Centre for Language and Communication Studies

Visiting and Exchange Students 2019-2020

Modules offered to visiting and exchange students by the Centre for Language and Communication Studies, Centre for Deaf Studies, and Trinity Centre for Asian Studies
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A note on this handbook

This handbook lists and describes the CLCS (including Centre for Deaf Studies and Trinity Centre for Asian Studies) 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 University Calendar and the information contained in programme or local handbooks, the provisions of the General Regulations in the Calendar will prevail.
This handbook is also available electronically from the CLCS Visiting Students web pages:

http://www.tcd.ie/slscs/undergraduate/visiting/

Alternative formats of the Handbook can be made available on request.

Emergency Procedure

In the event Information Procedure 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).

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. Modules taken only by visiting and exchange students
ii. Modules taken by Trinity undergraduates in various degree courses (degrees Clinical Speech and Language Studies; Deaf Studies; Computer Science and Language)
iii. Some of the course modules that form part of the M.Phil. programmes in Linguistics, Applied Linguistics, Speech and Language Processing, English Language Teaching, and Chinese Studies

CLCS’s co-ordinator for visiting and exchange students is Professor Neasa Ní Chiaráin. At the beginning of the academic year, in Freshers’ Week (week of 2nd September 2019), Professor Ní Chiaráin 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 of this handbook – or the noticeboard outside Room 4091 in the Arts Building). Visiting and exchange students who arrive in Dublin in January should visit Professor Ní Chiaráin at the nominated times in the week of 13th January 2020 (see visiting students web pages).

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

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DF108A/DF1008 (5 Credits) Introduction to Sign Linguistics
SLU11006 (5 Credits) Introduction to Language Acquisition
DFU11003 (5 Credits) Working with the Deaf Community 1
DF234A/DF2034 (5 Credits) Translation and Interpreting, Philosophy and Practice
DF2020 (5 Credits) Deaf Education
LI 7872 (10 Credits) Formal Foundations of Linguistic Theories
LI 7878 (10 Credits) Describing English Grammar
LI 7860 (10 Credits) Technology, Language and Communication
LI 7874 (10 Credits) Speech Production, Hearing and Perception
LI 7897 (10 Credits) Speech and Language Technology in Education
LI 7883 (10 Credits) Multilingualism
LI 7001 (10 Credits) Modern Chinese History
LI 7002 (10 Credits) Contemporary Chinese Society and Politics
LI 7003 (10 Credits) Language and Writing Systems in China
LI 7005 (10 Credits) Mandarin 1
LI 7006 (10 Credits) Teaching Chinese as a foreign language

Hilary Term
LIU23001 (5 Credits) Introduction to Contemporary Asian Studies
LIU23002 (5 Credits) Language and Mind
LI 1007 (5 Credits) The Applied Linguistics of English Language Teaching II
LIU11003 (5 Credits) Phonetics and Phonology
DFU11008 (5 Credits) Modality and second language learning*
LI234A (5 Credits) Sociolinguistics
LI 7843 (10 Credits) Linguistic Typology
LI 7857 (10 Credits) Language Acquisition
LI 7862 (10 Credits) Linguistic Pragmatics
LI 7869 (10 Credits) Describing Meaning
LI 7877 (10 Credits) The Pedagogical Grammar of English
LI 7895 (10 Credits) Computer-Assisted Language Learning: Design, Implementation and Evaluation
LI 7866 (10 Credits) Bilingualism and the maintenance of Irish
LI 7864 (10 Credits) Corpus Linguistics
LI 7886 (10 Credits) Governance and Politics of the PRC
LI 7887 (10 Credits) Business and Economy of Contemporary China
LI 7889 (10 Credits) Chinese Language Varieties and Diaspora in a Global Context
Module Descriptions - Michaelmas Term

(i) Special module for visiting and exchange students

LI1006 The Applied Linguistics of English Language Teaching I

Credits: 5
Lecturer: Daniela Modrescu

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) Undergraduate degree course modules

LIU11001 Language, the Individual, and Society
Credits: 5
Lecturers: various
Module coordinator: Breffni O’Rourke

Aims
How do we acquire language? How are we to interpret the fact that language use varies according to geography, social class, gender and context? Why do languages die? What is the impact of immigration on language attitudes, language acquisition and language transmission? This module attempts to provide the beginnings of answers to such questions, as well as many others relating to language, the individual and society. In the process, a range of theories and evidence in the fields of linguistics, applied linguistics, sociolinguistics and psycholinguistics will be explored and tested.
Syllabus
The module includes topics such as the following (note that these are subject to change):
• How do babies learn language?
• Do children learn languages better than adults?
• Are there right and wrong ways of using language?
• Does the way you think depend on the language you speak?
• Can threatened languages be saved?
• Are signed languages real languages?
• If you want to live here you should speak our language!
• What is linguistic landscape?
• Language and gender

