Linguistics is studied as a Joint Honours subject with one of the following options:

- TR241: Linguistics & Computer Science
- TR230: Linguistics & Classical Languages
- TR589: Linguistics & Philosophy
- TR587: Linguistics & Middle Eastern, Jewish and Islamic Civilisations
- TR588: Linguistics & Modern Language (French, Irish, German Russian, Spanish)

This handbook covers information and course requirements for Linguistics only.

Please note: this handbook is comprehensive of the Module Handbook 2021-22

A Note on this Handbook

In the event of any conflict or inconsistency between the General Regulations published in the University Calendar and information contained in programme or local handbooks, the provisions of the General Regulations in the Calendar will prevail.

Alternative formats of the Handbook can be made available on request.
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SECTION 1 – GENERAL COLLEGE INFORMATION

1.1 University regulations

Please reference the links below for College regulations, policies and procedures:

- Student Complaints Procedure https://www.tcd.ie/about/policies/160722_Student%20Complaints%20Procedure_PUB.pdf

1.2 Student services and support

College also provides a range of administrative, academic and wellbeing supports and services to help smooth your route through college, these include the College Tutorial Service, Student-2-Student, College Health, the Disability Service and a range of other activities. You can find further information at the links below:

- Careers Advisory Service - http://www.tcd.ie/Careers/
- Graduate Studies Office - http://www.tcd.ie/graduatestudies/
- Mature Student Office - https://www.tcd.ie/maturestudents/
- Senior Tutor and Tutorial Service - https://www.tcd.ie/seniortutor/
- Trinity Disability Service - http://www.tcd.ie/disability/

Jenny O’Reilly (oreillje@tcd.ie) and Natalia Cwik (cwikn@tcd.ie) are your first port of call of all general queries concerning Linguistics.

1.3 Tutors

All undergraduate students are assigned a tutor when they are admitted to College. Your tutor, who is a member of the teaching staff but who may be outside the School, will give confidential advice on courses, discipline, examinations, fees and other matters and will represent you before the College authorities should the need arise. For more information please see https://www.tcd.ie/Senior_Tutor/faq/

1.4 Student 2 Student

From the moment that you arrive in College, right the way to your end of exams, Student 2 Student (S2S) is here to make sure that your first year is fun, engaging and a great foundation for the rest of your time in Trinity. You will meet S2S mentors in Freshers’ Week. They will keep in regular touch with you throughout your first year and invite you to events. They will also provide useful information about your course and what to look out for. Mentors are
students who have been through the first year and know exactly what it feels like, so you never have to worry about asking them a question or talking to them about anything that is worrying you.

S2S also offers trained Peer Supporters if you want to talk confidentially to another student, or just to meet a friendly face for coffee and a chat. S2S is supported by the Senior Tutor’s Office and the Student Counselling Service. See http://student2student.tcd.ie; email: student2student@tcd.ie; telephone: (+353) 1 896 2438

1.5 Support provision for students with disabilities

Trinity has adopted a Reasonable Accommodation Policy that outlines how supports are implemented in Trinity. Student seeking reasonable accommodation whilst studying in Trinity must apply for reasonable accommodations with the Disability Service in their student portal my.tcd.ie. Based on appropriate evidence of a disability and information obtained from the student on the impact of their disability and their academic course requirements, the Disability Staff member will identify supports designed to meet the student’s disability support needs. Following the Needs Assessment, the student’s Disability Officer prepares an Individual Learning Educational Needs Summary (LENS) detailing the Reasonable Accommodations to be implemented. The information outlined in the LENS is communicated to the relevant School via the student record in SITS.

Examination accommodation and deadlines

Students should make requests as early as possible in the academic year. To ensure the Assessment, Progression and Graduation Team can set your accommodations for examination purposes the following deadlines are applied:

- Semester 1 assessments and Foundation Scholarship assessment: 15 October 2021
- Semester 2 assessments: 7 February 2022
- Reassessments: 20 May 2022

1.6 Co-curricular activities

1.6.1 TCD Sports clubs

College has 50 sports clubs in a range of disciplines, from Basketball to Archery, you can find information on all of the clubs on the Trinity Sport website, here: https://www.tcd.ie/Sport/student-sport/clubs/
1.6.2 TCD Societies

College offers over 100 societies across the University. From arts, culture, politics and debating to gaming, advocacy and music, you're sure to find your niche. You can find a list of all of the societies here: http://trinitiesocieties.ie/

1.7 Student union (TCDSU)

The Trinity College Students Union is a union for students, by students. They represent the undergraduate student body at College level. You can find further information about the union, and how to get involved, on their website, here: https://www.tcdsu.org/ and can find information on the student representation structures here: https://www.tcdsu.org/aboutus

1.8 Emergency Procedure

In the event of an emergency, dial Security Services on extension 1999. Security Services provide a 24-hour service to the college community, 365 days a year. They are the liaison to the Fire, Garda and Ambulance services and all staff and students are advised to always telephone extension 1999 (+353 1 896 1999) in case of an emergency. Should you require any emergency or rescue services on campus, you must contact Security Services. This includes chemical spills, personal injury or first aid assistance. It is recommended that all students save at least one emergency contact in their phone under ICE (In Case of Emergency).

1.9 Data protection

Please note that due to data protection requirements Staff in the School of Linguistic, Speech and Communication Sciences cannot discuss individual students with parents/guardians or other family members.

As the University considers students, even if they are not yet 18, to have the maturity to give consent for the use of their data, in normal circumstances, the University will not disclose personal data to the parents, guardians or other representatives of a student without the student’s consent. The University’s preference is to receive written consent by way of email from the student where possible. Without such consent the University will not release any details regarding students including details of their registration, attendance, results, fee payments etc.

Trinity College Dublin uses personal data relating to students for a variety of purposes. We are careful to comply with our obligations under data protection laws, you can find further information on how we obtain, use and disclose student data here: https://www.tcd.ie/info_compliance/data-protection/student-data/
2.1 Welcome from the Programme Director

Dear Students,

I’m delighted to welcome you to the Joint Honours programme in Linguistics. I hope that you are enjoying Freshers’ Week!

I am sure you’ll find that Trinity is an excellent environment to study in. The Joint Honours programme combines the study of two disciplines, offering students a great variety of options across college. Linguistics can be studied with Computer Science, Classical languages, Philosophy, Middle Eastern, Jewish and Islamic Civilisations, or Modern Language (French, Irish, German, Russian, or Spanish). Mastering two subjects will no doubt be challenging at times, but I hope you’ll find it to be equally rewarding.

This Handbook contains all the information you’ll need about the Joint Honours Linguistics programme structure, module options, and college regulations. Your individual timetable, containing your lecture information, will be available to you via the online Student Portal at my.tcd.ie when you complete your programme registration.

I wish you every success with your studies and your time here at Trinity. I’m looking forward to meeting you at the orientation meeting during Freshers’ Week!

