellow students. People tend to look in the direction of the sound and you may miss the signed message. Above all, do not be tempted to interpret for a fellow student who is having difficulty following the class – students must remember that it IS difficult in the early days of learning a new language, but the only way to become more competent is to discuss ISL using ISL: if you don’t understand a sign or a concept, ask your teacher (or a fellow student) – but do it in ISL!
Working in pairs/groups helps to develop your ability to recognise and understand different signing styles. These are similar to accents in spoken languages. Imagine you are Deaf and you communicate solely through ISL. Work with your peers to gain understanding and appreciation of each other's signed dialogue without resorting to English. This will aid you in your goal to reach fluency in ISL.

A spoken language environment surrounds hearing people. In comparison, the amount of time spent in ISL class is minimal. To develop a real ‘feel’ for ISL, hearing people need to separate themselves from their hearing experiences and focus instead on the visual and kinaesthetic. This is one of the many reasons why it is important to maintain a ‘spoken language’-free environment in class.

Your eyes must learn to adapt quickly to the fine movements in ISL. Reducing focus on audio input – another reason why we don’t allow talking in ISL class, enhances visual attention!

The arms and hands are fragile. Warm up exercises are essential to ensure that repetitive strain injury is avoided. Please practice the habit of warming up before you sign.

5. What is expected of you as a student

5.1. Regular attendance
Regular attendance is compulsory. Students who do not attend classes may be formally excluded from sitting examinations as per the College regulations listed below:

Students will be deemed ‘non-satisfactory’ if they fail to fulfil coursework and attendance requirements for the course that they are taking.

- For attendance, this means that a student is ‘non-satisfactory’ if they miss more than one third (1/3) of a required course/module in any term.
- If a student misses more than 1/3 of classes for any course in a term, the Acting Director may report the student to the School's Director of Undergraduate Teaching and Learning who will report them to the Senior Lecturer as being non-satisfactory for that term.
- In the first instance, the Head of Discipline (i.e. the Acting Director of the Centre for Deaf Studies) will write a report to the student’s College Tutor who would normally interview the student and respond on the student’s behalf to the Head of Discipline, outlining any mitigating/special circumstances.

If a student is referred to the Senior Lecturer as non-satisfactory because they did not attend classes as expected in Michaelmas and
Hilary Terms, the student may be refused permission to sit annual exams and may be required by the Senior Lecturer to repeat their year.

Further details of procedures for reporting a student as non-satisfactory are given on the College website at:

http://www.tcd.ie/undergraduate-studies/academic-progress/attendance-course-work.php

We ask that you inform the Centre's Executive Officer or Bachelor Coordinator by email if you will be unable to attend classes.

5.2. Usage of ISL in classrooms

5.2.1. Irish Sign Language is the working language of the Centre and is the language of instruction in several modules. In JF and SF year, interpretation to English is provided for academic lectures delivered through ISL in order to support learning while students develop competency and proficiency in the language. This is to support the move to ISL only delivery for modules in the JS and SS years, except where English is a required element of the module or the lecturer is not proficient in ISL. In order to attain the level required to deal with academic discourse, it is imperative that you engage in using ISL from the beginning of your studies. Our goals in requiring ISL as the working language are multiple:

5.2.1.1. Irish Sign Language is the language of the Deaf community in Ireland
5.2.1.2. Most CDS staff members are Deaf ISL users - thus, the working language of the Centre is ISL. We ask you to respect this and engage with us in celebrating ISL through its usage on a daily basis
5.2.1.3. It is disrespectful to your ISL lecturer and to your fellow students to use English in an ISL class - it excludes your deaf lecturer from your conversation and it impedes other students who are engaging in the learning process.
5.2.1.4. To learn a language well, you have to struggle with it - we acknowledge that the early days of language learning are difficult and we want to support you in this. Requiring you to use ISL is actually a demonstrated pathway to success in this matter!

5.3. CDS Policy on usage of ISL and English in classrooms

5.3.1. Given this, the CDS policy means that
5.3.2. Telling others what the lecturer is signing in class will not be tolerated. You do a disservice to your lecturer and to your classmates by voicing what your lecturer is earnestly trying to communicate in ISL.
5.3.3. Asking others to tell you what the lecturer is signing is also discouraged. By doing so you put your classmates in an untenable position of violating a programme policy.

5.3.4. Your lecturer will sign at a speed that is optimal for learning. If you have difficulty interpreting, discuss alternate ways of learning with the relevant staff member.

5.3.5. One of the goals of CDS is to provide a safe learning environment while helping you to prepare for your career. Whilst staff recognise the challenges you face they are striving to recognise and strengthen your abilities so it is important to follow the above guidelines.

5.4. Reasons for this policy

5.4.1. Because we take our approach to supporting you to learn ISL in an immersion setting seriously, if a student is in breach of the policy on three occasions over the course of a semester, CDS will implement the following procedure:

5.4.2. The academic staff member meets with the student and develops a plan to improve performance or behaviour. The academic staff member may ask the student to leave the class prior to the Plan of Action, in the case of disruptive behaviour. The academic staff member and the student will develop a plan to address learning needs. The student may also be referred to College resources such as the Tutor service, Counselling, Learning Support Services etc. in order to support the student attain success.

5.4.3. The academic staff member and student meet again and this time the Plan of Action (POA) is also signed by the Head of Discipline and /or Director UG Teaching & Learning. At this stage the student may receive a warning that they are on probationary status on the course. If this is the case, they will be informed of this in writing.

5.4.4. Following ongoing/repetition of the behaviour i.e. where the student is disrupting the learning environment of others, the student, lecturer/academic staff member and Head of Discipline or Director UG Teaching will meet and and the following Learning Actions may apply:

5.4.4.1. The student will be advised to drop the class
5.4.4.2. The student may be referred to College Disciplinary Committee e.g. if the behaviour issue affects the grade achieved in the module/strand and could be dismissed from College

5.4.5. All students 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) See also: www.tcd.ie/Junior_Dean/discipline/ 

5.5. Communication Policy for Laboratory Rooms
When these laboratory rooms are being used for preparing coursework / assignments sessions, please consider the needs of other students and their markers, take note the following requests:

- Leave the room immediately when it is no longer required for your work
- No talking
- Use ISL instead of talking when necessary
- Cease browsing social media outlets on computers or mobile phones
- Loitering in the room

If students are seen doing one of these last four things, they will be politely asked to cease doing this immediately.

5.6. Doctor’s Certification
Doctor’s certification must be provided where:
- Students will be absent repeatedly due to illness, causing them to miss a high percentage of classes;
- A student will require an extension to a closing date for an assignment due to illness;
- A student will be absent from an examination due to illness.

Students must note the College regulations regarding the procedures to be followed and the consequences of being absent from examinations/tests due to illness. All College regulations are listed in the College Calendar, which is on the College’s local home page at https://www.tcd.ie/calendar/assets/pdf/2013-14/TCDH.pdf.