Learning Outcomes
On successful completion of this module students should be able to:
• Engage in critical discussion on a range of relationships that hold between language, the individual and society
• Problematisé the idea that only spoken languages are 'real' languages
• Evaluate the impact of age on the rate and route of first and second language acquisition
• Weigh the merits of different accounts of the relationship between language and thought
• Critically assess information and views relating to language attitudes, language acquisition and language transmission in multilingual contexts
• Critically analyse issues relating to language and gender.
• Critically assess data and opinions about language endangerment and language revitalisation.

Assessment
One 3000-word essay

Suggested Reading
LI233A Language Learning

Credits: 5
Lecturer: 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
3000 word essay.

Suggested reading

LI237A/LIU33002 Aspects of Written Language

Credits: 5
Lecturer: Sarah Sheridan
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
Students are assessed by a mid-term presentation (50%) and a 2,500-word assignment (50%).

Suggested reading

**DFU 11005 Introduction to the Deaf Community**

Credits: 5
Lecturer: John Bosco Conama

**Aims**
The learning aims of this module are to familiarize students with the presence of Irish deaf community and the existence of Irish Sign Language in Irish life.

**Module Content**
This module introduces students to the range of ways in which deafness and Deaf people are categorised - by medical personnel, by hearing people, and by the Deaf community. We examine the variety of societal responses to deafness over time.

We begin with references to deaf people in ancient times and trace changing attitudes to Deafness, signed languages and Deafhood up until contemporary times. We also explore the notion of Deaf culture and community and consider the objective symbols and behavioural norms of this culture.

This module introduces a continuum of perspectives of deafness, and examines the range of practical and political implications of these views. We also consider the range of implications that this can have on a Deaf person's self-image.

A range of views from Deaf deafened and hard of hearing people which have been pre-recorded are shared over the course of this module. This module also considers different ways of being Deaf in the modern world.

Major organisations from the Irish Deaf community are given attention, while at the same time the relationship between the developed and the developing worlds, with special emphasis on the global experience of deafness and deaf communities are considered.
Learning Outcomes
On successful completion of this module, students should be able to:

- Describe the historical context that notions about deaf people are grounded within society.
- Describe the major philosophical influences on responses to deafness (e.g. legal, religious, educational, rehabilitation, normalisation, eugenics, human rights, socio-cultural views, medical responses to deafness, Deafhood, Deaf Gain).

Assessment
There is a continuous formative part to the assessment for this module:
1. Three online assessment quizzes (scores to be averaged) 100%
2. Assignment of 1500 words (written or in ISL)

Suggested reading
Multilingual Matters, Clevedon.
San Diego, California: Dawn Sign Press.

Further reading materials will be advised in the classes.

DFU 108A Introduction to Sign Linguistics
Credits: 5
Module Coordinator: Lorraine Leeson

Aims
This module guides the student towards a basic understanding of the linguistic structures of ISL. This module introduces the basic descriptive parameters of the language. Focus is particularly on the phonetic, phonological, morphological and morph-syntactic breakdown of ISL, with reference to other signed language given to provide a cross-linguistic comparator. Topics covered include analysis of the basic parameters of a sign, compounding processes in
ISL, verb categories in ISL, non-manual features, and use of space in ISL. Later, particular focus will be on the morpho-syntax, semantics and pragmatics of ISL. Topics for discussion include the identification of word order in ISL, use of topic constructions, question marking, negation, reflexives and reciprocals in ISL, and passive constructions. Other issues addressed include: iconicity and gesture and their relationship to signed languages.

Syllabus
This module is taught across the academic year and guides the student towards a basic understanding of the linguistic structures of ISL. This module introduces the basic descriptive parameters of the language. Focus is particularly on the phonetic, phonological, morphological and morph-syntactic breakdown of ISL, with reference to other signed language given to provide a cross-linguistic comparator. Topics covered include analysis of the basic parameters of a sign, compounding processes in ISL, verb categories in ISL, non-manual features, and use of space in ISL. Later, particular focus will be on the morpho-syntax, semantics and pragmatics of ISL. Topics for discussion include the identification of word order in ISL, use of topic constructions, question marking, negation, reflexives and reciprocals in ISL, and passive constructions. Other issues addressed include: iconicity and gesture and their relationship to signed languages.