All the best to all of you,

Valentina Colasanti  
Programme Director  
Joint Honours in Linguistics  
August 2021
2.3 Programme Governance

Joint Honours (JH) is a cross-faculty course. Within Linguistics, the Joint Honours programme is governed by the School of Linguistic, Speech and Communication Sciences, and, specifically, by the UG Linguistics committee. Membership to this committee includes:

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Margaret Walshe</td>
<td>Associate Professor in Speech &amp; Language Pathology</td>
<td><a href="mailto:walshema@tcd.ie">walshema@tcd.ie</a></td>
</tr>
<tr>
<td></td>
<td>Director of Undergraduate Teaching and Learning</td>
<td></td>
</tr>
<tr>
<td>John Saeed</td>
<td>Professor in Linguistics</td>
<td><a href="mailto:jsaeed@tcd.ie">jsaeed@tcd.ie</a></td>
</tr>
<tr>
<td></td>
<td>Academic representative Centre for Language and Communication Studies</td>
<td></td>
</tr>
<tr>
<td>Lorna Carson</td>
<td>Professor in Applied Linguistics</td>
<td><a href="mailto:carsonle@tcd.ie">carsonle@tcd.ie</a></td>
</tr>
<tr>
<td></td>
<td>Academic representative Centre for Language and Communication Studies</td>
<td></td>
</tr>
<tr>
<td>Valentina Colasanti</td>
<td>Assistant Professor in Linguistics</td>
<td><a href="mailto:UGLinguistics@tcd.ie">UGLinguistics@tcd.ie</a></td>
</tr>
<tr>
<td></td>
<td>Director JH Linguistics</td>
<td></td>
</tr>
<tr>
<td>TBA</td>
<td>Student representative</td>
<td></td>
</tr>
</tbody>
</table>

2.4 Contact details

2.4.1 Academic staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ailbhe Ní Chasaide</td>
<td>Professor in Phonetics</td>
<td><a href="mailto:anichsid@tcd.ie">anichsid@tcd.ie</a></td>
</tr>
<tr>
<td>John Saeed</td>
<td>Professor in Linguistics</td>
<td><a href="mailto:jsaeed@tcd.ie">jsaeed@tcd.ie</a></td>
</tr>
<tr>
<td>Christer Gobl</td>
<td>Associate Professor in Speech Science</td>
<td><a href="mailto:cegobl@tcd.ie">cegobl@tcd.ie</a></td>
</tr>
<tr>
<td>Breffni O’Rourke</td>
<td>Associate Professor in Applied Linguistics</td>
<td><a href="mailto:breffni.orourke@tcd.ie">breffni.orourke@tcd.ie</a></td>
</tr>
<tr>
<td></td>
<td>Head of Discipline</td>
<td></td>
</tr>
<tr>
<td>Lorna Carson</td>
<td>Professor in Applied Linguistics</td>
<td><a href="mailto:carsonle@tcd.ie">carsonle@tcd.ie</a></td>
</tr>
<tr>
<td></td>
<td>Head of School</td>
<td></td>
</tr>
<tr>
<td>Elaine Uí Dhonnchadha</td>
<td>Assistant Professor in Computational Linguistics</td>
<td><a href="mailto:uidhonne@tcd.ie">uidhonne@tcd.ie</a></td>
</tr>
</tbody>
</table>
### 2.4.2 Administrative staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dara Ó Siochain</td>
<td>School manager</td>
<td><a href="mailto:dosochin@tcd.ie">dosochin@tcd.ie</a></td>
</tr>
<tr>
<td>Jennifer O'Reilly</td>
<td>Executive officer</td>
<td><a href="mailto:oreillje@tcd.ie">oreillje@tcd.ie</a></td>
</tr>
<tr>
<td>Natalia Cwik</td>
<td>Senior executive officer</td>
<td><a href="mailto:cwikn@tcd.ie">cwikn@tcd.ie</a></td>
</tr>
</tbody>
</table>

To view the complete profile of staff members in the School of Linguistic, Speech and Communication Sciences visit: [https://www.tcd.ie/slscs/staff/](https://www.tcd.ie/slscs/staff/)

UG Linguistics programme website: [https://www.tcd.ie/slscs/undergraduate/linguistics/](https://www.tcd.ie/slscs/undergraduate/linguistics/)

School website: [https://www.tcd.ie/slscs/](https://www.tcd.ie/slscs/)
### 2.5 Key dates for JF

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-24 September 2021</td>
<td>Freshers’ Week (orientation for undergraduates)</td>
</tr>
<tr>
<td>TBA</td>
<td>Deadline changing module choices</td>
</tr>
<tr>
<td>TBA</td>
<td>Transfer deadline for newly entered JF students who in their first term are seeking to transfer into the JF year of a different course</td>
</tr>
<tr>
<td>27 September 2021</td>
<td>Classes start (Semester 1/Michaelmas term) Check your lecture timetable on my.tcd.ie</td>
</tr>
<tr>
<td>25-31 October 2021</td>
<td>Study week (no lectures)</td>
</tr>
<tr>
<td>4 December</td>
<td>Classes finish (Semester 1/Michaelmas term)</td>
</tr>
<tr>
<td>13-19 December 2021</td>
<td>Assessment Semester 1</td>
</tr>
<tr>
<td>17-23 January 2022</td>
<td>Marking/Results</td>
</tr>
<tr>
<td>24 January 2022</td>
<td>Classes start (Semester 2/Hilary Term)</td>
</tr>
<tr>
<td>07-13 March 2022</td>
<td>Study week (no lectures)</td>
</tr>
<tr>
<td>18-24 April 2022</td>
<td>Revision</td>
</tr>
<tr>
<td>02-08 May 2022</td>
<td>Assessment Semester 2</td>
</tr>
<tr>
<td>09-29 May 2022</td>
<td>Marking/Results</td>
</tr>
</tbody>
</table>

### 2.5 Key dates for SF

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-10 September 2021</td>
<td>Orientation</td>
</tr>
<tr>
<td>TBA</td>
<td>Deadline changing module choices</td>
</tr>
<tr>
<td>13 September 2021</td>
<td>Classes start (Semester 1/Michaelmas term) Check your lecture timetable on my.tcd.ie</td>
</tr>
</tbody>
</table>
2.6 Academic year structure

You can find the academic year structure at this link: https://www.tcd.ie/calendar/.

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>25-31 October 2021</td>
<td>Study week (no lectures)</td>
</tr>
<tr>
<td>4 December</td>
<td>Classes finish (Semester 1/Michaelmas term)</td>
</tr>
<tr>
<td>13-19 December 2021</td>
<td>Assessment Semester 1</td>
</tr>
<tr>
<td>17-23 January 2022</td>
<td>Marking/Results</td>
</tr>
<tr>
<td>24 January 2022</td>
<td>Classes start (Semester 2/Hilary Term)</td>
</tr>
<tr>
<td>07-13 March 2022</td>
<td>Study week (no lectures)</td>
</tr>
<tr>
<td>18-24 April 2022</td>
<td>Revision</td>
</tr>
<tr>
<td>02-08 May 2022</td>
<td>Assessment Semester 2</td>
</tr>
<tr>
<td>09-29 May 2022</td>
<td>Marking/Results</td>
</tr>
</tbody>
</table>
2.7 Module registration and Timetable

2.7.1 Module registration

It is your responsibility to ensure that you:

- Take modules amounting to 60 ECTS during an academic year
- That your selected modules meet the programme requirements
- That you meet the prerequisite for your chosen modules

This handbook outlines your module requirements for each year and gives details of the module prerequisites and programme requirements. Some of your modules might be **core** (you have to take them) and others are **optional**. You register your choice in April, but you can change your mind in the first teaching week of Semester 1 (Michaelmas Term). Bear in mind that lecturers will not be able to make special arrangements for you if you turn up to lectures for the first time in week two: if you have doubts, attend all modules you are thinking about for the first week.

You must be aware that if you have a timetable clash, you may not be able to take your preferred module choice. If there are any timetable clashes contact the Academic Registry ([academic.registry@tcd.ie](mailto:academic.registry@tcd.ie)) and inform Jenny O’Reilly ([oreillje@tcd.ie](mailto:oreillje@tcd.ie)) or Natalia Cwik ([cwikn@tcd.ie](mailto:cwikn@tcd.ie)).

Students in Year 1 (JF) of Joint Honours Linguistics will be invited during the Trinity term to register their preferences for Year 2 of their course, including Trinity Electives and Open Modules.

Students will be advised of how they will do this and where they will find relevant module information several weeks before they are invited to register. Timetabling may restrict the availability of modules to individual students.

