Course handbook
for
Visiting and Exchange Students
Course modules in Linguistics, Applied Linguistics, and Speech Science available to visiting and exchange students

2016–17

This handbook is also available electronically from the CLCS Visiting Students web pages:
http://www.tcd.ie/slscs/undergraduate/visiting/
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A note on this handbook

This handbook lists and describes the CLCS course modules that may be taken by visiting and exchange students. Please retain it for future reference.

The information provided in this handbook is accurate at the time of preparation. Any necessary revisions are notified to students via e-mail or by notices on the noticeboard outside the CLCS office (Arts Building, Room 4091). Please note that in the event of any conflict or inconsistency between the general regulations published in the Calendar of the University of Dublin and the information contained in the course handbook, the provisions contained in the Calendar will prevail.

Student Information System

College administrative processes, including registration, are integrated in a student information system, SITS, which is accessible to all staff and students via the web portal my.tcd.ie.

All communications from College will be sent to you via your online portal which will give you access to your messages. You will also be able to view your timetables online. You will be able to view your personal details in the new system – some sections of which you will be able to edit yourself.
Full user helpline facilities, including emergency contact details, will be available from when you register to guide you through these new processes and to answer any queries that you may have.

Introduction

The course modules that may be taken by visiting and exchange students fall into three categories:

(i) two course modules specially designed for visiting and exchange students (The Applied Linguistics of English Language Teaching I and The Applied Linguistics of English Language Teaching II);

(ii) some of the course modules that form part of the B.A. degree (“Moderatorship”) in Computer Science and a Language (CSL);

(iii) some of the course modules that form part of the M.Phil. programmes in Linguistics, Applied Linguistics, Speech and Language Processing, and English Language Teaching.

CLCS’s co-ordinator for visiting and exchange students is Professor Breffni O’Rourke. At the beginning of the academic year, in Freshers’ Week (week of 19th September 2016), Professor O’Rourke arranges to see all visiting and exchange students who wish to take CLCS course modules (for times see the visiting students web pages – URL on cover – or the noticeboard outside Room 4091 in the Arts Building). Visiting and exchange students who arrive in Dublin at some other time in the academic year should make their own arrangements to see Professor O’Rourke, as soon as possible after their arrival.

Admission to CLCS course modules depends on the availability of places and in some instances on the applicant’s academic background. Note also that some of the M.Phil. course modules listed may not be available if they are undersubscribed.

Course modules are taught for one term, two hours per week. Timetables are displayed on the noticeboard outside Room 4091.

All course modules are assessed by exercises and/or term essays only. Visiting and exchange students to CLCS do not sit examinations. The grades awarded for exercises/term essays are automatically communicated to the student’s home university by Academic Registry.

List of modules

Michaelmas Term

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Module Descriptions - Michaelmas Term

(i) Special module for visiting and exchange students

LI1006 (5 Credits) The Applied Linguistics of English Language Teaching I (Mona Syrbe)

Aims
This module aims to introduce students to fundamental principles in English language curriculum design, particularly learner-centred approaches to curriculum design. It draws on the Common European Framework of Reference for Languages and the European Language Portfolio in its exploration of the curriculum planning cycle.
Syllabus
Specific themes addressed in the module include exploring different approaches to language curriculum design ranging from grammar-translation, the audiolingual method and the communicative approach; the move from a focus on teaching to a focus on learning; the curriculum planning cycle; portfolio learning; the contribution of the Common European Framework of Reference to the specification, content and assessment of language curricula. The module uses regular group-work to explore the application of these themes with reference to specific target learner groups. Week by week, key topics are introduced with reference to course readings. Topics are explored by the student groups as they gradually develop their expertise in curriculum design. Students are expected to relate their growing understanding to the proficiency levels of the Common European Framework of Reference for Languages (CEFR).

Learning outcomes
On successful completion of this module, students should be able to:
• Identify and analyse communicative approaches to language learning and teaching;
• Describe and evaluate different types of language teaching syllabuses and the theory and practice of learner-centred curriculum design
• Relate the concerns of the Common European Framework of Reference for Languages and the European Language Portfolio to foreign language pedagogy.

Assessment
Students are required to submit a term essay of 3,000 words.

Suggested reading
(ii) B.A. course modules

LI233A (5 Credits) Language Learning (Gessica De Angelis)

Aims
This module introduces students to key issues in foreign language learning in formal contexts.

Syllabus
Topics covered include theories of language learning, research findings in relation to successful and unsuccessful learners, the role of the mother tongue.

Learning outcomes
On successful completion of the module, students should be able to:

- Relate the nature-nurture debate to language acquisition research
- Identify the central issues on which language acquisition research has focused
- Summarize the principal findings which have emerged from language acquisition research
- Show the relevance of the findings of language acquisition research - in particular second language acquisition research - to second language teaching
- Apply the findings of language acquisition research to the student's own experience as an observer of language acquisition and to his/her own experience as a language learner.

Assessment
4000 word essay.

Suggested reading
LI237A (5 Credits) Aspects of Written Language (Stephen Lucek, Sarah O’Brien)

Aims
The aim of this course is to introduce students to a range of perspectives - historical, social, linguistic, discourse-analytic, and cognitive - on a pervasive and hugely important linguistic phenomenon that is often taken for granted by literate people in literate societies: written language.

Syllabus
This module examines the phenomenon of written language from a range of perspectives. It begins by exploring the beginnings and historical development of writing, in the process considering the ways in which different writing systems (e.g., logographic scripts, syllabaries, and alphabets) represent different aspects of language. Further points of discussion are the debate around the social and individual consequences of literacy; the orthography of English; the mental processes involved in reading; written texts as coherent communicative acts; differences between the language of speech and the language of writing; and the relationship between written language and communication technologies.