5.7. Student Health Services
Students should note that they may avail of Student Health services on campus. This allows for subsidised rates for doctor’s visits. Details can be found at: www.tcd.ie/Student_Health/

5.8. Punctuality
All classes will start punctually and students are asked to arrive in plenty of time before class starts. Each class session runs for fifty minutes, with a ten-minute break between sessions. However for some classes, lecturers may negotiate longer class periods with a longer interim break (e.g. in interpreting sessions, break time may come after 1 1/2 hours in order to better mirror real world conditions or to ensure that class time is most appropriately used). In classes where interpretation and note-taking services are provided, there will always be a break after fifty minutes. We endeavour to begin and finish classes on time – but we can only do so with your cooperation.
5.9. Background and Clothing
You should wear clothes that are contrastive to your skin. i.e. usually
darker plain colours are best, like medium or dark blue, black, etc. Do not
wear patterned clothes as these can make it hard to watch your signs.

5.10. Supporting and consolidating your learning through private study
The ISL courses offered at the Centre for Deaf Studies offer a
concentrated exposure to the language. Your personal success in
developing skill and appreciation for ISL will very much depend on how
much effort you put in towards supporting and consolidating your learning
through regular private study.

As mentioned earlier in this document, students can make use of the CDS
self-access facilities and the self-access facilities at Centre for Language
and Communication Studies (CLCS) for this purpose, while Deaf/disabled
students can also avail of the services offered by A.T.I.C.

5.11. The Golden Rule: A little learning often
This need not mean trying to fit in a large block of time each day for extra
language work. The golden rule is: A little learning often. The key to
success is how you organise your time and your learning. A separate
booklet is available from CLCS, which provides detailed guidelines on how
to organise your language learning and make the best use of the self-
access facilities and resources. The College’s Counselling Service runs
regular courses regarding the organisation of study time, preparing for
exams, managing stress, etc. and we encourage you to participate in
these programmes.

We particularly encourage you to watch Deaf community programmes
(social media clips such as YouTube, presented in ISL) and to attend
public social events organised by members of the Deaf community (e.g.
public meetings, theatre events, fund-raising events, etc.). You may also
wish to join the TCD Sign Language Society. For more information or to
become a member, email: sign@csc.tcd.ie.

5.12. Staying in Touch:
5.12.1. Check your email regularly
We use email as the main channel of communication for information,
announcements and feedback. Each student is provided with an
‘@tcd.ie’ address. Students should get into the habit of regularly
checking your email.

5.12.2. Contacting Lecturers
Students should use email to contact their lecturers or approach the
lecturer in person to make an appointment. Email addresses of all
lecturers are provided in all handbooks but students must NOT (under
any circumstances) contact staff members on their private mobile phone/other home numbers and social networking sites.

Students must make appointments if they wish to see lecturers outside of class time. Lecturers will post information regarding their availability to meet students during term time.

5.12.3. Check the CDS Website
Information about the CDS and the courses we run can be found at the CDS website. This information includes timetable information, exam schedules and style sheet for bibliographies. We also include interesting links to other websites of relevance. Visit [www.tcd.ie/slscs/cds/](http://www.tcd.ie/slscs/cds/)

5.12.4. TCD Blackboard
Students are asked to access their Blackboard pages on a regular basis.

Lecturers may post notes, PowerPoint presentations, articles for further readings onto the Blackboard so it is essential for students to check Blackboard frequently.

Lecturers may make announcements or put notices on the Blackboard facility.

5.12.5. Check the CDS Programme Studies notice-board
Important notices and information will also be posted on the CDS notice board in the corridor at the First Floor.

6. Assessment Procedures
6.1. Continuous Assessment
A percentage of final marks for a given course may be awarded to course work completed during a course/module. Coursework is intended to give the first overall demands of the programme of study. Coursework may include the completion of coursework assignments, reports or in-class presentations or placements or practical language tasks; work in the language laboratory or other forms of on-going assessment. Where suitable, these will show evidence of reading and research at an appropriate level. Continuous assessment may also include reference to attendance, punctuality, in class performance and collegiality, all essential skills in professional formation. Continuous assessment also allows lecturers to offer feedback to students that can help shape better performance in end of term tests and assignments.

6.2. Formal Assessment
This can include written examination, language performance tests, interpreting tests and the submission of written essays or minor dissertations. We also apply continuous assessment procedures for many
courses to give students maximum opportunity for demonstrating what they have learned across the year. Instructions regarding the language/s of the exam or test will be given prior to the examination period. Generally, language tests will be held in the target language.

6.3. Other notes regarding assessment:
All courses/ modules are subject to a process of end-of-course assessment. These assessments will be used to determine student progress throughout their course of study, in line with the provisions laid down by the Faculty of Arts, Humanities and Social Sciences, Trinity College Dublin. Module descriptors for all courses taught are included later in all handbooks along with an indication of the methods of assessment used. Deadlines for assignments are listed in the Junior and Senior handbooks.

End-of-course assessments normally consist of either a formal unseen examination or an essay-type assignment. All written assignments or exams must be presented in English. Students have the option of presenting examination and assignment material in ISL, though a written bibliography must be attached using the format described below. Such assignments will normally be no more than 2500 words in duration or 20 minutes of ISL presentation on disc or digital tape.

6.4. The Language of the Assessment/ Test
Assessments involving practical language skills will normally include an appropriate language test. Every assignment submitted must be typed in English or presented in ISL in accordance with the guidelines provided in this handbook.

6.5. Examination Marking Protocols at Trinity College
Your course lecturer typically marks assignments and language tests, and in some cases, a second marking is carried out by another lecturer. In addition to this, the College has a system of external assessment in place. External examiners moderate the Centre’s assessment procedures to ensure that the examination process is fair and that there is consistency in the manner in which examinations/assessments are marked.

All course results are finalised at the Centre’s Court of Examiners meeting in June. Following from this, results are returned to the College’s Exams Office and made available in two ways: (1) online and (2) posted on the CDS Student’s Board. Supplemental Court of Examiners meeting takes place in September.

If a student is not successful during the supplemental period, they may be given permission to repeat the year. In such cases, the general principle applied is that students must have achieved a II.I (60% or above) grade in order to be exempted from repeating a module if they are required to repeat the year. Any exemptions for courses are at the discretion of the
Court of Examiners and are generally considered on a case-by-case basis.

Students should note that the Faculty of Arts, Humanities and Social Sciences holds a bi-annual Court of Appeal. Please note that there are restrictions that apply regarding the grounds for appeal. Details are available from the Faculty of Arts, Humanities and Social Sciences and are posted throughout College during examination and supplemental examination review periods (June, September). Dates for submission of appeals will be made available by the Faculty of Arts, Humanities and Social Sciences office and posted in CDS during examination periods.