Learning outcomes
On successful completion of this module, students should be able to:
• Use ELAN to search the Signs of Ireland digital corpus
• Describe the role of iconicity in ISL
• Describe the phonetic features of ISL
• Describe the 5 phonological parameters that make up a sign
• Describe the way in which new signs are created (borrowing, the productive lexicon, compounding, etc.)
• Describe the use of signing space in a signed language
• Describe the major categories of verbs in ISL
• Describe the major NMFs that occur in ISL
• Describe the function of role-shifting in ISL
• Describe how NMFs co-occur with other manual elements in ISL
• Recognise how temporal reference is marked in ISL
• Describe how aspect functions in ISL
• Demonstrate ability to gloss ISL texts accurately
• Describe the use of signing space in a signed language, with particular reference to verb agreement and role-shifting (also known as ‘constructed discourse’ and ‘constructed action’) strategies
• Demonstrate a basic understanding of semantic role assignment in ISL
• Describe the preferred word-order expressed in ISL
• Describe how reflexives and reciprocals are marked in ISL
• Describe how passives are marked in ISL
• Describe the role of topic-marking in ISL
• Describe how questions are marked in ISL
• Describe the functions of eye-gaze in ISL word order
• Describe features that are evident in narrative structure in ISL
• Describe the socio-cultural context that signed languages operate within, with particular reference to Irish Sign Language.
• Outline the historical context for ISL development.

Assessment
2 x coursework (40%)
2 hour written exam (60%)

Suggested reading

Additional readings will be recommended linked to specific topics covered in class.

**SLU 11006 Introduction to Language Acquisition**

Credits: 5
Module Coordinator: Breffni O’Rourke

**Aims**

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.

**Module Content**

Following an initial consideration of the most influential theoretical perspectives on language acquisition, the lectures will discuss the nature and acquisitional challenges some of the main domains of language (phonology, vocabulary and morphology, syntax, semantics, and pragmatics). We then review patterns of acquisition and development across developmental stages, and consider the cases of bilingual and multilingual first language acquisition.

**Learning outcomes**

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

- Debate historically influential theories of first language acquisition
- Explain some central concepts in the linguistic domains of phonology, morphology, syntax, semantics, and pragmatics
• Describe central aspects of first language acquisition in relation to each of the major domains of language
• Describe central aspects of first language acquisition and development in relation to several developmental stages
• Discuss the characteristics of bilingual and multilingual first language acquisition and the differences between them.

Assessment
The module is assessed through one 3,000 word essay (not including references, submitted by Friday at 12 noon in Week 12 Michaelmas Term (Semester 1).

Recommended reference list
See Blackboard for reading list

DFU 11003 Working with the Deaf Community 1
Credits: 5
Module Coordinator: John Bosco Conama

Aims
This module explores the current issues that are shaped or experienced by those who are working with the Deaf community; in particular, it will focus on how these issues affect the Irish Deaf community. The module is roughly divided into two main areas: (i) a focus on general concepts relating to power, working relationships, etc., and (ii) themes and perspectives that can be identified in the various fields of working with the Deaf community.

Learning outcomes
On completion of this module, students will demonstrate an ability to:
• Classify differing perspectives on deafness impact on working relationships with/within the Deaf community
• Compare and contrast the concepts and strategies adopted by organisations / service providers to meet the needs / rights of Deaf community.

Assessment
There are two parts to assessment for this module:
(i) Examination (70%)
(ii) Three online quiz (to be averaged into 30%
Suggested reading


Bragg, Lois 2001: *Deaf World: A Historical Reader and Primary Sourcebook*.


**DF 234A / DF2034 Translation and Interpreting, Philosophy and Practice**

Credits: 5
Lecturer: Sarah Sheridan

**Module Content**

This module introduces students to current thought on translation and interpretation, with respect to both spoken and signed languages. Seminars will focus on exploring the literature with respect to interpretation philosophy and practice, and consider the practical applications of these findings for sign language interpreters. Analysis of interpreting performances will form a central component of this module, relating theory to practice. We will explore issues
such as lexical equivalence, equivalence at word level, clause level and discourse level and compare and contrast grammatical equivalence with issues of situational and cultural context.