2.7.2 Lecture timetable

Lecture timetables are published to the student portal [my.tcd.ie](http://my.tcd.ie) at least one week before the beginning of the academic year. Once a student is registered, they can view their timetable on their student portal. The onus is on students to check their timetable at regular intervals to identify any changes to venues or lecture times. It is imperative that students, at the beginning of the Academic year, check for any clashing of modules that may be occurring, not just in the Semester 1, but through into the Semester 2 (Hilary Term). Please make contact Jenny O’Reilly ([oreillje@tcd.ie](mailto:oreillje@tcd.ie)) or Natalia Cwik ([cwikn@tcd.ie](mailto:cwikn@tcd.ie)) if you have any clashes.
2.8 Key locations

2.8.1 Centre for Language and Communication Sciences

The Centre for Language and Communication Studies is located in the Arts Building on level 4, between stairways A and B. The language materials are on open access in room 4091, and the language laboratories (rooms 4072 and 4074), TV and video facilities (room 4074) and computer room (room 4073) are nearby.

- **Postal address:**
  Centre for Language and Communication Studies
  Room 4091, Arts Building
  Trinity College
  Dublin 2

- **Telephone:** +353 1 896 1560
- **Email:** clcsinfo@tcd.ie

**Please note:** all official email correspondence will be sent to TCD email addresses only. You should check your email on a regular basis. When emailing students should include their TCD student ID number all the times.

2.8.2 Blackboard

Blackboard is the College online learning environment, where lecturers will give access to material like lecture notes and discussion forums. The use of Blackboard varies from module to module and individual lecturers will speak to you about the requirements for their module. In order to access a module on Blackboard you should be registered to the module. If you are not registered, please contact the Academic Registry (via email – academic.registry@tcd.ie) and inform Jenny O’Reilly (oreillje@tcd.ie) or Natalia Cwik (cwikn@tcd.ie).

Blackboard can be accessed via [https://tcd.blackboard.com/webapps/login/](https://tcd.blackboard.com/webapps/login/)

2.8.3 Student Portal (my.tcd.ie)

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

If your personal student information is incorrect, you should contact the Academic Registry (via email – academic.registry@tcd.ie) stating your full name and student ID number.
3.0 Important information on COVID-19 restrictions and modes of teaching and learning

In order to offer taught programmes in line with government health and safety advice, teaching and learning in Semester 1 up to reading week for your programme will follow a blended model that combines online and in-person elements to be attended on campus. This blended model will include offering online lectures for larger class groupings, as well as in-person or online classes for smaller groups. The differing modes of teaching and learning for particular modules are determined by your home School. Information on the modes of teaching and learning during the second part of Semester 1 and in Semester 2 will be available closer to the time.

Registered students are expected to be available to attend in-person teaching activities. Any request not to attend in person for exceptional reasons (such as travel restrictions or underlying health conditions) will be considered on a case-by-case basis by the relevant Head of School in consultation with College Health and there is no guarantee that these requests can be facilitated. It will depend on whether the programme learning outcomes and modes of assessment can be met through remote attendance.

For those students not currently in Ireland or planning to undertake travel before the start of term, if they are returning from a country that requires mandatory hotel quarantining or self-quarantining/isolating on arrival in Ireland, they are expected to allow for the period of restricted movement after arrival and prior to commencement of their studies, and therefore should factor this into their travel plans.

We would ask all students to adhere to the safety protocols when on campus for in-person teaching activities or student club and society events, i.e., mask wearing, hand washing, cough etiquette and to maintain social distancing. Please do not congregate outside lecture or tutorial rooms after your classes; we would ask you to exit the building immediately after your event has finished. When term starts on 13 September (or 27 September for first years), students will be permitted on campus for any in-person events that they are involved in. Access to campus will be via a valid student ID card.
3.1 Programme Architecture

Taking Linguistics as a Joint Honours student means that you study Linguistics as well as one another subject. Linguistics can be combined with:

- TR241: Linguistics & Computer Science
- TR230: Linguistics & Classical Languages
- TR589: Linguistics & Philosophy
- TR587: Linguistics & Middle Eastern, Jewish and Islamic Civilisations
- TR588: Linguistics & Modern Language (French, Irish, German Russian, Spanish)

The full official Joint Honours Regulations on examination and progression are available in the College Calendar.

3.2 Linguistics Degree options in Joint Honours

There are a number of available to those pursuing a Joint Honours degree:

- Major Award in Linguistics
- Joint Honours Award
- Minor Award in Linguistics

The table below shows Linguistics ECTS requirements for each pathway:

<table>
<thead>
<tr>
<th>Year</th>
<th>Major Award</th>
<th>Joint Honours</th>
<th>Minor Award</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>30 ECTS</td>
<td>30 ECTS</td>
<td>30 ECTS</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>40 ECTS</td>
<td>20 ECTS</td>
</tr>
<tr>
<td>2</td>
<td>40 ECTS</td>
<td>20 ECTS</td>
<td>20 ECTS</td>
</tr>
<tr>
<td>3</td>
<td>40 ECTS</td>
<td>30 ECTS</td>
<td>30 ECTS</td>
</tr>
<tr>
<td>4</td>
<td>40 ECTS (incl. Capstone)</td>
<td>60 ECTS (incl. Capstone)</td>
<td>20 ECTS + Capstone</td>
</tr>
</tbody>
</table>

For instance, a student seeking a Major Award in Linguistics must take the following sequence:
- **Junior Freshman (Year 1):** the student takes 30 ECTS Linguistics modules.

- **Senior Freshman (Year 2):** the student has two options
  - **Option 1:** pursue 40 ECTS Linguistics modules
  - **OR**
  - **Option 2:** pursue 20 ECTS Linguistics modules

- **Junior Sophister (Year 3):** regardless of the option chosen in Year 2, the student has two options:
  - **Option 1:** pursue 40 ECTS Linguistics modules
  - **OR**
  - **Option 2:** pursue 30 ECTS Linguistics modules

- **Senior Sophister (Year 4):**
  - **Student taking Option 1 in Year 3:** must take 40 ECTS again
  - **Student taking Option 2 in Year 3:** must take 60 ECTS again

Students choose their degree pathway by the end of the Senior Freshman year.

Degree results are based on examinations taken in the Junior Sophister (third) and Senior Sophister (fourth) years.

Linguistics teaching in the Freshman (first two) years emphasises the understanding of basic linguistic concepts and the acquisition of the descriptive and analytical skills necessary for more in-depth study. In the Sophister (third and fourth) years, there are few compulsory modules. Students are therefore able to construct their own programme from a wide range of options.

**Degree Title:** The course leads to a Bachelor of Arts (Joint Honours, B.A. with Honours). Both Joint Honours subjects are named in the degree title.

**3.2.1 European Credit Transfer System (ECTS)**

The European Credit Transfer and Accumulation System (ECTS) is an academic credit system based on the estimated student workload required to achieve the objectives of a module or programme of study. It is designed to enable academic recognition for periods of study, to facilitate student mobility and credit accumulation and transfer. The ECTS is the recommended credit system for higher education in Ireland and across the European Higher Education Area. The ECTS weighting for a module is a measure of the student input or
workload required for that module, based on factors such as the number of contact hours, the number and length of written or verbally presented assessment exercises, class preparation and private study time, laboratory classes, examinations, clinical attendance, professional training placements, and so on as appropriate. There is no intrinsic relationship between the credit volume of a module and its level of difficulty. The European norm for fulltime study over one academic year is 60 credits. 1 credit represents 20-25 hours estimated student input, so a 10-credit module will be designed to require 200-250 hours of student input including class contact time, assessments and examinations. ECTS credits are awarded to a student only upon successful completion of the programme year. Progression from one year to the next is determined by the programme regulations. Students who fail a year of their programme will not obtain credit for that year even if they have passed certain component. Exceptions to this rule are one-year and part-year visiting students, who are awarded credit for individual modules successfully completed.

3.3 Programme Structure and Workload

3.3.1 Junior Freshman (First year)

**Major Award, Joint Honours, Minor Award:** students must take modules equivalent to **30 ECTS** from the **core** modules. All the JF Linguistics modules are mandatory.