6.6. Exam Results
As noted above, exam results are posted on the CDS notice board and on the college website (http://www.tcd.ie). Official transcripts are sent out to students on successful completion of their year. Results are not given out over the phone. Students may not collect results or feedback forms for other students. Students must sign to confirm that they have collected feedback forms and results sheets from the Executive Officer’s office.

6.7. Regulations for Assessment Material submitted

6.7.1. For assessment material submitted in written English:
Assignments submitted in written English must be presented on A4 paper, with information typed on one side of the paper, 1 ½ spacing with 1 ½” margins on all edges. 12-point font must be used with unjustified margins. Text should be indented in an aligned left side mode. The font must be Arial. Students must make sure that the cover page for each assignment includes the following information:

1. Your name in full
2. Your student ID number
3. Deadline date for submitting
4. Module name
5. Full name of lecturer
6. The title of your presentation or the question numbers and the question/s being answered.

(This identification information does not form part of the question and is not included in the assignment word count.)

Students must also ensure that a complete reference list that follows the pattern outlined in Section 11.4.4 is attached to each assignment.

Students must submit two copies of each assignment. Students must keep an additional copy of submitted work for their own reference.
6.7.2. Presentation Skills for Assignments Submitted in ISL
Students must follow the following protocol when submitting assignments in ISL. A cover sheet must be attached with each ISL assignment submitted for assessment. This must include:

1. Your name in full
2. Your sign name
3. Your student ID number
4. Deadline date for submitting
5. Module name
6. Full name of lecturer
7. The title of your presentation or the question numbers and the question/s being answered.

(This identification information does not form part of the question and is not included in the time count for the assessment.)

6.7.3. College Regulations for Assignments
These rules apply to all assignments: written and signed. Every assignment (written or signed) must include:

6.7.3.1. A cover page
A cover page, with your name, student number, course title and assignment question; full written text, with all quoted works included in the reference list.

6.7.3.2. A full reference list
A full reference list as outlined below. Only publications actually referred to in the text should appear on this list. It should be arranged alphabetically by authors' surname, and within authors, by publication date. For video recorded assignments, written reference lists in the form outlined below must also be submitted with your assignment.

6.7.3.3. Using Secondary and Primary Texts
Students can use secondary sources for referencing.

For example, if you are reading about the work of Liddell and Johnson (1985) in an article by Mary Brennan, you may want to refer to Liddell and Johnson’s work, but their article may not be held in the library or be available for your reference in time for you to satisfactorily complete your assignment. To this end, you can say something like the following:


Both the reference to Brennan (1992) and Liddell and Johnson
(1985) must be listed in your bibliography.

6.7.3.4. **Citation styles**

Why do you need to reference?
- To acknowledge the work of others
- To avoid plagiarism
- Support an argument you want to make
- Enhance the credibility of your work, by showing you are not just giving your own opinions

There are four different citation styles generally. They are APA, Harvard, MLA and University of Chicago. We adopt APA citation style in general.

6.7.3.5. **Examples of referencing:**

- **Book with one author**

  Author’s last name, First and Second Initial. (Year). Title italic. Publication location: Publishing company

  Examples

- **Book with two authors**


  (Edition)
  Author’s last name, First and Second Initial. (Year). Title italic. *(edition)*. Publication location: Publishing company


- **Book with an editor**

  Editor’s last name, First and Second Initial. (Ed.). (Year). Title italic. Publication location: Publishing company.

  Example:

- **Journal article**

  Author’s last name, First and Second Initial. (Year). Article title. Journal title, volume number, page numbers.
**Example:**

- **Newspaper article**

Author's last name, First and Second Initial. (Year, Month Date). Article title. Newspaper title, volume and/or issue number (if applicable), p/pp. page numbers.


- **Electronic article**


- **Web Scoures**

Examples:

Centre for the Deaf Studies Student Handbook 2010-12. [Internet]. Available at: [http://www.tcd.ie/slscs/undergraduate/deaf-studies-bachelor](http://www.tcd.ie/slscs/undergraduate/deaf-studies-bachelor) [Accessed on 9th August 2011]

Irish Deaf Society [Internet]. Available at: [www.deaf.ie](http://www.deaf.ie) [Accessed on 26th August 2011]

**6.7.3.6. Use reference in the main text: Examples:**

There is a Deaf-World, a relatively small group of visual people (Bahan, 2004; Padden & Humphries, 1988).

“Ethnic embody the sense of being a large unique family; the members feel knit to one another and so committed to the cultural heritage, which is the family’s inheritance” (A. D. Smith, 1986, p. 49).

When we think of kinship, yet other scholars maintain, what is at stake is common ancestors, what Joshua Fishman (1977) termed paternity—real or putative biological connections across generations.
6.7.3.7. Reference Lists:
When submitting written/signed assignments, you are required to include a full reference list of the relevant works that you consulted when preparing your assignment. **Students may not cite Wikipedia as a source.**

**Note:** citing Wikipedia is not acceptable for referencing at university level.

6.7.3.8. Evidence of Plagiarism
Plagiarism is the copying (intentional or unintentional) of another person’s work without appropriate reference to the original author. It may take the form of copying from another student or the copying of a published text from an article, book, DVD or website without appropriately referencing the source. All forms of plagiarism are totally unacceptable.

Short quotations from published sources are acceptable but must be clearly marked and the source of the quotation must be indicated. See the guidelines in this handbook for referencing.

The University does not tolerate plagiarism. Any texts (written or signed) showing evidence of plagiarism will not be corrected and students will be penalised by loss of marks for the entire assignment. That is, you will receive a mark of 0% for the module and risk expulsion from the university.

A student caught plagiarising will be reported to the course coordinator, Director, CDS and the Head of School. You may also be reported to Undergraduate Dean who has ultimate responsibility for undergraduate discipline at TCD.

More details about referencing and plagiarism, the weblink on TCD library page is:

http://www.tcd.ie/Library/support/referencing.php

*(Please read more information on plagiarism in the appendix 2)*

6.7.3.9. More Tips on Writing Essays
A helpful address on the TCD website for student essay writing is:

http://student-learning.tcd.ie/undergraduate/topics/study-skills/

6.8. Assignments submitted on DVD or CD-ROM
Students must submit two copies of each disc assignment. Any copying of discs must be carried out before the final date of submission. It is **not** possible to make DVD or CD-ROM copies on the day/s of submission of assignments.
6.9. Developing Deaf Studies Together or “Your Success is Our Success”!

CDS makes every effort to ensure that candidates are supported throughout the duration of their studies. Above all else, we want students to succeed and we want to learn from students as they progress in their studies. This is why we suggest that study at the CDS is a joint learning experience that is cumulative: students and staff learn from each other through discussion and the sharing of ideas. Often issues for discussion with respect to the field of Deaf Studies are still in flux and no “definitive answers” can be provided. Instead, lecturers aim to work with students in developing skill and knowledge in this growing field of study.