Learning outcomes
On successful completion of the module, students should be able to:
- Explain the key steps in the historical emergence of writing
- Explain, with examples, how each of the major writing systems represents language structure
- Discuss the social, cognitive and linguistic significance of writing itself and of the printing press
- Analyse written texts for structures and devices of cohesion and coherence
- Explain the role of reader knowledge in interpreting written text
- Explain the linguistic differences between spoken and written language
- Discuss the nature of written language as used in several communication technologies.

Assessment
4000 word essay.
(iii) M.Phil. course modules

LI 7856 (10 Credits) Describing Grammar (John Saeed)

Aims
The course's main aims are (i) to introduce students to the basic concepts of grammatical description, focusing on syntactic description; (ii) to familiarize students with the basic features of sentence structure: syntactic categories, constituency, and dependency; (iii) to give students experience of the practical description of the grammatical structures of languages; and (iv) to familiarize students with the tasks of formulating and evaluating syntactic argumentation.

Working methods
The topics of the course are introduced in lectures and explored and developed in workshops and seminars. Exercises and discussion will focus on a range of languages in addition to English. The course assumes no previous knowledge of morphology and syntax.

Syllabus
The course topics include the basic features of sentence structure: syntactic categories, constituency, dependency, agreement, the subordination and coordination of sentences. The course also covers relationships within sentences (word order, grammatical relations and case systems) and valency processes (for example, passives, causatives and applicatives). A major theme is the relationships between syntactic and lexical rules. The course includes exercises in the syntactic description of English and other languages.

Learning outcomes
On successful completion of this module students should be able to:
• Demonstrate a knowledge of the basic features of sentence structure: syntactic categories, constituency, and dependency
• Apply the tools of a functional and lexicalist view of grammar to the description of simple sentences in English and one or more other languages
• Explain how cross-linguistic syntactic variation may be described
• Analyse how syntactic rules and processes interface with other levels of linguistic knowledge, in particular with the semantics of verbal argument structure.

Assessment
Students write an assignment of 4,000 words developing themes introduced in the course and applying them to the syntactic description of one or more languages.

Suggested reading

**LI 7860 (10 Credits) Technology, Language and Communication (B. O’Rourke)**

Aims
Participants in this module will explore how language and communication are mediated by various technologies, including that of writing. Students will be encouraged to reflect on the relationship between language, communication and technologies on one hand and individual language processing, interactional processes, and the nature of discourse on the other. Lectures, readings and
discussions will range over historical, socio-cultural and individual-cognitive levels of analysis as appropriate.

**Working methods**
The module will be taught through a combination of lectures and workshop activities.

**Syllabus**
- Specific themes addressed in the module include:
  - The historical development of writing; the properties of writing systems
  - The effects of literacy on our perception of language
  - The historical and cultural significance of the printing press
  - Audio and video technologies
  - Computer-mediated communication
  - Mobile-phone text messaging
  - Digital literacies

**Learning outcomes**
- On successful completion of the module, a student should be able to
  - Explain the key steps in the historical emergence of writing
  - Explain, with examples, how each of the major writing systems represents language structure
  - Discuss the social, cognitive and linguistic significance of writing itself and of the printing press
  - Explain the linguistic differences between spoken and written language
  - Discuss the nature of written language as used in several communication technologies
  - Analyse the linguistic and discourse structure of linguistic interaction in a number of different communication technologies

**Assessment**
Students write an assignment of 3-4,000 words exploring one or more aspects of language and communication as mediated by technologies.

**Suggested readings**


**LI 7861 (10 Credits) Language Variation and Change (Jeffrey Kallen)**

**Aims**

This module has three main aims: (i) to examine the principles of language change, including both internally- and externally-motivated change, (ii) to understand language change in relation to linguistic variation, and (iii) to explore the insights arising from different methods in studying language variation. Assignments encourage students to gain first-hand experience in the observation of language variation.

**Syllabus**

Specific themes addressed in the module include:

- Linguistic structure and language variation
- Dialectology: models of language change and variation
- Real- and apparent-time indications of change
- Speaker variables: age, gender, social class, ethnicity
- Social networks and communities of practice
- Standardization as a social process
- Dialect convergence and divergence
- Language contact and language change

**Learning outcomes**

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

- Understand the relationships between linguistic theory and language variation
- Identify socially-significant variables within languages and to examine these in the light of hypotheses on historical change
• Critically discuss language standardization as a social process
• Critically discuss processes of language contact, creolisation, diffusion, and death

Assignment
Students write an assignment of 3,000 to 4,000 words that presents and analyses a problem in (a) internal and external factors in historical change, (b) conflicts between standard and 'non-standard' realizations of a sociolinguistic variable, or (c) the outcome of dialect or language contact in a particular setting. Direct observation will be encouraged for any of these essay topics.

Suggested readings

LI 7865 (10 Credits) History and Globalization of English (Jeffrey Kallen)

Aims
This module has four principal aims: (i) to give an overview of the linguistic history of English, covering the major developments in syntax, phonology, the lexicon, and aspects of the writing system, (ii) to show the relationship between variation within English and the historical development of the language, (iii) to survey the spread of English as a world language, and (iv) to examine world Englishes within the context of social, historical, and linguistic theory. Students are encouraged to provide relevant examples of variation in English from their experience of English as a world language.