### Semester 1

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>ECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIU11001</td>
<td>Language, the Individual, and Society</td>
<td>5</td>
</tr>
<tr>
<td>LIU11004</td>
<td>Introduction to Language Acquisition</td>
<td>5</td>
</tr>
<tr>
<td>LIU11006</td>
<td>Introduction to Meaning</td>
<td>5</td>
</tr>
</tbody>
</table>

### Semester 2

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>ECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIU11002</td>
<td>Introduction to Syntax</td>
<td>5</td>
</tr>
<tr>
<td>LIU11007</td>
<td>Language and Mind</td>
<td>5</td>
</tr>
<tr>
<td>LIU11005</td>
<td>Sounds and Sound Systems</td>
<td>5</td>
</tr>
</tbody>
</table>

3.3.2 Senior Freshman (Second Year)

3.3.2.1 Students taking Linguistics as a Minor subject from Year 2 (SF)

Students taking Linguistics as a **Minor subject from Year 2** must take modules equivalent to **20 ECTS** from the following JF (Year 1) **core** modules. All the JF Linguistics modules are mandatory.
### Semester 1

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>ECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIU11004</td>
<td>Introduction to Language Acquisition</td>
<td>5</td>
</tr>
<tr>
<td>LIU11006</td>
<td>Introduction to Meaning</td>
<td>5</td>
</tr>
</tbody>
</table>

### Semester 2

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>ECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIU11002</td>
<td>Introduction to Syntax</td>
<td>5</td>
</tr>
<tr>
<td>LIU11005</td>
<td>Sounds and Sound Systems</td>
<td>5</td>
</tr>
</tbody>
</table>
3.4 Module Handbook 2021-22

3.4.1 Semester 1

<table>
<thead>
<tr>
<th>Module Code</th>
<th>LIU11001</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Name</td>
<td>Language, the Individual and Society (Introduction to Linguistics I)</td>
</tr>
<tr>
<td>ECTS Weighting</td>
<td>5</td>
</tr>
<tr>
<td>Semester/Term Taught</td>
<td>Michaelmas Term</td>
</tr>
</tbody>
</table>
| Contact Hours | Direct hours = 22 (1 term, 2 hours per week)  
Indicative hours = 200 |

**Module Personnel**

- **Module Coordinator**: Prof. Gessica De Angelis
- **Lecturers**: Prof. Gessica De Angelis, Dr. Irena Yanushevskaya, Prof. Nathan Hill, Prof. Breffni O’Rourke, Prof. Elaine Ui Dhonnchadha, Prof. Valentina Colasanti, Prof. John Saeed, Mr. Patrick Matthews

**Learning Outcomes**

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

- LO1. Discuss critically a range of introductory topics in linguistics.
- LO2. Analyse the structure of spoken and signed languages.
- LO3. Identify major concepts in linguistics related to the language modalities.
- LO4. Evaluate different accounts of the relationship between language and thought.
- LO5. Apply knowledge and understanding of linguistics to engage with linguistic data.

**Module Learning Aims**

This module is an introduction to linguistics. It gives a general knowledge of each area of linguistics drawing from a range of spoken and signed languages. Its aim is to provide the students who have no previous knowledge of linguistics with a background in core areas of the field – phonetics, phonology, syntax, morphology, semantics, and their acquisition.

The module is divided in three parts: the first part is an introduction to the field of linguistics, the second part is concerned with the structure of natural languages, and the third part is related to language modality, with particular attention to sign language and gesture.

**Module Content**

- What is Linguistics?
- Brain and Language
- Phonetics: the sounds of language
- Phonology: the sound patterns of language
- Morphology: the study of words
- Syntax: from words to phrases
- Semantics
- Pragmatics
- Gesture and language
- Sign languages

-Detailed reading list available on Blackboard|
| Assessment Details | Take-home test (100%)
Students are required to complete a take-home test based on selected weekly topics. All tests must be submitted electronically in Blackboard.

*Date:* TBA
<table>
<thead>
<tr>
<th>Module Code</th>
<th>LIU11004</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Name</td>
<td>Introduction to Language Acquisition</td>
</tr>
<tr>
<td>ECTS Weighting</td>
<td>5</td>
</tr>
<tr>
<td>Semester/Term Taught</td>
<td>Michaelmas Term</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>Direct hours = 22 (1 term, 2 hours per week)</td>
</tr>
<tr>
<td></td>
<td>Indicative hours = 100</td>
</tr>
<tr>
<td>Module Personnel</td>
<td>Module Coordinator: Prof. Breffni O’Rourke</td>
</tr>
<tr>
<td></td>
<td>Lecturers: Ms. Mengqi Zhou, Ms. Beth Milofsky, Ms. Niamh Reynolds</td>
</tr>
<tr>
<td>Learning Outcomes</td>
<td>On successful completion of this module, students should be able to:</td>
</tr>
<tr>
<td></td>
<td>LO1. Debate historically influential theories of first language acquisition</td>
</tr>
<tr>
<td></td>
<td>LO2. Explain some central concepts in the linguistic domains of phonology, morphology, syntax, semantics, and pragmatics</td>
</tr>
<tr>
<td></td>
<td>LO3. Describe central aspects of first language acquisition in relation to each of the major domains of language</td>
</tr>
<tr>
<td></td>
<td>LO4. Describe central aspects of first language acquisition and development in relation to several developmental stages</td>
</tr>
<tr>
<td></td>
<td>LO5. Discuss the characteristics of bilingual and multilingual first language acquisition, and the differences between them</td>
</tr>
<tr>
<td>Module Learning Aims</td>
<td>This module will introduce students to central issues in language acquisition and development. The aim is to equip students with an understanding of the nature of non-pathological language acquisition and development in various domains, and an appreciation of the rates and routes of normal language acquisition.</td>
</tr>
<tr>
<td>Module Content</td>
<td>After a general introduction, the module deals with the principal domains of language acquisition: sounds, word meanings, sentence grammar, word grammar, and communication. It then deals with the issues of bilingual and multilingual acquisition, individual variation, acquisitional stages, and language universals.</td>
</tr>
<tr>
<td>Recommended Reading List</td>
<td>Caroline Rowland (2013), Understanding Child Language Acquisition. Abingdon: Routledge. [required textbook]</td>
</tr>
<tr>
<td></td>
<td>[Other references will be supplied during the module]</td>
</tr>
<tr>
<td>Assessment Details</td>
<td>Take-home test (100%)</td>
</tr>
<tr>
<td></td>
<td>Students are required to complete a take-home test during the Semester 1 assessment period.</td>
</tr>
<tr>
<td></td>
<td>Date: TBA</td>
</tr>
<tr>
<td>Module Code</td>
<td>LIU11006</td>
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<tr>
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</tr>
<tr>
<td>Module Name</td>
<td>Introduction to Meaning</td>
</tr>
<tr>
<td>ECTS Weighting</td>
<td>5</td>
</tr>
<tr>
<td>Semester/Term Taught</td>
<td>Michaelmas Term</td>
</tr>
</tbody>
</table>
| Contact Hours | Direct hours = 22 (1 term, 2 hours per week)  
Indicative hours = 100 |
| Module Personnel | Module Coordinator: Prof. John Ibrahim Saeed  
Lecturers: Prof. John Ibrahim Saeed, Mr. Conor Pyle |
| Learning Outcomes | On successful completion of this module, students should be able to:  
LO1. Describe the concepts and terminology used to account for the way in which meaning is conveyed  
LO2. Characterise core semantic and pragmatic phenomena and critically reflect upon the relationships between these two levels  
LO3. Analyse real data, discuss their findings, and form generalisations relevant to the important questions in the field  
LO4. Explain how linguistic meaning interacts with other knowledge systems: general knowledge, contextual and cultural knowledge |
| Module Learning Aims | The study of linguistic meaning crosses two disciplines: semantics, which is the study of the encoded meaning carried by words and sentences, and pragmatics, which is the study of how speakers use words and sentences to convey meaning in real world contexts of communication. |
| Module Content | The module will explore some of the basic concepts, findings, and theoretical approaches that underlie research in semantics and pragmatics. One important focus is on word meaning (lexical semantics), which includes topics such as categorization; construal; lexical ambiguity, relations such as synonymy and antonymy, and lexical semantic change. The module will explore the cognitive and conceptual models on which lexical semantics is based such as: event types, plurality and count/mass distinctions, and causation. At the level of sentences, topics include the speakers’ choices to locate an event in space and time, using systems of tense and aspect, and to identify participants, through semantic roles. Within pragmatics the module will introduce approaches that attempt to characterize speaker’s intentions and the context of communications, such as the Gricean theory of conversational implicatures. The students will be given the opportunity to engage with language data and to analyse the processes of conveying and understanding meaning at the semantics/pragmatics interface. |
| Assessment Details | Data analysis assignment (30%)  
*Date*: TBA  
Written assignment (70%)  
*Date*: TBA |