We believe in a model of learning where students are responsible for their own progress. Lecturer support, College tutor support and other forms of academic and social support are integral to this, and we strongly urge students to make use of the systems that College has put in place for them during their time at TCD. Academic work is central to success on the CDS courses too, and we recognise that feedback from coursework and assignments, as well as from language tests is crucial in aiding students to develop their knowledge and skills. Students should expect to learn why assignments were marked at a particular level and should be told what is required to improve their subsequent performances.
# 7. What We Expect of Students Attending ISL Classes

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong></td>
<td><strong>Good time keeping is essential.</strong> Students should be present 5-10 minutes before class is due to start. Students who arrive late disrupt the class. The ISL teacher will not review information that a student has missed due to lateness: it is the student’s responsibility to find out what they have missed in their own time.</td>
</tr>
<tr>
<td><strong>2.</strong></td>
<td><strong>Talking is not accepted during ISL classes.</strong> This includes coffee breaks that occur between formal ISL sessions. Our aim is to immerse students in ISL insofar as possible. While we appreciate that this may be initially difficult, after a few weeks it does become easier. Many students say that they talk because they don’t know the sign for something: if you do not know a sign for a particular concept, then fingerspell the word instead.</td>
</tr>
<tr>
<td><strong>3.</strong></td>
<td><strong>Do not ask a fellow student to interpret for you</strong> – this gives you a false sense of security as the course progresses (you must sit the ISL test alone!). This also diminishes a fellow student’s participation in class and is disrespectful to the Deaf teacher. On no account should a student act as an ‘interpreter’ for other students in class – if a fellow student verbally asks you what has been said, please sign a response and/or direct them to the teacher for clarification.</td>
</tr>
<tr>
<td><strong>4.</strong></td>
<td>Students are required to uphold the <strong>CDS dress code.</strong> This specifically makes reference to wearing plain coloured tops to ISL class.</td>
</tr>
<tr>
<td><strong>5.</strong></td>
<td>Every student arrives at the Centre’s ISL classes with different experiences of learning the language: we ask students to <strong>be respectful of each other’s ability in class.</strong> Developing strong working relationships is vitally important. Classes are interactive in nature and students must join in to maximise their learning. While it can be tempting, students are strongly advised not to compare themselves to other students who seem more fluent: with languages, learning never stops, so even the person perceived to be extremely fluent will continue to develop their use of language over time!</td>
</tr>
<tr>
<td><strong>6.</strong></td>
<td>ISL classes are taught in smaller groups to facilitate <strong>interactive learning.</strong> In these classes, chairs are arranged in semi-circles so that students can see each other’s contributions. It is the student’s responsibility to make sure that they have a comfortable space to sign (i.e. make sure you have adequate elbow space!) and that you can see everyone else in the group clearly. We ask that bags, coats, etc. be stored in one corner of the room to maximise comfort during ISL class.</td>
</tr>
<tr>
<td><strong>7.</strong></td>
<td>When learning ISL, you will find that, like any other language, there is often more than one way to express a concept. <strong>ISL has synonyms</strong> (more than one word to express the same concept), which are often associated with gender or regional variation (you’ll learn more on this in Sociolinguistics). We ask you to remember that if someone uses a sign that is different from yours, it does not necessarily mean that it is “wrong”. Remember, teamwork and sharing knowledge with your fellow students and teachers leads to a greater level of understanding of the language all round.</td>
</tr>
</tbody>
</table>
| **8.** | Students should gain each other’s attention using the “**Deaf cultural norms;** tap the person on the shoulder or knee or wave your hand in their line of vision until
eye contact is achieved. Do not call the person in English.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>9.</td>
<td>It goes without saying that in order to learn, you must attend classes. We expect students to attend all classes.</td>
</tr>
<tr>
<td>10.</td>
<td>Students are not permitted to chew gum in ISL class. These activities interfere with the production of non-manual markers. As in other classes throughout College, eating and drinking in class are strictly forbidden.</td>
</tr>
</tbody>
</table>
7.1. Grade descriptors
Percentage grades for assignments are awarded on the basis of the following general criteria:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distinction I First Class 70%+</td>
<td>Excellent knowledge of main issues coupled with attention to underlying principles and themes. There is critical use of secondary material, with evidence of use of material beyond the prescribed course material. There is evidence of independence of mind/imagination, with a demonstration of the ability to analyse and synthesise information form a range of sources. There is a consistent performance in terms of argument and use of discourse throughout the essay. Structure and presentation is exemplary.</td>
</tr>
<tr>
<td>Pass II.1 Upper Second Class 60-69%</td>
<td>There is an awareness of the full implications of question raised and the response to the question/s is good. Underlying principles and themes are identified and discussed, indicating a thorough knowledge of the subject. There is evidence of analytical ability: material from secondary sources is carefully and critically selected, interpreted, compared and evaluated. Good structure and presentation in terms of accuracy, style and lexicon. Largely consistent performance in essay/examination.</td>
</tr>
<tr>
<td>II.2 Lower Second Class 50-59%</td>
<td>The main issues and concepts raised by the question are understood and described in a coherent way. Major concepts are dealt with in a satisfactory way. Style, internal consistency and presentation are satisfactory. Some interpretation of themes and major concepts occurs, with comparison of major sources, but these are not pursued in depth, with the result that structure may be narrative or descriptive rather than analytical. Analysis of underlying themes and principles are only partially developed.</td>
</tr>
<tr>
<td>III Third Class 40-49%</td>
<td>There is some evidence of understanding of main issues and concepts. There is reasonable coverage of the topic, but insufficient attempt to provide a critical or theoretical perspective, resulting in minimal engagement with the question. Sources are summarised accurately, but not effectively compared, interpreted, evaluated or related to a central argument. There is acceptable performance in relation to most of the criteria relating to accuracy, style, and use of lexicon. The use of language should not produce difficulty in understanding the expression of ideas in the work nor the organisation of the materials.</td>
</tr>
</tbody>
</table>
### FAIL

<table>
<thead>
<tr>
<th>F1 – 30-39%</th>
<th>F2 – 0-29%</th>
</tr>
</thead>
<tbody>
<tr>
<td>(indicates mark is non-compensatory)</td>
<td>A student may fail because of serious misunderstanding of the question, resulting in little evidence of understanding of the main issues and concepts. There is serious weakness in coverage of content and sources, internal consistency and organisation of arguments and/ or style of presentation (i.e. punctuation, spelling, grammar, referencing, etc.). Use of sources may be inadequate, uncritical, irrelevant and/ or casually paraphrased or plagiarised. Material may be inaccurate, stylistically inappropriate or incoherent and with lexical and grammatical errors.</td>
</tr>
</tbody>
</table>