**Learning outcomes**

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

- Describe the notion of equivalence at word level, clause level, sentence level, grammatical level and discourse level
- Outline the impediments to attaining absolute equivalence between language pairs and be able to give examples thereof
- Describe the strategies that are used by interpreters and translators in dealing with incongruence between language pairs
- Describe how cohesion operates in ISL and in English
- Analyse and evaluate social factors that influence an interpreter's activities (e.g. turn-taking, overlapping turns, power relations, etc.)
- Appraise the impact that cultural difference plays in interpreted events
- Demonstrate the ability to carry out an analysis of an interpreting performance focusing on interpreter strategies to minimise source text interference
- Demonstrate the ability to prepare an English language text for translation to ISL
- Demonstrate the ability to prepare an ISL text for translation to English

**Assessment**

Translation task x 2 (60%)
Coursework (40%)

**Suggested reading**


**Important note:** a detailed reading list and weekly readings will be advised by the lecturer.

**DF2020 Deaf Education**

Credits: 5
Lecturer: John Bosco Conama

**Module Content**

This module explores a range of issues relevant to the delivery of education to Deaf people today. The focus is predominantly on the Irish context and traces the evolution of educational provision from the establishment of educational services for the Deaf through to the current date. Topics for consideration include the manual-oral debate, bilingualism for deaf children, mainstreaming, educational support services (visiting teachers service, home tutors scheme), the educational review process, the voice of the Deaf community in shaping educational policy, accessing information about educational options and the right to choice of parents, preschool provision, primary and post-primary education and access to third level.

**Learning outcomes**

On completion of this module, students will be able to:
- Assess the structure of the Irish educational system for the Deaf
- Appraise bilingual education as it pertains to the situation of Deaf and hard of hearing children
- Describe the context for poor literacy outcomes for Deaf children internationally since the introduction of oral education policies
- Define oralism
- Synthesize the main policies and practices applied to Deaf education in Ireland from 1880 to the present day
- Critique the approaches to Deaf education in Scandinavia and Europe

**Assessment**

a. 1 x 2,500 word essay (70%)
b. Three online assessment quizzes (three scores to be averaged) (30%)
Suggested reading

(iii) M.Phil. course modules

LI 7872 Formal Foundations of Linguistic Theories

Credits: 10
Lecturer: 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 relies on lectures and 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**

Topics addressed in the module include:

- 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 7878 Describing English Grammar

Credits: 10
Lecturer: Valentina Colasanti

Aims
This module has four principal aims: (i) to examine the major syntactic and
morphological features of English, using insights from more general linguistic
theory and from corpus-based approaches to language, (ii) to understand the
principles that account for grammatical variation across the different national
varieties, styles, and registers that characterize English, (iii) to develop a critical
perspective on the question of what constitutes English grammar, and (iv) to
understand the basis of comparing English grammar with the grammars of
other languages.

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
• Discourse markers in speech and writing
• Variation and standardization in world and national Englishes
• English contrastive linguistics

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
• View the grammar of English in a comparative perspective

Assessment
Students will be required to do one syntax exercised (marked on a Pass/Fail basis) and one 3,000 word essay (which accounts for the final mark).

Suggested readings

LI 7860 Technology, Language and Communication

Credits: 10
Lecturer: Breffni 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 7874 Speech Production, Hearing and Perception**

Credits: 10
Lecturers: Christer Gobl, 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 to 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
• Source filter theory
• Characteristics of the voice source
• Characteristics of the filter: resonance
• Hearing and the auditory system
• Synthesis and its applications in speech perception
• Perception of stops: locus theory
• Categorical perception
• Analysis, synthesis and 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 7897 Speech and Language Technology in Education
Credits: 10
Lecturers: Neasa Ní Chiaráin
Aims
The aim of this module is to introduce students to how speech and language technology, as well as computational models of speech and language can be used in the teaching/learning of language. There will be a specific focus throughout on the Irish language and its particular context, but an in depth knowledge of the Irish language is unnecessary for participation. The focus is both theoretical and practical and the course emphasizes the multidisciplinary perspectives that are required for effective deployment of technology in education. Students are introduced to a range of speech and language technologies, some of which are currently in use for language instruction, and some of which, though ripe for educational deployment, are not yet in use. Learning theories and pedagogical methods are explored in terms of their implications for the development of technological applications in language teaching. The sociolinguistic context is a further major factor which is considered. The broader question of differences in the deployment of the technology in minority and major world languages are discussed.

The module will be innovative in encouraging students from technical, pedagogic and linguistic backgrounds to explore the interdependence of these areas for the production of materials which are interdisciplinary by nature. Upon completion of the module, it is expected that students will have acquired specialised knowledge, skills and a theoretical framework for developing educational technology for language instruction.