[Other references will be supplied during the module]
### Module Code
LIU11007

### Module Name
Language and Mind (Introduction to Linguistics II)

### ECTS Weighting
5

### Semester/Term Taught
Hilary Term

### Contact Hours
- **Direct hours** = 22 (1 term, 2 hours per week)
- **Indicative hours** = 200

### Module Personnel
- **Module Coordinator**: Prof. Gessica De Angelis
- **Lecturers**: Prof. Valentina Colasanti, Prof. Nathan Hill, Prof. Lorna Carson, Prof. Bronagh Catibusic, Prof. Ailbhe Ni Chasaide, Prof. Neasa Ni Chiarain

### Learning Outcomes
On successful completion of this module, students will be able to:

1. Explain the basic principles of language, variation and change
2. Identify key differences between dialects, varieties and languages
3. Analyse a variety of linguistic problems
4. Identify the social and linguistic dynamics of language change over time
5. Discuss critically topics related to bi/multilingualism and language acquisition and learning
6. Evaluate theories of second language acquisition and learning
7. Explain factors that impact on the rate and route of acquisition of second languages.
8. Identify applications of speech and language technology

### Module Learning Aims
This general module is an introduction to three main areas of linguistics: (1) language variation and change, (2) multilingualism, bilingualism and second language acquisition/learning, and (3) speech and language processing, from the perspectives of the human and machine. The first area explores how languages vary in different social and geographic contexts and how language can change over time. The second illustrates the difference between individual and social multilingualism and discusses patterns of language learning in monolinguals, bi/multilinguals and heritage language learners. The third focuses on speech and language processing - by human and machine. It considers how speech and language technology can be used in pedagogical contexts, and to enhance communication for those with disabilities.

Among the question we consider are the following:

- What is language variation and change?
- What is the difference between dialects, varieties and languages?
- Why does language change?
- Does prior language knowledge influence speed and rate of acquisition of additional languages?
- Do children learn language better than adults?
How do machines mimic human abilities to process speech and language? How does technology help us advance our understanding of speech, language and communication?

The module complements the module *Language, the Individual and Society* (LIU11001) but assumes no previous knowledge of linguistics.

<table>
<thead>
<tr>
<th>Module Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Introduction to language variation</td>
</tr>
<tr>
<td>- Language and society</td>
</tr>
<tr>
<td>- Historical Linguistics: the study of language change</td>
</tr>
<tr>
<td>- Dynamics of language change</td>
</tr>
<tr>
<td>- Linguistic typology</td>
</tr>
<tr>
<td>- Multilingualism and Bilingualism</td>
</tr>
<tr>
<td>- Heritage and minority languages</td>
</tr>
<tr>
<td>- Second language acquisition</td>
</tr>
<tr>
<td>- Speech and language processing: implication for technology</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Recommended Reading List</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Detailed reading list available on Blackboard]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Take-home test</strong> (100%)</td>
</tr>
<tr>
<td>Students are required to complete a take-home test with three questions, one in each of the following areas:</td>
</tr>
<tr>
<td>(1) language variation and change,</td>
</tr>
<tr>
<td>(2) multilingualism, bilingualism, and second language acquisition/learning, and</td>
</tr>
<tr>
<td>(3) speech and language processing: human and machine</td>
</tr>
<tr>
<td><strong>Date</strong>: TBA</td>
</tr>
<tr>
<td><strong>Module Code</strong></td>
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<tr>
<td>----------------</td>
</tr>
<tr>
<td><strong>Module Name</strong></td>
</tr>
<tr>
<td><strong>ECTS Weighting</strong></td>
</tr>
<tr>
<td><strong>Semester/Term Taught</strong></td>
</tr>
</tbody>
</table>
| **Contact Hours** | Direct hours = 22 (1 term, 2 hours per week)  
Indicative hours = 200 |
| **Module Personnel** | **Module Coordinator**: Prof. Valentina Colasanti  
**Lecturers**: Prof. Valentina Colasanti, Mr. Bruno Spadi, Ms. Luisa Aimo Boot |
| **Learning Outcomes** | On successful completion of this module students should be able to:  
LO1. Recognise the formal study of the syntax of human languages from a generative perspective  
LO2. Identify how sentence structure is hierarchically organised, rule-governed, and systematic within and across languages.  
LO3. Explain formally the differences among the languages of the world. |
| **Module Learning Aims** | This module has four principal aims:  
- To come to an understanding of the structural underpinnings of how words come together to form sentences.  
- To introduce the student to the ways in which linguists approach the observable structural aspects of language.  
- To being able to recognise and investigate the combinatory system that forms sentences from phrases and phrases from their subparts.  
- To learn how to analyse languages formally, i.e., analytically investigate phrase and sentence structure. |
| **Module Content** | This course is an introduction to the formal study of syntax in natural language from a cognitive perspective. By ‘syntax’, we mean linguistic structure at the phrase and sentence level. That is, the combination of words into phrases and phrases into sentences. Detailed investigation into sentence structure reveal that sentences are not formed merely by stringing together words. Instead, sentences have properties that imply a complex hierarchical organization that is rule-governed and systematic within and across languages. By ‘formal’, we mean analytically precise investigation that focuses on the form of a linguistic object – here, phrase and sentence structure. We will study syntax from a ‘cognitive perspective’, meaning that the overarching goal of our investigation is to explore and model the human cognitive faculty responsible for building and manipulating complex syntactic structures in the mind. |