#### 7.2. Sample Marking Grid for Assignments

When marking assignments or essay style questions, the criteria listed above (Section 6.10) are used to guide overall marking. In addition, the marking structure below is applied.
<table>
<thead>
<tr>
<th>Criteria</th>
<th>I</th>
<th>II.1</th>
<th>II.2</th>
<th>III</th>
<th>F1-F2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction &amp; Conclusion (10%)</td>
<td>Full, well-rounded rounded introduction &amp; conclusion</td>
<td>Well-rounded introduction &amp; conclusion</td>
<td>Adequate introduction &amp; conclusion</td>
<td>Basic introduction &amp; conclusion</td>
<td>Minimal/no introduction &amp; conclusion</td>
</tr>
<tr>
<td>Content and structure (55%)</td>
<td>Tightly constructed argument with highly effective use of valid evidence; Deeply considered &amp; rigorous answer</td>
<td>Well structured arguments &amp; explicit use of pertinent evidence throughout; thorough answer</td>
<td>Clearly structured argument with accurate use of appropriate evidence; question answered fully</td>
<td>Some over simplification and generalisations question not answered fully</td>
<td>Little or no evidence of reading, planning or structure; question not answered</td>
</tr>
<tr>
<td>Research, Justification and use of information (20%)</td>
<td>Extensive research incorporated into the assignment to justify &amp; underpin views</td>
<td>Informed research investigation of issues. Illustrations given to underpin views</td>
<td>Essential research and investigation taken</td>
<td>Basic research &amp; investigation</td>
<td>Minimal or no research conducted</td>
</tr>
<tr>
<td>Critical analysis (10%)</td>
<td>Sophisticated/original critical/conceptual analysis; comprehensive examination of the relevant issues; synthesis of most relevant issues with commentary</td>
<td>Clear and full understanding of critical conceptual and analytical issues; synthesis of most relevant issues with commentary</td>
<td>Main elements of critical analysis with some narrative/description; review of key issues</td>
<td>Accurate narrative/description with some analysis; most key issues covered; structured argument with basic use of supporting evidence</td>
<td>Basically narrative/description with little or no analysis; covers few relevant issues; over simplification; sweeping statements and generalisations</td>
</tr>
<tr>
<td>Style &amp; Presentation (5%)</td>
<td>Very well written &amp; presented; sources fully &amp; accurately cited</td>
<td>Well written &amp; presented, all sources cited</td>
<td>Clearly &amp; accurately written &amp; presented with sources cited</td>
<td>Basic writing &amp; presentation; some sources cited</td>
<td>Poorly written &amp; presented; sources not fully and/or accurately cited</td>
</tr>
</tbody>
</table>

Signed by: ___________________________  Seconded by: ___________________________
### 7.3. Grade Descriptors for Language Tests:

The following are grade descriptors used in assessing modules including the use of Irish Sign Language or English (i.e. all ISL modules, English language modules and interpreting performance modules). Note that the descriptors here are cross-referenced with the criteria for each individual language or interpreting test.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Distinction</strong>&lt;br&gt;I First Class&lt;br&gt;70%+</td>
<td>Language production is correct, fluent, and idiomatically appropriate. Language is grammatically correct and clearly structured. Register is appropriate and consistently applied across the discourse. Interactive strategies are applied in a culturally appropriate manner. Comprehension is excellent.</td>
<td></td>
</tr>
<tr>
<td><strong>Pass</strong>&lt;br&gt;II.1&lt;br&gt;Upper Second Class&lt;br&gt;60-69%</td>
<td>The student demonstrates a good level of accuracy, appropriate range of structures, idiom, and lexis. There may be occasional errors of grammar or syntax. Cohesion will be good, but there may be some deviations from typical native discourse structures. Interactive strategies are applied in a culturally appropriate manner, with some deviation from native-like behaviours. Comprehension is good.</td>
<td></td>
</tr>
<tr>
<td><strong>II.2</strong>&lt;br&gt;Lower Second Class&lt;br&gt;50-59%</td>
<td>The student demonstrates a satisfactory level of accuracy, appropriate range of structures, idiom, and lexis. There may be errors of grammar or syntax. Cohesion is satisfactory, with many deviations from native-like behaviour. Interactive strategies are recognised and applied but deviate from native-like behaviours. Comprehension is satisfactory.</td>
<td></td>
</tr>
<tr>
<td><strong>III</strong>&lt;br&gt;Third Class&lt;br&gt;40-49%</td>
<td>The student demonstrates a minimal level of accuracy, appropriate range of structures, idiom, and lexis. The performance is comprehensible, but very limited, and perhaps awkward. There may be many errors of grammar or syntax. Cohesion is limited. The student attempts to make use of culturally appropriate interactive strategies but these deviate significantly from native-like behaviours. Comprehension is quite limited. Length requirements for answers may not be met.</td>
<td></td>
</tr>
</tbody>
</table>
| **FAIL**<br>F1 – 30-39%<br>F2 – 0-29%<br>(indicates mark is non-compensatory) | A student may fail because of some (or all) of the following:  
- Serious errors which impede comprehension and communication, including grammatical, lexical and semantic errors.  
- Comprehension is severely restricted.  
- Failure to engage with the task set.  
- Length requirements not fulfilled.  
- Unsatisfactory structure and presentation. |
7.4. Sample Marking Sheets for ISL and Interpreting Tests
The following is a sample of a marking sheet for an ISL test and outlines how marks are allocated for features that are specifically taught in an ISL module.

Expected maximum global level of attainment
Can sign at length with confidence and reasonable fluency on familiar or general topics, adapting appropriately to formal/informal contexts. Lacks facility in handing abstract or unfamiliar topics but can cope reasonably well. Difficulty with complex sentence and discourse structures.