Syllabus
Specific themes addressed in the module include:
• The ancestries of English from early times to the present
• Periods of English: what are 'Old', 'Middle', and 'Modern' English?
• Development and variation in English phonology and spelling
• The lexicon, word-formation, and lexical expansion in English
- The development of English morphology and syntax
- Regional variation in English dialects
- Is there – or was there ever – a Standard English?
- The spread of English: Scotland and Ireland
- The growth of national Englishes: social and linguistic aspects
- English and other languages: outcomes of language contact
- Beyond colonization: English as a global language

**Learning outcomes**

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

- Outline major stages in the history of the English language
- Compare and contrast varieties of English as a world language
- Analyse models for the diffusion of English and the development of national varieties of English in the context of globalisation
- Develop an appreciation of variation within the English language as a whole
- Apply a critical perspective on the use of English as a mother tongue, language for special purposes, official language, lingua franca, or other code of communication

**Assessment**

Students write an assignment of 3,000 to 4,000 words under one of the following headings: (a) a specific problem in the historical development of English, (b) the role of contact between English and another language or languages in a particular variety of English, (c) the development of a national variety of English in a nation-state of the so-called 'outer' or 'expanding' circle, or (d) regional or social variation within a so-called 'inner circle' variety of English.

**Suggested readings**


LI 7872 (10 Credits) Formal Foundations of Linguistic Theories (Carl Vogel)

Aims
The course is designed to establish competence in foundational mathematical concepts used in contemporary cognitive science and computationally-oriented approaches to linguistic theory. Basic concepts of discrete mathematics are reviewed with attention to their relevance in linguistics: sets, operators, relations, trees, logic, formal language theory. Emphasis is placed on finite recursive specification of infinite formal languages as an idealization of grammar specification for natural languages (each of which is thought to be infinite but managed by finite brains). Natural languages are modelled as uninterpreted sets of grammatical sentences whose internal structural complexity has implications related to constraints on human syntactic processing. Human languages are also modelled via their translation into logical languages supplied with deductive mechanisms supplying representational and denotational semantic analysis. Logical languages within a range of expressivity classes are considered in terms of their syntax, semantics, and inference mechanisms as simulations of human recognition, interpretation, and reasoning with natural language expressions. Thus, the aims of the course are to (i) establish competence with the core concepts and analytical tools, (ii) develop awareness of the range of applicability of the tools and concepts within linguistic theory and cognitive science, (iii) foster confident and fluent use of formal methods in analysing human language and reasoning.

Working methods
The course is divided into 2/3 lecture and 1/3 hands-on practice with the formal tools. Self-access practice with the tools is essential. An automated theorem prover is introduced to facilitate specification of formal theories of natural language syntax and semantics within one of the logical languages addressed in the lectures in order to use the theorem prover to test the consequences of theories of language on natural language inputs. Thought-problems designed to test understanding of key concepts will be offered at the end of each session.

Syllabus
- Sets, characteristic functions, operators, relations
• Languages as sets of sentences
• Propositional logic: syntax, semantics & valid inference
• Deductive inference and human reasoning
• Predicate logic: syntax, semantics & valid inference
• First order logic (FOL): syntax & semantics & valid inference
• Translating natural language utterances into FOL
• Axiomatizing theories in Prolog (Horn Logic).

Learning outcomes
On successful completion of the module students should be able to:

• Define the basic constructs in discrete mathematics: sets (finite, infinite and impossible), algebraic operations on sets (intersection, union, complement, difference), characteristic functions, relations (e.g. reflexivity, transitivity, symmetry), partial orders, total orders, equivalence classes; properties of trees; propositional logic, predicate logic, first order logic, Horn logic (syntax, semantics, limits and valid inference in each case).
• Demonstrate the relevance to syntax of human languages in idealizing natural languages as infinite sets of grammatical sentences;
• Demonstrate the relevance to syntax of human languages in providing finite recursive definitions for infinite logical languages;
• Demonstrate the relevance to semantics of human languages in providing a compositional denotational semantics (with a syntax-semantics interface) to infinite logical languages;
• Explain how natural language semantics may be represented indirectly using formal logical languages and their model-theoretic semantics;
• Specify clear theories of grammar as axioms in a deductive framework capable of testing theoretical predictions;
• Transfer abstract competence to practical

Assessment
Students complete a take-home assignment with a mixture of problems intended to elicit demonstration of mastery of core concepts and ability to reason with those concepts in representing relevant phenomena.

Recommended readings
Course handouts and sources in their bibliographies.
LI 7874 (10 Credits) Speech Production, Hearing and Perception
(Ailbhe Ní Chasaide)

Aims
This course aims to provide (i) an understanding of the whole process of speech communication, encompassing the speaker and the listener and (ii) an understanding of some of the major models of production, perception and hearing, and (iii) practical, hands-on, experience in conducting production and perception experiments. Central to the course is an understanding of the acoustic theory of speech production, and of the acoustic characteristics of speech sounds. Speech materials are analysed to illustrate the acoustic properties of speech, provide insight into the underlying mechanisms of speech production, while also providing a basis for speech perception experimentation. The processes of hearing are dealt with along with the auditory transforms of the acoustic signal. Students are introduced to speech synthesis, and through synthesis based experimentation to the methods that may be used to explore the perceptual correlates of speech sounds.

Syllabus
Specific themes addressed within the module include:
- Acoustic theory of speech production
- Resonance
- Hearing and the auditory system
- Synthesis and its applications in speech perception
- Perception of stops: locus theory
- Categorical perception
- Analysis and synthesis of the voice source
- Perception of voice quality

Learning outcomes
On successful completion of this module, students should be able to:
- Explain the process of speech communication
- Describe the acoustic theory of speech production and have knowledge of the acoustic properties of speech sounds
- Assess some of the competing theories concerning the perception of speech
• Conduct speech production or perception experiments
• Interpret, present and write up experimental data

Assessment
The assessment is based on the conducting and writing up of experimental work on a key topic of the course, equivalent to 3-4,000 words.