[Detailed reading list available on Blackboard] |
| **Assessment Details** | **Mid-term take-home test** (50%)  
*Date*: TBA  
**Final take-home test** (50%)  
*Date*: TBA |
<table>
<thead>
<tr>
<th>Module Code</th>
<th>LIU11005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Name</td>
<td>Sounds and sound systems</td>
</tr>
<tr>
<td>ECTS Weighting</td>
<td>5</td>
</tr>
<tr>
<td>Semester/Term Taught</td>
<td>Hilary Term</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>Direct hours = 22 (1 term, 2 hours per week)</td>
</tr>
<tr>
<td></td>
<td>Indicative hours = 100</td>
</tr>
<tr>
<td>Module Personnel</td>
<td>Module Coordinator: Dr. Irena Yanushevskaia</td>
</tr>
<tr>
<td></td>
<td>Lecturer: Dr. Irena Yanushevskaia</td>
</tr>
<tr>
<td>Learning Outcomes</td>
<td>On successful completion of this module, students should be able to:</td>
</tr>
<tr>
<td></td>
<td>LO1. Describe the processes underlying production of speech sounds (initiation, phonation, articulation) providing appropriate examples to illustrate the description</td>
</tr>
<tr>
<td></td>
<td>LO2. Analyse and classify speech sounds in terms of articulatory phonetics using principles and conventions of the international phonetic association</td>
</tr>
<tr>
<td></td>
<td>LO3. Analyse, label and transcribe sounds of English and other languages using broad and narrow phonetic transcription with the symbols of the International Phonetic Alphabet (the IPA)</td>
</tr>
<tr>
<td></td>
<td>LO4. Apply the basic principles of phonemic analysis to phonetic data</td>
</tr>
<tr>
<td>Module Learning Aims</td>
<td>The aims of the module are to provide students with the foundations of systematic analysis of speech sounds, and to introduce the principles of articulatory phonetic description of speech sounds and of phonological analysis.</td>
</tr>
<tr>
<td>Module Content</td>
<td>The speech production mechanism: initiation, phonation, articulation; organs of speech production; an articulatory classification of consonants and vowels; the International Phonetic Alphabet; coarticulation and assimilation; the procedures of phonemic analysis, phonemic and phonetic transcription.</td>
</tr>
<tr>
<td>Recommended Reading List</td>
<td>Main course books:</td>
</tr>
<tr>
<td></td>
<td>Ladefoged, P., &amp; Johnson, K. (2015). A Course in Phonetics (7 ed.). Sengage Learning. [earlier editions 4-6 are fine if the most recent one is not available]</td>
</tr>
<tr>
<td></td>
<td>[Other references available via the module’s MyReadingList in Blackboard.]</td>
</tr>
<tr>
<td>Assessment Details</td>
<td>Homework (50%)</td>
</tr>
<tr>
<td></td>
<td>Homework, consisting of exercises, is carried out on a regular basis. A selection of these exercises are marked and contribute 50% towards the overall mark for the module.</td>
</tr>
<tr>
<td></td>
<td>Date: TBA</td>
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<tr>
<td></td>
<td>Written Project (50%)</td>
</tr>
<tr>
<td></td>
<td>A short written project contributes to the 50% overall mark of the module.</td>
</tr>
<tr>
<td></td>
<td>Date: TBA</td>
</tr>
</tbody>
</table>
3.5 Study Abroad

In Junior Sophister year you may be permitted to satisfy the requirements of the year, in whole or in part, by study abroad under an approved Erasmus or college-wide international exchange programme approved by the Vice-President for Global Relations, with the assessment at the host university counting as part of your academic record in College. The maximum period for such study is one academic year and the minimum period is three months. Arrangements governing specific exchange programmes are made by the school, department or course office concerned. See https://www.tcd.ie/ssp/undergraduate/study-abroad/ for more information.

3.6 Capstone project

Every student at Trinity will do a Capstone Project or equivalent as part of their undergraduate programme.

The capstone project is the common element across all degree exit routes and is weighted at 20 ECTS. It requires a significant level of independent research by the student. It is an integrative exercise that allows students to showcase skills and knowledge which they have developed across a range of subject areas and across their four years of study. It should result in the production of a significant piece of original work by the student. It should provide them with the opportunity to demonstrate their attainment of the graduate attributes. For more information on Capstone please visit: https://www.tcd.ie/TEP/capstone.php.

3.7 College regulation on coursework, attendance, and examination

3.7.1 Registering Modules and Sitting Examinations

You must register your final module choices before the end of the first week of the Semester 1 in order to appear on module listings for examination purposes. You are required to take examinations of all modules for which you are registered unless specially exempted by permission from the Senior Lecturer.

If you have any issues with this please contact Jenny O’Reilly (oreillje@tcd.ie) or Natalia Cwik (cwikn@tcd.ie).

3.7.2 Coursework and Attendance at Classes

You are required to attend classes and submit assessment work in all modules. A student may be deemed non-satisfactory in a term when more than a third of required work/attendance in that term is missed. Any student who is deemed non-satisfactory in each of the two terms may, in accordance with the regulations laid down by the University Council, be refused permission to take examinations in that year.
To be allowed to sit the ordinary examinations you must have paid the relevant College annual fees and must be in good standing. There is no examination fee payable. There is no notice required of intention to take an examination (the Scholarship examination is an exception to this).

3.7.3 College regulations on examinations

For links and information regarding examinations please go to the Academic Registry website. College General Regulations and information are available in the College Calendar.

3.7.4 Absence from examinations

Students who may be prevented from sitting an examination or examinations (or any part thereof) due to illness should seek, through their tutor, permission from the Senior Lecturer in advance of the examination session to defer the examination/s to the reassessment session. Students who have commenced the examination session, and are prevented from completing the session due to illness should seek, through their tutor, permission from the Senior Lecturer to defer the outstanding examination/s to the reassessment session.

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

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

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

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

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

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

The nature of non-standard examination accommodations, and their appropriateness for individual students, will be approved by the Senior Lecturer in line with the Council-approved policy on reasonable accommodations. Any reports provided by the College’s Disability Service, Health Service or Student Counselling Service will be strictly confidential.

3.7.5 Reassessment examinations

Students take the reassessment examination if they have an excused absence from the final examination. The papers to be taken at the reassessment session are determined by the following rules:

- Any paper(s) not taken at the final examination session for excused reasons must be taken at the reassessment session as a first attempt;
- A result of 0-39 in any paper taken at the final examination session implies that paper must be taken at the reassessment session as a second attempt;
- When a paper at the reassessment examination is being taken as a first attempt because of excused absence from the final examination, work done during the term/year for which credit would normally be given will be taken into account as if it were the final examination.

Papers being repeated because of failure at the final examination session will not include credit for work done during the term/year.

3.7.6 Marking scale

The Institutional marking scale can be referenced in the College Calendar, here: http://www.tcd.ie/calendar/undergraduate-studies/general-regulations-and-information.pdf

Assignments are graded according to the scale in general use in the university. The grade descriptors for each category are as follows:

- I (70-100%) – Demonstrates a full understanding of key issues, an ability to construct a detailed argument on the basis of that understanding, and a capacity for developing innovative lines of thought.
- II.1 (60-69%) – Demonstrates a full understanding of key issues and an ability not only to construct a detailed argument on the basis of that understanding, but to generate additional insights.
- II.2 (50-59%) – Demonstrates an adequate understanding of key issues and an ability to construct an argument on the basis of that understanding.
• **III (40-49%)** – Demonstrates a basic understanding of key issues and an ability to construct a basic argument.

• **Fail I/Fail 2 (39-0%)** – Demonstrates serious misunderstanding of the question; serious misunderstanding of the main issues and concepts; serious weakness in use of sources; poor presentation; poor internal consistency; or poor presentation and/or style. An F2 indicates a mark is non-compensatory.

You will receive a feedback form on your essay (see Appendix to this handbook). The feedback form will ask the examiner for comments under the following headings:

(1) **Structure**

I
The student has masterfully organized ideas and arguments for maximum clarity following an appropriate academic style.

II.1
The student has organised ideas and arguments in a structured and logical format, following an appropriate academic style.

II.2
The student has organised ideas and arguments in a structured and logical format, following an adequate academic writing style.

III
The student has presented ideas and arguments, although the work lacks coherence of clarity in places.

F
There may be serious weakness in the internal consistency and organisation of the assignment.

(2) **Content**

I
The student has demonstrated a full understanding of key concepts related to the assignment.

II.1
The student has demonstrated a good understanding of key concepts related to the assignment topic.

II.2
The student has demonstrated an adequate understanding of key concepts related to the assignment.

III
The student has demonstrated a limited understanding of key concepts related to the assignment.

F
There may be serious weakness in coverage of content.

(3) **Coherence of argument**

I
The student has constructed a sustained argument based on a superior understanding of the subject matter.

II.1
The student has drawn sound conclusions based on clear evidence.

II.2
The student has supported claims with evidence.

III
The student constructs a basic argument on the basis of their understanding of the subject matter.

F
There may be serious weakness in the organisation of arguments.

(4) Independence of thought

I
The student has shown a capacity for developing innovative lines of thought.

II.1
The student has generated additional insights.

II.2
There is some evidence of independent thought.

III
The assignment may be largely descriptive.

F
The assignment may be wholly descriptive.

(5) Use made of relevant literature

I
The student has demonstrated a critical use of sources through extensive research of key concepts, and in support of their arguments and claims.

II.1
The student has demonstrated a systematic use of sources through research of key concepts, and in support of their arguments and claims.