<table>
<thead>
<tr>
<th>Individual Student Assessment</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phonology:</strong></td>
<td>almost unintelligible</td>
<td>heavily by English L1</td>
<td>fair L2 ISL</td>
<td>good L2 ISL and intonation</td>
<td>excellent L2 ISL and intonation</td>
</tr>
<tr>
<td><strong>Fluency:</strong></td>
<td>very slow and hesitant – frequent stops and starts</td>
<td>stilted and somewhat hesitant but manages to keep going</td>
<td>flows reasonably well despite occasional hesitations</td>
<td>fluent, good expression</td>
<td>very fluent and facial expression, normal flow</td>
</tr>
<tr>
<td><strong>Grammatical Control:</strong></td>
<td>very little control – grammatical errors impede the message</td>
<td>errors frequent, difficulty with complex structures, but message intelligible</td>
<td>good control of basic structures, some errors in more complex structures and discourse patterns</td>
<td>only occasional errors, mostly in control of complex structures and discourse patterns</td>
<td>very few noticeable errors, competent control of complex structures and discourse patterns</td>
</tr>
<tr>
<td><strong>Vocabulary:</strong></td>
<td>deficient vocabulary knowledge seriously impedes communication</td>
<td>limited vocabulary knowledge; no attempt to use specialist terms appropriate to the task/topic</td>
<td>good general vocabulary knowledge but limited knowledge of specialist terms appropriate to the task/topic</td>
<td>demonstrates clear effort to use specialist terms and vocabulary appropriate to the task/topic</td>
<td>excellent mastery of specialist terms and vocabulary appropriate to the task/topic</td>
</tr>
<tr>
<td><strong>Cultural Information/Deaf Friendly</strong></td>
<td>Poor structure showing little understanding of presenting information in a Deaf friendly way</td>
<td>Some evidence of presenting information in a Deaf friendly way, though many structural errors are evident</td>
<td>Good use of structure showing a Deaf friendly way of presenting information but some errors are evident</td>
<td>Very good use of structure showing a clear understanding of how to present information in a Deaf friendly manner, minor errors</td>
<td>excellent structure showing a great degree of understanding of how to present information in a Deaf friendly way</td>
</tr>
</tbody>
</table>
7.5. Sample Interpreting Test Marking Sheet

The following is a sample of a marking sheet for a practical ISL/English interpreting test:

<table>
<thead>
<tr>
<th>Global Marking Descriptors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1 = Seriously Inadequate</strong> performance does not in any way meet the minimum requirements for performance. There are <strong>serious problems</strong> with TL production (e.g. grammatical structure is inappropriate or lacking with many instances of source language intrusion), interpreting issues (e.g. lack of accuracy in message transfer, very poor awareness of function, register, etc.), interaction (e.g. management of interaction is flawed) and professionalism (e.g. inappropriate dress, behaviour, ethical judgment) Overall delivery is unsatisfactory. This equates with a FAIL grade.</td>
</tr>
<tr>
<td><strong>2 = Inadequate</strong> performance, but, with further input, may reach target required. There are <strong>problems with some target domains</strong> such as TL production (e.g. grammatical structure is inappropriate with many instances of source language intrusion), interpreting issues (e.g. lack of accuracy in message transfer, very poor awareness of function, register, etc.), interaction (e.g. management of interaction may be flawed) and professionalism (e.g. inappropriate dress, behaviour, ethical judgment) Overall delivery is unsatisfactory. This equates with a FAIL grade.</td>
</tr>
<tr>
<td><strong>3 = Adequate performance</strong> in terms of target language production, interpreting issues, management of interaction and professionalism. This performance meets the minimum standard required though work is needed to improve skill level across several of the target domains. This equates with a III grade.</td>
</tr>
<tr>
<td><strong>4 = Good performance</strong> in terms of target language production, interpreting issues, management of interaction and professionalism. There are instances across the target domains where further skill development is required. This equates with a II.2 grade.</td>
</tr>
<tr>
<td><strong>5 = Very Good performance</strong> in terms of target language production, interpreting issues, management of interaction and professionalism. There are some instances across the target domains where further skill development is required. This equates with a II.1 grade.</td>
</tr>
<tr>
<td><strong>6 = Excellent performance in terms of</strong> target language production, interpreting issues, management of interaction and professionalism. There are rare instances across the target domains where further skill development is required. This equates with a I grade.</td>
</tr>
<tr>
<td>Target Domain Descriptors</td>
</tr>
<tr>
<td>---------------------------</td>
</tr>
</tbody>
</table>
| **1** ISL as Target Language  
The ISL production is natural and close to an original rendition. It is in line with what is required by the situation (and its function) and the audience. |
| **2** English as Target Language  
The English production is natural and close to an original rendition. It is in line with what is required by the situation (and its function) and the audience. |
| **3** Functional & Textual Adequacy  
The interpretation accurately accomplishes the goals, purpose (function, information content, expressive demands, persuasive content) set for the intended audience, at the appropriate level of formality. |
| **4** Non-Specialised Content Meaning  
The interpretation accurately reflects the content of the SL insofar as required without unwarranted alterations, omissions or additions. Slight nuances and shades of meaning are rendered accurately. |
| **5** Specialised Content Meaning  
The interpretation delivers an accurate and appropriate rendition of the specialized terminology used. It reflects a good command of terms and content specific to the subject. |
| **6** Interactive Aspect  
The interpreter handles the interaction smoothly. There is no overt favouring of either party resulting in ratification of one party |
| **7** Professional Conduct  
The interpreter’s conduct, appearance and demeanor are as expected (dress, manners, ethical judgment, etc.). |

Students are marked in each of the seven target domains using the global descriptors. Students must score a 3 (equivalent to a III) in all domains in order to pass the assessment.
Sample Marking Grid for Dissertation (SS Deaf Studies Year)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Student Name</th>
<th>Grade</th>
<th>Examiner</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Exceptional overall: Clear specific focus; Explicit precise, achievable aims &amp; justification for study.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Superior presentation, logical, clear, succinct; Systemsatically gathered relevant data; Critical &amp;/or innovative techniques; Critical awareness of strengths &amp; weaknesses; Logical &amp; valid methods OR useful &amp; appropriate information; Awareness of strengths &amp; weaknesses of approach.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>II</td>
<td>Adequate overall: Project focus + appropriate aims, mostly achievable; Reasonable justification.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>III</td>
<td>Inadequate overall: Qu. not clear; Confused aims/focus; Aims not clearly stated or not achievable; No justification.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F1</td>
<td>Very poor overall: Failure to state question(s), objective and/or the aim(s); No attempt to justify the project.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Review of previous work**

- Superior literature review: Clear understanding of theory.
- Literature critically evaluated: Compelling account of position research project.
- Comprehensive relevant reading; Evaluates previous work critically; Strong account of position of project.
- Wide relevant reading, evaluated critically; Effective account of position of research or project.
- Satisfactory mostly relevant reading; Evaluated adequately; Satisfactory account of position of research project.
- Literature review has errors and/or omissions; does not adequately address theoretical issues; Unsatisfactory reading; Evaluation inadequate.
- Extremely weak literature review, w factual errors; Omits key references; No serious attempt to evaluate; No position acc.

**Methodology**

- Innovative, creative approach;
- Excellent exposition of issues; Insightful rationale for approach & data collection;
- Reliable & valid methods OR systematically gathered relevant data; Critical awareness of strengths & weaknesses;
- Very strong exposition of issues; Persuasive rationale for approach & data collection methods;
- Reliable & valid methods OR highly relevant information; Evaluates method.
- Sound exposition of issues; Rationale for approach & data collection; Reliable and/or valid methods OR useful & appropriate information; Awareness of strengths & weaknesses of approach.
- Familiarity with key issues; Adequate rationale for approach & data collection; Appropriate methods, but lacks awareness of reliability & validity issues; Some awareness of evaluation.
- Some familiarity with key issues, but inadequate; Inadequate rationale for approach & data collection; Appropriate methods, but without any awareness of reliability & validity issues; Limited evaluation.
- Lacks familiarity with key methodological issues.