Suggested readings

LI 7878 (10 Credits) Describing English Grammar (Jeffrey Kallen)

Aims
This module has three principal aims: (i) to examine the major syntactic and morphological features of English, using insights from more general linguistic theory, (ii) to understand the principles that account for grammatical variation across the different national varieties, styles, and registers that characterize English, and (iii) to develop a critical perspective on the role of standardization in English grammar. Students are encouraged to make use of data from their own experience as teachers or learners of English.

Syllabus
Students are encouraged to make use of data from their own experience as teachers or learners of English. Specific themes addressed in the module include:

- Grammar: description and prescription
- Words: characteristics and classification
- Clauses: simple, embedded, finite and non-finite
- Tense, voice, and aspect
- Adjectives, adverbs, adverbials: pre- and post-modification
- Contrasting English syntax with other languages
- Text type and register: corpus versus competence
Learning outcomes
On successful completion of this module, students should be able to:

- Analyse the syntax of English sentences using insights from linguistic theory
- Compare and contrast major grammatical variations in English as a world language
- Assess the role of register and text type in conditioning grammatical choices
- Evaluate critically the position of grammatical standardization in English
- Be familiar with the use of electronic corpora in studying English grammar
- Evaluate the relationships between grammar in learner English and available English-language models

Assessment
Students will be assessed on the basis of one syntax exercise which is marked on a pass/fail basis and one 3,500 word essay. Students who are unsuccessful on the syntax exercise may be required to submit a supplemental exercise before the end of Hilary term.

Suggested readings

LI 7883 (10 Credits) Multilingualism (Gessica De Angelis, Lorna Carson)

Aims
The goal of this module is to introduce students to ideas and concepts of multilingualism, and to examine situations where three or more languages are present in an individual’s language repertoire or speech community. This module takes as its point of departure multilingual individuals (children and adults) and their social context. It has three key themes: (1) to explore concepts and theories in multilingual individuals, communities and societies,
(2) to introduce cognitive and acquisitional aspects of multilingualism; and (3) to assess critically successes and failures in policies to encourage multilingual language learning and use, particularly in education. The module is intended as an introduction to research for students who are considering research on multilingualism in individuals and societies. Whilst drawing on examples from across the world, the module nevertheless has a strong European flavour, with references to the work of the European Union and Council of Europe in language education policy, and case studies drawn from multilingualism in Europe.

Syllabus

Specific aspects addressed in the module include:

- General issues and concepts in individual and societal multilingualism
- Multilingual language acquisition, the role of prior native and non-native language knowledge in the language acquisition process, multilingualism and cognitive development, crosslinguistic influence
- Multilingual education programmes, tools to encourage multilingual language use and learning, and evaluation/assessment
- Language policy and language education policy in multilingual contexts

Learning outcomes

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

- Analyse general issues and concepts in research on individual and societal multilingualism
- Critically evaluate theory and research relevant to multilingual practices and policies.
- Assess research on acquisitional and cognitive aspects of multilingual language acquisition
- Examine the impact of official language policies on multilingualism
- Critically assess the role of different types of educational systems and policies in affording opportunities for multilingual language learning and use
- Conduct research on multilingualism in the individual and society

Assessment

The course will involve a site visit to a local example of multilingualism in practice. After this visit, students will write and submit a reaction paper (1000-1500 words) which is weighted at 40% towards the mark for the module. At the end of the course each student will submit a research paper (2000-2500 words) weighted at 60% of the final mark.
Suggested readings

Module Descriptions - Hilary Term

(i) Special course for visiting and exchange students

LI1007 (5 Credits) The Applied Linguistics of English Language Teaching II (Mona Syrrbe)

Aims
This module aims to introduce students to fundamental principles in English language curriculum design and language testing, and to apply those principles to the design of language tasks and tests.

Syllabus
Specific themes addressed in the module include how to approach the teaching of grammar in the language classroom; the selection and use of authentic materials at various proficiency levels; the ways that media technologies can contribute to language learning; types of language test and their purpose; the testing cycle; the design of test items and test tasks. The module uses regular group-work to explore the application of these themes with reference to specific target learner groups. Week by week, key topics are introduced with reference to course readings. Topics are explored by the student groups as they gradually develop their expertise in curriculum design. Students are expected to relate their growing understanding to the proficiency levels of the Common European Framework of Reference for Languages (CEFR).

Learning outcomes
On successful completion of this module, students should be able to:
- Identify and evaluate approaches to learning/teaching grammar in language learning, pedagogical materials and use of authentic texts
- Understand models of language tests, issues in test administration and scoring, and the social dimension of language testing
- Relate the concerns of the Common European Framework of Reference for Languages and the European Language Portfolio to foreign language pedagogy.
- Apply this understanding to the design of appropriate language test items and their scoring.

**Assessment**
Students are required to submit a term essay of 3,000 words.

**Suggested reading**

**(ii) B.A. course modules**

**LI231A (5 Credits) Aspects of Vocabulary (Katherine Morales)**

**Aims**
This module will attempt to demonstrate that almost everything in language is related in some way or other to words and that, conversely, the lexical dimension of language needs to be conceived of as rather more than just a list of lexical items.

**Syllabus**
The topics to be explored in this connection will include: lexis and syntax, lexis and morphology, lexical partnerships, lexis and meaning, lexis and phonology, lexis and orthography, lexical variation, lexical change, lexical acquisition and lexical processing.

**Learning outcomes**
On successful completion of this module students should be able to:
- Characterize the nature of the word and to explain why its definition is problematic
• Demonstrate the interaction between lexis and grammar
• Define and illustrate the syntagmatic semantic phenomenon of collocation and the principal paradigmatic meaning relations operative at a lexical level
• Characterize and illustrate the lexical dimensions of phonology and orthography
• Characterize and illustrate the lexical dimensions of language variation and language change
• Characterize and illustrate major features of lexical acquisition.