II.2
The student used a range of sources in their explanation of key concepts. Arguments were supported but could have been strengthened through more systematic use of sources.

III
The student has made minimal use of reliable, relevant sources.

F
Use of sources may be inadequate, uncritical, irrelevant and/ or casually paraphrased or plagiarised.

(6) Presentation

I
The assignment approaches a professional editorial standard.

II.1
The assignment adheres to an academic style of formatting, referencing, and writing.

II.2
The assignment is presentable, but does not adhere fully to an academic style of formatting, referencing, and writing.
The assignment achieves a minimal standard of presentation in spite of errors in formatting, referencing, or writing.

F

There may be serious weakness in style of presentation (i.e. punctuation, spelling, grammar, referencing, etc.).

3.7.7 Plagiarism and referencing guide

If you copy another student’s essay, engage someone to write your work, quote material from any published or electronic source without acknowledgement, or extensively paraphrase such material without acknowledgement, you have committed the offence of plagiarism. A mark of zero may be awarded.

The College’s definition of plagiarism and specification of its consequences can be viewed here http://tcd-ie.libguides.com/plagiarism. These webpages are designed to help you to understand what plagiarism is and to employ the principles of academic integrity so as to avoid plagiarising. They also set out the regulations in Trinity relating to plagiarism offences and how they are dealt with. The College Calendar defines plagiarism, gives examples of the kinds of actions that are deemed to constitute plagiarism, and elaborates on the procedures for dealing with plagiarism cases. It is essential that you read the Calendar entry that is relevant to you as an undergraduate or postgraduate student.

The webpages also contain materials and advice on citation styles which are used to reference properly. You should familiarise yourself with the content of these pages.

All students must complete our Ready Steady Write plagiarism tutorial and sign a declaration when submitting course work, whether in hard or soft copy or via Blackboard, confirming that you understand what plagiarism is and have completed the tutorial. If you read the information on plagiarism, complete the tutorial and still have difficulty understanding what plagiarism is and how to avoid it, please seek advice from your College tutor, your Course Director, your supervisor, or from Student Learning Development.

Plagiarism Declaration

Each coversheet that is attached to submitted work should contain the following completed declaration:

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

I have also completed the Online Tutorial on avoiding plagiarism ‘Ready Steady Write’, located at http://tcd-ie.libguides.com/plagiarism/ready-steady-write."

Please refer to your relevant School/Department for the format of essay submission coversheets. You will find the essay submission coversheet to be used for each Linguistics modules in the Appendix to this handbook.
Plagiarism Policy

If plagiarism, as referred to in the Calendar [www.tcd.ie/calendar/undergraduate-studies/general-regulations-and-information.pdf] is suspected, the lecturer informs their HoD and Director of Undergraduate Teaching and Learning (DUTL). The DUTL, or their designate, will write to the student, and the student’s tutor advising them of the concerns raised. The student and tutor (or representative from the Students’ Union) will be invited to attend an informal meeting with the DUTL, or their designate, 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 them to attend. If the student does not agree to attend such a meeting, the DUTL, 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.

If the DUTL, 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 above must state their agreement in writing to the DUL, or designate.

If the offence can be dealt with under the summary procedure, the DUTL, or designate, will recommend one of the following penalties:

**Level 1:** Student receives an informal verbal warning. The piece of work in question is inadmissible. The student is required to rephrase and correctly reference all plagiarised elements. Other content should not be altered. The resubmitted work will be assessed and marked without penalty. The DUTL should inform the course director and where appropriate the course office. The offence is recorded.

**Level 2:** Student receives a formal written warning. The piece of work in question is inadmissible. The student is required to rephrase and correctly reference all plagiarised elements. Other content should not be altered. The resubmitted work will receive a reduced or capped mark depending on the seriousness/extent of plagiarism. In the case of a Level 2 offence, the Senior Lecturer must be notified and requested to approve the recommended penalty. The DUTL should inform the course director and where appropriate the course office. The offence is recorded.

**Level 3:** Student receives a formal written warning. The piece of work in question is inadmissible. There is no opportunity for resubmission, with corrections. Instead, the student is required to submit a new piece of work as a reassessment during the next available session. Provided the work is of a passing standard, both the assessment mark and the overall module mark will be capped at the pass mark. Discretion lies with the Senior Lecturer in cases where there is no standard opportunity for a supplemental assessment under applicable course regulations. In the case of a Level 3 offence, the Senior Lecturer must be notified and requested to approve the recommended penalty. The Senior Lecturer will inform the Junior Dean accordingly. The Junior Dean may nevertheless implement the procedures as referred to under conduct and college regulations. The DUTL should inform the course director and where appropriate the course office. The offence is recorded.
**Level 4:** If the case cannot normally be dealt with under the summary procedures, it is deemed to be a Level 4 offence and will be referred directly to the Junior Dean. Nothing provided for under the summary procedure diminishes or prejudices the disciplinary powers of the Junior Dean under the 2010 Consolidated Statutes.

### 3.8 Progression Regulations

For College progression regulations please reference the College Calendar at: [http://www.tcd.ie/calendar/undergraduate-studies/general-regulations-and-information.pdf](http://www.tcd.ie/calendar/undergraduate-studies/general-regulations-and-information.pdf)

#### 3.8.1 Publications of results

Publication of results take place on dates as specified and agreed by the UG Linguistics Programme Committee. Results are published to your Student Portal (my.tcd.ie).

#### 3.8.2 Overall grade in Linguistics

For information on how the Overall grade in Economics for Joint Honours students is calculated please see the College Calendar.

#### 3.8.3 Compensation

For compensation regulations please see the College Calendar.

#### 3.8.4 Re-checks

You are entitled to discuss your performance with examiners after your results have been published. Having discussed your performance with the examiner(s) and ascertained that the mark in question was correctly calculated, you may ask that their results be re-considered if they have reason to believe

(a) that the examination paper or other assessment specific to the student’s course contained questions on subjects which were not part of the course prescribed for the examination or other assessment, or

(b) that bias was shown by an examiner in marking the script.

Through your tutor, you may appeal to the Senior Lecturer. In submitting your case, you should state under which of (a) or (b) above the request is being made. If a mark is revised, the Director of the Joint Honours Programme will be notified of the mark change by the relevant Director of Undergraduate Teaching and Learning of the School. The Director will, by reference to the Joint Honours Programme conventions, and with the permission of the Senior Lecturer, amend the relevant module result(s) and overall grade as appropriate.
3.8.5 Appeals

You may appeal a decision of the Court of Examiners. The grounds for appeal must fall under *one or more* of the following categories:

(i) the case of the appellant is not adequately covered by the ordinary regulations of the College,

(ii) the regulations of the College were not properly applied in the appellant's case, or

(iii) the appeal is *ad misericordiam*.

Appeals in the first instance must be made to the Dean of the Faculty of Arts, Humanity & Social Sciences.

As the Appeal Committee meets to hear these appeals within one week of the publication of results, it is imperative that you are present to obtain and consider results as soon as they become available.

Appeals should be made via electronic form by a student's tutor or, if the tutor is unavailable to act, by the Senior Tutor.

Please see the College Appeals Policy at: [http://www.tcd.ie/teaching-learning/assets/pdf/academicpolicies/Appeals%20Policy.pdf](http://www.tcd.ie/teaching-learning/assets/pdf/academicpolicies/Appeals%20Policy.pdf)

3.8.6 Off-books regulations

The Senior Lecturer may permit students who are in good standing to go ‘off-books’. This may be for personal reasons or on medical grounds where to do so would be in the best interests of the student. ‘Off-Books’ students can be re-admitted to the College in a subsequent year only at the discretion of the Senior Lecturer. ‘Off-Books’ students suffering from ill-health who have allowed their names to go off the books can only be readmitted, even in the current academic year, at the discretion of the Senior Lecturer who may require a satisfactory certificate from a nominated medical referee. For further information please revert to the [College Calendar](http://www.tcd.ie/teaching-learning/assets/pdf/academicpolicies/Appeals%20Policy.pdf).