**Analysis of data (= results, information and/or findings)**

- Superior presentation & thorough analysis of results
- Exceptional analysis of data with critical and/or innovative use of techniques; Critically uses techniques or creates new ones; Superior presentation, logical, clear, succinct;
- Uses best analytical techniques & approaches; Coherent, logical, clear, succinct presentation;
- V. strong evaluation & application of theory; Thorough data analysis – accurate & rigorous;
- Valid analytical techniques & approaches used; largely coherent, logical, clear, succinct presentation; Systematic analysis: gen. thorough, accurate and/or rigorous; Robust evaluation & application of theory;
- Acceptable analytical techniques & approaches; Acceptable, generally coherent, logical, clear, succinct; Satisfactory evaluation & application of theory; Minor errors in data analysis
- Unacceptable analytical techniques & approaches; Unacceptable presentation; lacks coherence; Limited or unsatisfactory evidence of analysis; Clear errors in analysis.
- No serious attempt at data analysis or management; Unacceptable, unclear; No serious attempt at evaluation & application of theory; Major errors in data analysis.
Grade I  70 – 100 %  Grade 2.I  60 – 69 %  Grade 2.II   50 – 59 %  Grade III  40 – 49%  Fail I  30 – 39%  Fail II    0 – 29%

Discussion and Interpretation of Findings

Superior critical evaluation & discussion of findings for UG; Excellent placement of work in context of literature; Meticulous and substantial exploration of limits/ strengths of knowledge; Far reaching contribution to theory, research, practice

Substantial exploration of limits and strengths of current knowledge; Worthy contribution to aspects of current theory, research or practice

Explores some limits and strengths of current knowledge; Contribution to the development of current theory, research or practice

Adequate review of current knowledge with awareness of limits and strengths; Adequate contribution to theory, research or practice

Some review of knowledge but with gaps; Weak contribution to theory, research and/or practice but with significant gaps; Simplified interpretation of topic, with errors.

Inadequate review of work, its limitations and strengths. Inadequate contribution to theory, research or practice with many and significant gaps evident. Overall, shows a poor understanding of topic.

Presentation

Exemplary presentation, of publishable quality; F indings presented effectively; Best presentation approach for purpose & audience; Appropriate & consistent in-text referencing; Accurate & complete ref. list

Very good logical flow & cohesion; Findings presented effectively for the most part

Good flow & cohesion; Findings presented effectively

Most sections flow well; Findings presented competently, but room for improvement

Few sections flow well; Findings in ALL areas need improvement

Project overall lacks flow & cohesion

Findings not well presented; Many revisions required

Inadequate presentation for purpose; Inappropriate referencing in text; Unsatisfactory referencing

Unacceptable referencing;

Appropriate language used: clear, with maximum effect; Outstanding grammar & spelling, and editing.

Excellent command of grammar & spelling; very few typos

Appropriate language, clear, accurate & effective

Adequate command of grammar & spelling; some typos present.

Some inconsistencies and/or omissions in reference list; Appropriate language used, with some / significant errors; Good grammar & spelling; but several typos.

Satisfactory command of grammar & spelling; but many typos.

Unacceptable inconsistencies and/or omissions in reference list with errors and typos.

Supervisor’s Comments, including level of supervision (10% of marks to be awarded to the research process)

First Examiner: __________________________ Second Examiner: __________________________ Date: __________________________
8. Services to Support Students

8.1. Working with an interpreter
As we aim to provide equal access to lectures for Deaf and non-deaf students, working with professional interpreters will be a regular occurrence while a student at the CDS. While interpreters aim to provide the highest degree of linguistic access possible, students and lecturers also have roles to play in ensuring smooth facilitation of lectures. We remind you of the following:

- Interpreters can only work with one language at a time. Please ensure that you are not signing/speaking at the same time as someone else.
- Please speak/sign at a reasonable pace: simultaneous interpreting is a complex task and the rate of sign/speech affects the quality of the interpreted target language.
- Make sure that you can be seen/heard clearly by the interpreter and other members of your class when you contribute to class discussions.
- Bear in mind that simultaneous interpreters have “lag time”, that is, they begin to speak/sign a few seconds behind a speaker/signer. Please allow the interpreter time to complete one interpreted interaction before taking your turn. This is particularly important to bear in mind during question and answer sessions.
- If you are making a presentation in class, always remember that you need to brief the interpreter before the session: lack of pre-session briefing to the interpreter will result in marks deducted from your coursework/presentation because we believe that as professionals in training it is imperative that you develop good working habits during your time at CDS. Briefing your interpreter/s in advance is one instance of good working practice.
- If the interpreter asks you to repeat something or to clarify a point (or to slow down!) this is in order to ensure that they can transfer meaning to the other language. Requests for clarification are not a criticism of your signing skill nor are they an attempt to embarrass you! Remember that an interpreter can only interpret what they understand: the fact that the interpreter is asking for clarification suggests that they are being professional – they want your message to be correctly understood.
- Do not try to ‘help’ the interpreter by whispering your understanding of a message to him/her. The interpreter is a trained professional and will seek clarification should he/she deem this to be necessary.
- If you are making presentations in class in ISL, please make sure that you wear a shirt/sweater that is plain and contrasts with your skin tone.

8.2. Student Counselling Services
The Student Counselling Service is here to help students manage any difficulties they are experiencing so they can enjoy and benefit from time in College. Some students may find the transition from school to college quite difficult to negotiate or you may experience personal or family problems that
interfere with your academic and social life in College. Phone: 01 8961407
www.tcd.ie/Student_Counselling/

8.3. Confidential Professional Counselling:
Some of the problems students look for help with are often related to stress, lack of motivation, depression, parental separation, addiction, bereavement, eating problems, loneliness, relationship difficulties, sexual or personal identity, academic or study concerns. **An appointment can be made in the following ways:**

By calling in to the Student Counselling Service
By telephone – 896 1407/3748
By email student-counselling@tcd.ie
By referral from tutors, GP, chaplains etc.