Assessment
4000 word essay.

Suggested reading

LI234A (5 Credits) Sociolinguistics (Breffni O’Rourke)

Aims
This module is an introduction to the study of language in relation to society.

Syllabus
Topics include regional and social variation in language, social factors in language change, bilingualism and language planning, language and culture, and language disadvantage and rights.

Learning outcomes
On successful completion of this module students should be able to:
• Recognise the social significance of policy and conflict with regard to minority languages, language rights, and language planning
• Describe socially-significant variation in the use of language within specific language communities
• Identify socially-significant variables within languages and to examine these in the light of hypotheses on historical change
• Critically discuss language standardization as a social process
• Critically review relationships between language and other aspects of culture and cognition
• Conduct library or field research on language in its social context.
Assessment
4000 word essay.

Suggested reading

*(iii) M.Phil. course modules*

LI 7843 (10 Credits) Linguistic Typology (John Saeed)

Aims:
The module’s mains aims are (i) to introduce students to the study of the structural similarities and differences between the languages of the world; (ii) to familiarize students with the principles of research in linguistic typology, including how representative language samples are established; (iii) to give students experience of the practical analysis of cross-linguistic patterns that are found in phonology, morphology and syntax; and (iv) to familiarize students with the tasks of formulating and evaluating typological argumentation.

Syllabus:
The module topics include the genetic classification of languages, phonological inventories, word order, word classes, case marking, classification systems, ergativity, complex predication, and spatial language and lexicalization. The module also covers methodology and sampling. An important element is weekly exercises in the typological description of languages unfamiliar to the students.

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

- Describe in detail the basic theoretical framework for the systematic analysis of language diversity
- Apply the tools of typological analysis to genetically unrelated languages
- Explain how competing claims about cross-linguistic structural properties may be evaluated
- Analyse how typological analysis relates to historical linguistics, areal linguistics and language contact.

Assessment:
Students write an assignment of 4,000 words.
Suggested readings:

**LI 7857 (10 Credits) Language Acquisition (Gessica De Angelis)**

**Aims**
The general aim of this module is to introduce students to the known facts, the principal theoretical issues and the current areas of debate relative to language acquisition. The module will include within its purview child language development involving a single language, the acquisition in childhood of two or more languages, and the learning of additional languages later in life. As well as examining the above acquisitional phenomena themselves, the module will outline the research methodologies deployed in their investigation.

**Working methods**
The topics of the module will be presented in lecture form and will be further explored in group discussion. Students will be pointed towards readings dealing with aspects of material covered in class and will be encouraged to link such material to their own experience as language learners and teachers.

**Syllabus**
- Specific themes addressed in the module will include:
- The major milestones of child language development
- Conceptual and lexical development
- Behaviourist and Nativist perspectives
- Constructionist and Interactionist perspectives
- Input modification and its effects
- The Critical Period Hypothesis
- Bi-/multilinguality
- Cross-linguistic and developmental aspects of multiple language learning

**Learning outcomes**

On successful completion of this module students will be able to:

- Discuss language acquisition on the basis of the agreed central facts of monolingual child language development, simultaneous bi-/multilingual acquisition and additional language learning.
- Engage in informed debate about the controversial questions associated with the above and of a range of theoretical perspectives attempting to address such question.
- Provide evidence of a critical awareness of the range of research methodologies used by language acquisition researchers.

**Assessment**

Students will write an assignment of 3-4,000 words on one of the syllabus themes.

**Suggested readings:**


**LI 7862 (10 Credits) Linguistic Pragmatics (John Saeed)**

**Aims**
The course’s main aims are (i) to introduce students to inferential theories of pragmatics; (ii) to familiarize students with Relevance Theory in particular; and (iii) to give students experience of the practical description of conversational data.

**Working methods**
The topics of the course are introduced in lectures and explored and developed in workshops and seminars. Practical description will focus on English but student speakers of other languages will be encouraged to apply their analyses to their first languages.

**Syllabus**
Specific topics included in this module include:
- Grice and conversational maxims
- the principle of Relevance
- conceptual and procedural meaning
- the under-specification of meaning and processes of contextual enrichment
- lexical pragmatics
- coherence relations in discourse
- metaphor, irony and humour
- the functions of discourse connectives

**Learning outcomes**
On successful completion of this module, students should be able to:
- demonstrate a theoretically informed awareness of the importance of inference and context to linguistic communication
- demonstrate an understanding of attempts to classify communication types
• explain Relevance Theory
• apply Relevance Theoretical analyses to conversational data

Assessment
Students write an assignment of 3-4,000 words developing themes introduced in the course and applying them to the pragmatic description of conversation in a language.

Suggested readings

LI 7864 (10 Credits) Corpus Linguistics (Elaine Uí Dhonnchadha)

Aims
A corpus consists of a large body of language samples (written/ spoken/signed/gestural) which are held electronically in text, audio and/or video form. Corpora can be used to provide evidence for linguistic research (in syntax, morphology, stylistics, pragmatics etc.), they can be used in historical and sociolinguistic studies, they can be used to generate authentic language teaching materials and language testing materials, and they are used in the generation and testing of natural language processing tools.
This course will introduce students to the principles of corpus creation (i.e. design, collection, and annotation), and students will gain experience of using various types of corpora, corpus query tools, and corpus annotation tools.
**Syllabus**

The module will cover:

- corpus design, and collection and preparation of corpus materials
- various levels of linguistic annotation, e.g. part-of-speech, phrase structure, phonetic, prosodic, gesture, etc.
- manual and automatic methods of annotation, and the evaluation of annotations
- practical work on various corpora using various corpus query tools