3.8.7 Repeat years

Students are not permitted to repeat a year more than once or repeat more than two separate years.

3.8.8 Awards

The course leads to a Bachelor of Arts (Joint Honours, B.A. with Honours). Both Joint Honours subjects are named in the degree title.
3.8.9 Transcripts

Joint Honours Linguistics students should request their Linguistics transcript by emailing clcsinfo@tcd.ie. It is recommended that you make your transcript request with the Centre for Language and Communication Studies at least two weeks before you come to pick it up (and more in advance if you would like it sent to you by post). Transcripts for the other Joint Honours subject can be obtained by emailing the relevant subject office.

To make a transcript request, please include the following information:

1. Your Name
2. Your Student Number
3. Year and Course of Study

Transcripts will include the set of grades that permit students to rise with their year and the set of grades that forms the basis of the award of the degree. The transcript will make explicit whether or not one or two sittings were required (however supplemental in a paper for which there was a deferral permitted from the annual session is not considered a separate sitting) and whether or not a year is repeated.

3.9 Other college regulations

3.9.1 External Examiners

Prof Michelle Sheehan, Newcastle University, UK

3.9.2 Learning outcomes and Graduate Attributes

The Trinity Graduate Attributes represent the qualities, skills and behaviours that you will have the opportunity to develop as a Trinity student over your entire university experience, in other words, not only in the classroom, but also through engagement in co- and extra-curricular activities (such as summer work placements, internships, or volunteering).

The four Trinity Graduate Attributes are:

- To Think Independently
- To Act Responsibly
- To Develop Continuously
- To Communicate Effectively

Why are the Graduate Attributes important?

The Trinity Graduate Attributes will enhance your personal, professional and intellectual development. They will also help to prepare you for lifelong learning and for the challenges of living and working in an increasingly complex and changing world.
The Graduate Attributes will enhance your employability. Whilst your degree remains fundamental, also being able to demonstrate these Graduate Attributes will help you to differentiate yourself as they encapsulate the kinds of transversal skills and abilities, which employers are looking for.

Completing the Joint Honours programme leads to many skills including the ability to (Learning Outcomes), associated below with the relative Graduate Attributes:

1. Engage with the study of linguistics as a field of academic inquiry that encompasses a range of methodological approaches
   - Think Independently through critical engagement with an existing field of inquiry
2. Explain the concerns and key concepts of the core linguistic domains of phonetics, phonology, syntax, morphology, semantics and pragmatics, both generally and in relation to a variety of languages.
   - Think Independently through deep knowledge of the discipline of linguistics
3. Examine how discoveries and theories about speech and language are developed and debated.
   - Think Independently through deep knowledge of the discipline of linguistics
4. Demonstrate competence in analytic tools, encompassing formal, experimental, and digital approaches
   - Think Independently through engaging in analysis
   - Develop Continuously through continuing to learn and reflecting
5. Explain the theoretical underpinnings of the field of linguistics
   - Think Independently through deep knowledge of the discipline of linguistics
6. Discuss topics in linguistics, incorporating cognitive, formal, educational, and social perspectives on language
   - Communicate effectively
7. Communicate effectively to specialists and the public the results of their research on topics in linguistics through written papers, oral presentations, and other means where appropriate
8. Discuss the nature and relevance of linguistic issues to society and to policy making in a multilingual globalised world.
   - Act responsibly
   - Communicate effectively
9. Mobilize the knowledge, strategies and skills needed for further intellectual development and independent, life-long learning as well as for undertaking further, autonomous study.
   - Develop continuously

3.9.4 Feedback and Evaluation

Evaluation of courses and their constituent modules is an important component of College's commitment towards improving the quality of teaching and the support of learning. To this end, all undergraduate modules that are taught by the School of Linguistic, Speech and Communication Sciences are evaluated on a twice-yearly basis using an online survey. The survey is anonymous and the results are used in reviewing and improving aspects of each module and its delivery. We particularly want to hear what students think was good about a module and what needs to be improved.
All results for each survey are collated and made available to the lecturer who taught the module, the Head of Department, the Head of School, and the School’s Director Undergraduate Teaching and Learning. Teaching Assistants receive their feedback through communication with the course lecturer. Department and School averages are made available to members of the School. Student feedback forms an important part of the evaluation and review process.
SECTION 4 – SCHOLARSHIPS AND PRIZES

4.1 Foundation Scholarship

Details on the College regulations for the achievement of Scholarship can be found here: 

Details on the structure and duration of Scholarship examinations for the Joint Honours Linguistics programme will be available during next academic year (2021-22).

4.2 Prizes, Medals and other Scholarships

Gold medals are awarded by the Board to candidates of the first class who have shown exceptional merit at the degree examination in honor or professional courses (see www.tcd.ie/academicregistry/exams).

Various studentships, scholarships, exhibitions, and other prizes are awarded to students on the results of honor and other examinations, provided that sufficient merit is shown. Monetary awards are sent directly to prizewinners unless otherwise stated under the regulations for the particular prize.

Refer to the Academic Calendar for more details.
School of Linguistic, Speech and Communication Sciences
Centre for Language and Communication Studies
Joint Honours Linguistics
Assignment Submission Form

Student Name: 
Student ID Number: 
Module Title: 
Module Coordinator: 
Lecturer(s): 
Date Submitted: 

Please fill in one of the following as appropriate:

☐ TR241: Linguistics & Computer Science
☐ TR230: Linguistics & Classical Languages
☐ TR589: Linguistics & Philosophy
☐ TR587: Linguistics & Middle Eastern, Jewish and Islamic Civilisations
☐ TR588: Linguistics & Modern Language (French, Irish, German Russian, Spanish)

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

I have also completed the Online Tutorial on avoiding plagiarism ‘Ready Steady Write’, located at http://tcd-ie.libguides.com/plagiarism/ready-steady-write.

I declare that the assignment being submitted represents my own work and has not been taken from the work of others save where appropriately referenced in the body of the assignment.

Signed __________________ Date: __________________

APPENDIX
Faculty of Arts, Humanities and Social Sciences  
School of Linguistic, Speech and Communication Sciences  
Centre for Language and Communication Studies  

REPORT ON UNDERGRADUATE ASSIGNMENT

Student’s name:  
ID number:  
Course module:  
Taught by:  
Title:  
Grade:  (provisional, subject to Court of Examiners)

General comments on the assignment*:  

* Please see page two of this report for further feedback according to the grade descriptors for this assignment.

Note: Marks may be deducted where presentation does not conform to the required conventions, and assignments are automatically given a fail mark if there is evidence of plagiarism.
Grade descriptors:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Demonstrates a full understanding of key issues, an ability to construct a detailed argument on the basis of that understanding, and a capacity for developing innovative lines of thought.</td>
</tr>
<tr>
<td>II.1</td>
<td>Demonstrates a full understanding of key issues and an ability not only to construct a detailed argument on the basis of that understanding, but to generate additional insights.</td>
</tr>
<tr>
<td>II.2</td>
<td>Demonstrates a full understanding of key issues and an ability to construct a detailed argument on the basis of that understanding.</td>
</tr>
<tr>
<td>III</td>
<td>Demonstrates an adequate understanding of key issues and an ability to construct a basic argument.</td>
</tr>
<tr>
<td>F</td>
<td>A student may fail because of: serious misunderstanding of the question; serious misunderstanding of the main issues and concepts; serious weaknesses in use of sources; poor presentation; poor internal consistency; or poor presentation and/or style. An F2 indicates a mark non-compensatory.</td>
</tr>
</tbody>
</table>

A student may fail because of:

- Serious weaknesses in use of sources;
- Poor presentation and/or style;
- Poor internal consistency;
- Poor presentation or style.

Note: This table has not been used to calculate the grade for the assignment. It is used to provide you with detailed feedback on how your assignment has met each of the grade descriptors.