8.4. Emergency Consultations:
Monday - Friday: 3.00 p.m. - 4.00 p.m. An emergency appointment may be arranged by contacting the Service at 8961407

8.5. Confidential Helpline - Niteline
**Niteline** is a confidential telephone helpline for students. Niteline is a joint T.C.D./U.C.D. project that is organised and run by student volunteers with the support of counsellors from both T.C.D. and U.C.D. **Freephone:** 1800-793-793 (Thursday to Sunday, 9.00 pm - 2.30 am (Term time only)).
Appendix 1

UNIVERSITY OF DUBLIN
TRINITY COLLEGE
Centre for Deaf Studies

Safety Statement

General policy
Trinity College is committed to securing a workplace that is as safe and healthy as possible. This Statement, which has been drawn up according to guidelines issued by the Health and Safety Authority, should be read in conjunction with the College’s fire safety regulations, a copy of which is displayed in CDS. It should be noted that CDS’s fire safety officer, Patrick Matthews. Fire drills will be held during Hilary term and adequate notice will be provided.

Consultation and information
The Acting Director of CDS and CDS’ fire safety officer keep the issues covered in this safety statement under review. In addition there is formal consultation with all CDS staff on a yearly basis.

This safety statement has been circulated to all members of CDS staff. It is on permanent display in CDS and the attention of all users of CDS facilities is drawn to it. It will be revised from time to time as circumstances dictate.

Staff and students should familiarize themselves with the College’s policy on health and safety. Full details are available at:

Appendix 2

UNIVERSITY OF DUBLIN
TRINITY COLLEGE
Centre for Deaf Studies

Plagiarism Statement

Academic standards in student work

ATTRIBUTION AND PLAGIARISM

All quotations from published and unpublished sources must begin and end with quotation marks and be accompanied by a full reference (see below). The following practices are unacceptable and will be treated as plagiarism:

- copying without acknowledgement;
- selective copying (which omits words, phrases or sentences from the original) without acknowledgement;
- close summary without acknowledgement.

No student found guilty of plagiarism will be (i) awarded a degree or diploma or (ii) supported in applications for admission to other courses of study either at Trinity College or elsewhere.

To ensure that you have a clear understanding of what plagiarism is, how Trinity deals with cases of plagiarism, and how to avoid it, you will find a repository of information at http://tcd-ie.libguides.com/plagiarism

We ask you to take the following steps:

(i) Visit the online resources to inform yourself about how Trinity deals with plagiarism and how you can avoid it at http://tcd-ie.libguides.com/plagiarism. You should also familiarize yourself with the 2015-16 Calendar entry on plagiarism located on this website and the sanctions which are applied;

(ii) Complete the ‘Ready, Steady, Write’ online tutorial on plagiarism at http://tcd-ie.libguides.com/plagiarism/ready-steady-write. Completing the tutorial is compulsory for all students.

(iii) Familiarise yourself with the declaration that you will be asked to sign when submitting course work at http://tcd-ie.libguides.com/plagiarism/declaration

(iv) Contact your College Tutor, your Course Director, or your Lecturer if you are unsure about any aspect of plagiarism.

Plagiarism is a serious disciplinary offence: see also the College regulations on plagiarism printed at the end of this handbook.
Appendix

Extract from General Regulations and Information, Calendar 2015-2016


Plagiarism

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

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

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

Plagiarism can arise from actions such as:

(a) copying another student’s work;

(b) enlisting another person or persons to complete an assignment on the student’s behalf;

(c) quoting directly, without acknowledgement, from books, articles or other sources, either in printed, recorded or electronic format;

(d) paraphrasing, without acknowledgement, the writings of other authors.

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

(i) fail to distinguish between their own ideas and those of others;

(ii) fail to take proper notes during preliminary research and therefore lose track of the sources from which the notes were drawn;

(iii) fail to distinguish between information which needs no acknowledgement because it is firmly in the public domain, and information which might be widely known, but which nevertheless requires some sort of acknowledgement;

(iv) come across a distinctive methodology or idea and fail to record its source.

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

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

84 It is clearly understood that all members of the academic community use and build on the work of others. It is commonly accepted also, however, that we build on the work of others in an open and explicit manner, and with due acknowledgement. Many cases of plagiarism that arise could be avoided by following some simple guidelines:

(i) Any material used in a piece of work, of any form, that is not the original thought of the author should be fully referenced in the work and attributed to its source. The material should either be quoted directly or paraphrased. Either way, an explicit citation of the work referred to should be provided, in the text, in a footnote, or both. Not to do so is to commit plagiarism.

(ii) When taking notes from any source it is very important to record the precise words or ideas that are being used and their precise sources.

(iii) While the Internet often offers a wider range of possibilities for researching particular themes, it also requires particular attention to be paid to the distinction between one's own work and the work of others. Particular care should be taken to keep track of the source of the electronic information obtained from the Internet or other electronic sources and ensure that it is explicitly and correctly acknowledged.

85 It is the responsibility of the author of any work to ensure that he/she does not commit plagiarism.

86 Students should ensure the integrity of their work by seeking advice from their lecturers, tutor or supervisor on avoiding plagiarism. All schools and departments should include, in their handbooks or other literature given to students, advice on the appropriate methodology for the kind of work that students will be expected to undertake.

87 If plagiarism as referred to in §82 above is suspected, in the first instance, the head of school, or designate, will write to the student, and the student's tutor advising them of the concerns raised and inviting them to attend an informal meeting with the head of school, or designate, (The director of teaching and learning (undergraduate) may also attend the meeting as appropriate. As an alternative to their tutor, students may nominate a representative from the Students' Union to accompany them to the meeting) and the lecturer concerned, in order to put their suspicions to the student and give the student the opportunity to respond. The student will be requested to respond in writing stating his/her agreement to attend such a meeting and confirming on which of the suggested dates and times it will be possible for the student to attend. If the student does not in this manner agree to attend such a meeting, the head of school, or designate, may refer the case directly to the Junior Dean, who will interview the student and may implement the procedures as referred to under Conduct and College Regulations §2.

88 If the head of school, or designate, forms the view that plagiarism has taken place, he/she must decide if the offence can be dealt with under the summary procedure set out below. In order for this summary procedure to be followed, all parties attending the informal meeting as noted in §87 above must state their agreement in writing to the head of school, or designate. If the facts of the case are in dispute, or if the head of school, or designate, feels that the penalties provided for
under the summary procedure below are inappropriate given the circumstances of the case, he/she will refer the case directly to the Junior Dean, who will interview the student and may implement the procedures as referred to under Conduct and College Regulations §2.

89 If the offence can be dealt with under the summary procedure, the head of school, or designate, will recommend to the Senior Lecturer one of the following penalties:

(a) that the piece of work in question receives a reduced mark, or a mark of zero; or

(b) if satisfactory completion of the piece of work is deemed essential for the student to rise with his/her year or to proceed to the award of a degree, the student may be required to re-submit the work. However the student may not receive more than the minimum pass mark applicable to the piece of work on satisfactory re-submission.

90 Provided that the appropriate procedure has been followed and all parties in §87 above are in agreement with the proposed penalty, the Senior Lecturer may approve the penalty and notify the Junior Dean accordingly. The Junior Dean may nevertheless implement the procedures as referred to under Conduct and College Regulations §2.