**Learning outcomes**

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

- Identify the benefits and limitations of using corpora in various linguistic domains.
- Use various types of corpora and corpus query tools
- Analyse requirements in order to formulate a corpus creation plan
- Examine the current annotation standards and tools and select/develop appropriate standards and annotation tools for a particular annotation task

**Assessment**

Assessment for this module will consist of a written assignment (amounting to approximately 3-4,000 words) which elaborates on a specific aspect of the course or on an aspect of corpus linguistics which is of particular interest to the student

**Suggested readings**


**LI 7869 (10 Credits) Describing Meaning (John Saeed)**

**Aims**
The course’s main aims are (i) to introduce students to the basic challenges facing the linguist seeking to analyze meaning communicated through language; (ii) to familiarize students with some leading representational and denotational approaches to semantics; and (iii) to give students experience of the practical description of the semantic structures of languages.

**Working methods**
The topics of the course are introduced in lectures and explored and developed in workshops and seminars. Exercises and discussion will focus on a range of languages in addition to English.

**Syllabus**
Specific topics included in this module include:
- theories of reference
- lexical relations and the dictionary
- the logical structure of language
- verbal argument structure
- event structure
- information structure
- metaphor and metonymy

**Learning outcomes**
On successful completion of this module, students should be able to:
- Apply the arguments for distinguishing the fields of semantics and pragmatics
- Describe the basic aspects of lexical semantics, including the status of lexemes and major lexical relations in English and one or more other languages
- Describe, analyse and apply formal approaches to semantics
• Assess the relationship between context and meaning
• Describe some cognitive accounts of figurative uses of language

Assessment
Students write an assignment of 4,000 words developing themes introduced in the course and applying them to the semantic description of one or more languages.

Suggested readings

LI 7870 (10 Credits) Advanced Syntactic Theory (Carl Vogel)

Aims
The course should provide students with practice in addressing recent literature in syntax and the syntax-semantics interface, leading to the possibility of contributing to that literature.

Working methods
Participants will digest and present articles, and in doing so will hone abilities in extracting the theoretical relevance of published articles and sharpen competence in providing constructive critique of the claims, methods and argumentation adopted. Readings will draw upon chapters from the readings list, a number of related articles to be announced, partly determined by the prior background of each participant.

Syllabus
Many semantic categories have graded structure; for example, in terms of membership, a piano is less clearly a piece of furniture than a desk is. In contrast, the primitive categories of syntactic theories are generally discussed as if the membership criteria offer clear binary distinctions. Linguistic categories will be examined with respect to their underlying structure. The
relationships among graded categories, degrees of grammaticality and
linguistic innovation will be explored. The analysis will be conducted with
respect to the background linguistic frameworks like Head-driven Phrase
Structure Grammar and Lexical Functional Grammar, with reference to the
Minimalist paradigm, and will be informed by recent work in cognitive science
and corpus linguistics.

Specific topics addressed in the module include:
* Atomic categories in linguistic theories
* gradience in cognition
* gradience in linguistic categories
* argument structure and the syntax/semantics interface
* ‘quirky case’
* degrees of grammaticality and eliciting grammaticality judgements
* linguistic innovation vs. error
* corpus-driven and computational methods of detecting category change

**Learning outcomes**

On successful completion of this module students should be able to:
* critically discuss recent literature in advanced syntactic theory
* discriminate contrasting features of presentation of novel research about
  syntax used within psycholinguistics, theoretical syntax, or computational
  approaches to syntactic theory
* critically evaluate the concepts and theories addressed in the module
* develop arguments in linguistic theory in line with standard practice in the
  field

**Assessment**

The course result will be based partly (90%) on the evaluation of a 3 to 4,000
word essay connected to the theme addressed within the course, the literature
addressed specifically in the seminar, and secondary literature on the topic,
synthesizing the material addressed. The other part of the evaluation will be
determined by submission of short summaries of each of the works read and
discussed during the module (10%).
Recommended readings

LI 7873 (10 Credits) Computational Theories of Grammar and Meaning (Carl Vogel)

Aims
The module presents computational linguistics as a cognitive science, with focus on formal syntax, formal semantics and computational morphology. The module aims to (i) develop participants' abilities to describe natural language phenomena with computationally oriented grammars that model natural language parsing, generation, and construction of semantic representation in a deductive logical setting; (ii) apply the tools of formal language theory to analysing the syntactic complexity of human languages in its syntax and morphology with reference to ramifications for human language processing; (iii) develop skill in grammar development for extensive fragments of natural language encompassing important syntactic domains: complex noun phrase structure, relative clauses, arguments and adjuncts, embedding verbs, topic-focus constructions and questions.

Working methods
The module depends partly on lectures and partly on hands-on practice with the formal tools. Self-access practice is essential. Prolog is used as a theorem prover in which to develop definite clause grammars for recognizers, parsers, and constructors of semantic representations for natural language utterances. A grammar for a fragment is constructed iteratively and evaluated against test suites, with considerable focus on unbounded dependency constructions.

Syllabus
- Basics of definite clause grammars applied to recognizing natural language
- DCGs with parsing and semantic construction
- DCGs and complement subcategorization frames
- Formal language theory and the complexity of natural language syntax
- Unbounded dependency constructions
- Parsing, interpreting and answering questions
- Formal language theory

**Learning outcomes**
On successful completion of the module students should be able to:

- Operate as grammar developers capable of working within syntactic description or formal semantic analysis;
- distinguish the relationship between the Chomsky hierarchy of expressivity of formal languages, grammars that generate those languages, and the formal expressivity of natural language syntax;
- analyse the human language processing ramifications of formal language theory;
- transfer formal language theory to the representation of natural language morphology.

**Assessment**
A fragment grammar will be evaluated with respect to its coverage of a test suite of sentences. Training test suites will be provided covering the essential constructs, and success of the suite will be measure by its coverage of an suite of unseen constructions drawn on the same terminal vocabulary. Discursive text provided with the grammar will address ways in which the test suite could be reasonably be expanded, and evaluate the adequacy of the grammar in covering the test suite with respect to the criteria developed throughout the course.

**Recommended readings**

Course handouts and sources in their bibliographies

**LI 7877 (10 Credits) The Pedagogical Grammar of English (Breffni O’Rourke)**

**Aims**
This module is concerned with the nature and development of L2 grammar, and with grammar as pedagogical content, with specific reference to English. The principal aims are to foster in students a critical awareness of a range of
factors affecting the acquisition of L2 grammar, and to provide them with a basis for critically assessing a range of approaches to the teaching of grammar.

**Working methods**
The module will be taught through a combination of lecture, workshop activities based on English grammar points and ELT materials, and student-led discussion.

**Syllabus**
Specific themes addressed in the module include:
- the nature of grammatical rules
- declarative and procedural knowledge
- the roles of conscious and unconscious grammatical knowledge in learning a second or foreign language
- the relationship between grammar and lexis

**Learning outcomes**
On successful completion of the module, students will be able to
- critically discuss a range of conceptions of “grammar” in relation to the enterprise of language learning and teaching
- critically discuss a range of factors affecting the acquisition of L2 grammar
- compare and evaluate a range of approaches to the teaching of grammar
- summarise and critically engage with the current research literature on the acquisition and pedagogy of L2 grammar
- evaluate the challenges posed by specific features of English grammar for the learner of English
- apply the theoretical insights gained to the teaching of English grammar
- evaluate pedagogical tasks and materials for English teaching

**Assessment**
Students write an assignment of 4,000 words exploring one aspect of the theory of grammar pedagogy, underpinned by an understanding of language acquisition. The essay should draw on one or more topics in English grammar by way of illustration and propose a systematic approach to its teaching in a stated context.

**Suggested readings**
LI 7895 (10 Credits) Computer-Assisted Language Learning: Design, Implementation, and Evaluation

Aims:
This module combines both theory and practice and sets out to equip students with practical experience and skills as well as a theoretical understanding of how to design, implement and evaluate Computer-Assisted Language Learning applications. The emphasis throughout is on encouraging interdisciplinary collaboration among the students and on project-based group learning. The principal focus is on CALL development for Irish language instruction but content development for other languages is also possible. Specific aims are to: (i) enable students from different (technical, pedagogical and linguistic) backgrounds to develop their skills as well as a broad understanding of CALL as an interdisciplinary field, (ii) to familiarise students with some pedagogical considerations and second language acquisition theory that should ideally guide the development of CALL, (iii) familiarise students with a range of speech and language technologies that can be deployed in CALL (iv) provide students with practical skills in the design/development of CALL content, (v) provide students with practical skills in the implementation of CALL content, (vi) provide students with practical skills in the evaluation of CALL content and (vii) give students, where possible, hands on experience of working as part of a multidisciplinary team in order to create their own prototype digital materials.

Syllabus:
This module introduces students to current Computer-Assisted Language Learning (CALL) resources and presents an overview of current major trends in CALL research. In this context, ongoing CALL research on Irish in the School is presented. A brief overview of essential theoretical considerations is presented and discussion includes the fundamental place of second language acquisition and pedagogical theory in the design of CALL content. The specific language context and the sociocultural context of the language learner is another fundamental consideration that is here briefly reviewed along with the need to identify clear linguistic goals in CALL design.
The implementation of CALL design in terms of specific linguistic content or of a platform design, etc. is undertaken as group work and the emphasis throughout is on maximising the interdisciplinary collaboration of students with different backgrounds and skills. Attention is also directed at how CALL materials can be evaluated. The module will encourage students to develop interactive and innovative CALL platforms which may make a significant contribution to the use of new language teaching methodologies in which technology can play a very significant role. The impact of the module may be significant in disseminating interactive CALL materials into schools.

**Learning outcomes:**

On successful completion of this module students will be able to:

- explore how language structure as well as language acquisition and pedagogical theory should ideally be used as a foundation for CALL design;
- describe how concepts, models and resources from speech and language sciences can be exploited to design powerful learning environments for CALL;
- engage in implementation of CALL resources/materials that exploit speech and language models and technologies;
- discuss suitable evaluation frameworks for speech and language-based CALL applications;
- undertake research in either design or implementation of digital materials for CALL;
- communicate the results of this research through presentation and through a written account. This should, where appropriate, include supplementary materials/content developed.

**Assessment:**

Module assessment will take the form either of (1) a prototype technical development, (2) the design of a technical development, (3) content development or (4) a review of theoretical issues surrounding CALL development. This will be examined through an oral presentation (25%) and through a written account, which includes, where appropriate, any supplementary materials/content developed, such as a web-based tool/educational program/language learning materials or platform (75%).
Suggested readings

Materials are developed and tailored specifically for the course. Relevant material will be provided in and through Blackboard: e-books, e-journal articles and online materials are typically used in combination with lectures. The indicative reading list for this module includes:


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.
REFERENCES

Students should ensure that they follow good academic practice in the presentation of essays and other written work. In assignments and dissertations references should be given in the main body of the text, giving the author and year of publication of the material being cited. Specific page references must be given for quotations. Using the 'author/date' system yields references such as:

Bialystok (2001) [for reference to a work as a whole]
Coleman (2002, p. 115) [for reference to one page in a work]
Tonhauser (2007, pp. 838-841) [for reference to several pages]

A complete alphabetical list of references must be included at the end of each piece of work. Each type of work cited (book, article in a book, article in a journal, etc.) has a particular format which should be followed carefully. Detailed information on references, essay format, and the use of linguistic examples is given to students during orientation week: the following forms should be remembered as a guide to the most-commonly used published sources.


Assignments

PRESENTATION

Language. The discursive component of assignments must be written in English. Illustrative materials and examples may be in any appropriate language.

Length. The discursive component of assignments, including quotations from secondary sources, must not exceed 4,000 words. Word limits for smaller pieces of assessment may be set by individual lecturers. Students are required
to note the word count on the front of each assignment. They will be penalized for exceeding the stated word limit.

**Printing requirements.** Assignments should be word-processed and printed on one side of the paper only, using double or 1.5 spacing, with a margin of at least one inch (2.5 cm) at the top, bottom, left, and right of the page. Examiners will pay particular attention to the presentation of assignments, and candidates whose work is deficient in this regard will be penalized.

**Title page.** Each assignment must begin with a title page that contains the following information (in this order): the full name of its author; the student number of the author; the title of the assignment or the task that it fulfils; the part of the course to which it is attached (where applicable); the term and year in which it is submitted.

**Pagination.** All pages must be clearly and sequentially numbered.

**Binding.** Assignments need not be bound in any formal sense, but all pages must be firmly fixed together, e.g. by a strong staple.

**References.** Every assignment must include an alphabetical list of references, presented according to the conventions set out above.

**Doubtful cases.** Candidates who are uncertain how to apply the above conventions to any of their assignments should consult with the member(s) of staff responsible for the part(s) of the course in question.

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**SUBMISSION**

Assignments must be handed in at Room 4091, Arts Building on or before the date they are due. Unless they present a medical certificate to the course coordinator, **students are automatically penalized for late submission of an assignment – 5% if the assignment is up to one week late and 10% if the assignment is between one and two weeks late.** Without a medical certificate, no assignment will be accepted later than two weeks after the submission date.

**GRADES**

Assignments are graded according to the scale in general use in the university:

<table>
<thead>
<tr>
<th>Class</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>70+</td>
</tr>
<tr>
<td>II.1</td>
<td>60-69</td>
</tr>
<tr>
<td>II.2</td>
<td>50-59</td>
</tr>
<tr>
<td>III</td>
<td>40-49</td>
</tr>
</tbody>
</table>

In general the four classes are to be interpreted as follows:
I 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 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 demonstrates a full understanding of key issues and an ability to construct a detailed argument on the basis of that understanding.

III demonstrates an adequate understanding of key issues and an ability to construct a basic argument.

Grades received as part of student feedback are provisional; final grades are decided at the Court of Examiners meeting in late May. Results are communicated to the student’s home university by Academic Registry.
Appendix

*Extract from General Regulations and Information, Calendar 2015–2016, Paragraphs 82-91*

Plagiarism

82 General

It is clearly understood that all members of the academic community use and build on the work and ideas of others. It is commonly accepted also, however, that we build on the work and ideas of others in an open and explicit manner, and with due acknowledgement.

Plagiarism is the act of presenting the work or ideas of others as one’s own, without due acknowledgement.

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.

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

Plagiarism is considered to be academically fraudulent, and an offence against academic integrity that is subject to the disciplinary procedures of the University.

83 Examples of Plagiarism

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) procuring, whether with payment or otherwise, the work or ideas of another;
(d) quoting directly, without acknowledgement, from books, articles or other sources, either in printed, recorded or electronic format, including websites and social media;

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

Examples (d) and (e) 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.

84 Plagiarism in the context of group work

Students should normally 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, submitting work which is the product of collusion with other students may be considered to be plagiarism.

When work is submitted as the result of a group project, it is the responsibility of all students in the group to ensure, so far as is possible, that no work submitted by the group is plagiarised.

85 Self plagiarism

No work can normally be submitted for more than one assessment for credit. Resubmitting the same work for more than one assessment for credit is normally considered self-plagiarism.

86 Avoiding plagiarism
Students should ensure the integrity of their work by seeking advice from their lecturers, tutor or supervisor on avoiding plagiarism. All schools and departments must include, in their handbooks or other literature given to students, guidelines on the appropriate methodology for the kind of work that students will be expected to undertake. In addition, a general set of guidelines for students on avoiding plagiarism is available on http://tcd-ie.libguides.com/plagiarism.

87 If plagiarism as referred to in §82 above is suspected, in the first instance, the Director of Teaching and Learning (Undergraduate), or their designate, will write to the student, and the student’s tutor advising them of the concerns raised. The student and tutor (as an alternative to the tutor, students may nominate a representative from the Students’ Union) will be invited to attend an informal meeting with the Director of Teaching and Learning (Undergraduate), 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 in this manner agree to attend such a meeting, the Director of Teaching and Learning (Undergraduate), 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 Director of Teaching and Learning (Undergraduate), 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 Director of Teaching and Learning (Undergraduate), or designate. If the facts of the case are in dispute, or if the Director of Teaching and Learning (Undergraduate), 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 Director of Teaching and Learning (Undergraduate), or designate, will recommend one of the following penalties:
(a) 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;

(b) 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;

(c) Level 3: Student receives a formal written warning. The piece of work in question is inadmissible. There is no opportunity for resubmission.

90 Provided that the appropriate procedure has been followed and all parties in §87 above are in agreement with the proposed penalty, the Director of Teaching and Learning (Undergraduate) should in the case of a Level 1 offence, inform the course director and where appropriate the course office. In the case of a Level 2 or 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 §2.

91 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.