Syllabus
The module will equip students with a multidisciplinary theoretical framework as a background for the research and development of educational applications of technology. Speech and language technology is explored in detail and its potential for transforming the educational process is discussed. The need for a firm theoretical foundation in language acquisition and pedagogical theory as a precursor to educational content development is a major theme. Furthermore, attention is given the linguistic structure of the target language, the specific linguistic goals for particular learner cohorts are central considerations. Students also consider the sociocultural context in which the educational technology is being deployed. In this module there is ongoing reference to Irish speech and language technology and the implications of technology for minority and endangered languages in comparison to major world languages are considered. While the module does not require students to have knowledge of the Irish language, illustrations with a specific reference to Irish will be used throughout.
Learning outcomes
On successful completion of this module, students should be able to:
1: Articulate why linguistic analysis / theories of language acquisition are fundamental to the development of content in educational technology
2: Debate how speech analysis, speech models and speech technologies are currently used for language instruction. Articulate how the current state-of-the-art in these areas offers potential new avenues for future development
3: Debate how computational analysis and models of language, and language technologies are currently used for language instruction and the directions in which future developments are envisaged
4: Discuss how the specific language context and the socio-cultural setting (e.g., lesser-spoken vs. major world languages) impacts on the provision and use of speech and language technologies
5: Undertake research in one specific aspect of technology-based language instruction
6: Communicate the results of this research through written papers and/or presentations

Assessment
Assessment will be in the form of a written assignment.

Suggested readings


**LI 7883 Multilingualism**

Credits: 10
Lecturers: Gessica De Angelis, Sarah Sheridan

**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 module 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

LI 7001 Modern Chinese History
Credits: 10
Lecturer: Peter Hamilton

Aims:
This module introduces students to the history of modern China in the 20th century.
Syllabus:
This module introduces students to the history of modern China in the 20th century, beginning with the fall of the last dynasty, the Qing, which ended 2,000 years of imperial rule. We explore the causes and effects of the establishment of the Chinese Republic, the Second World War in China, the emergence of Communism, Mao and the Cultural Revolution, and the wider development of the People’s Republic of China. We use a range of original primary sources, from modernist literature to propaganda posters, to supplement the understanding gained from reading and lectures to gain a thorough understanding of modern Chinese history and how it is studied.

Learning outcomes:
1. Outline key events and developments in the history of modern China
2. Assess the causes and consequences of the establishment of the Chinese Republic, the Communist party, the Cultural Revolution and modernization within the People’s Republic of China
3. Analyse the impact of different aspects of political, social and cultural development on modern China
4. Undertake a basic analysis and evaluation of selected primary sources relating to 20th century Chinese history
5. Present and discuss in written and oral format analysis of key questions relating to the history of China during this period.

Assessment:
(i) Continuous assessment (in-class presentation) (20%)
(ii) Assignment of 3,000 - 4,000 words (80%)

Suggested readings:
LI 7002 Contemporary Chinese Society and Politics

Credits: 10
Lecturer: Chung Kam Kwok

Aims:
The aim of this module is to ensure that students will develop a detailed understanding of the major issues in contemporary Chinese politics and society and be familiar with the main theoretical and empirical approaches to the study of these issues.

Syllabus:
This module provides an introduction to the politics and society of contemporary China, with a focus on power relations within the Chinese Communist Party and the interactions between politics and the society. Discussions are organized around topics that have attracted greatest academic and public interests in recent years. The module asks the following questions: What are the relationships among major power-holders within the Party? What challenges does Party leaders face from both within the regime and the society? What institutional and non-institutional strategies does the Party adopt to cope with these challenges? Will China face democratization or regime crisis in the near future? What impacts does the increasingly diverse and complex society have on China’s political system?

Learning outcomes:
1. Describe the key political and social changes experienced in China during the period covered by the module
2. Analyse, specify and appraise differing conceptions of power in China and how it affects Chinese society
3. Discriminate between differing theoretical conceptions of the role of the state in China and evaluate the impact of these differing conceptions on Chinese society.
4. Differentiate between theories of international relations and evaluate the explanatory power of these theories by reference to the role of China in international politics.

Assessment:
(i) Continuous assessment (in-class presentation) (20%)
(ii) Assignment of 3,000 - 4,000 words (80%)

Suggested readings:

LI 7003 Language and Writing Systems in China

Credits: 10
Lecturer: Ning Jiang

Aims:
This module introduces students to important issues of the Chinese language, including its writing system. It covers these issues from various perspectives and brings other issues of high relevance into the larger picture.

Syllabus:
This module introduces students to the Chinese language including its writing systems, from various linguistic/applied linguistic perspectives and from both language-internal/external viewpoints. It aims to familiarise students to aspects of the history of Chinese language and its building blocks (sound system, word formation, syntax and meaning), as well as social and functional aspects. The evolution, development and transformation of the Chinese writing system are explored as part of this, including essential features of the Chinese characters and principles underlying their construction. Students are introduced to different varieties of Chinese and factors leading to language and standardisation. Important issues of high relevance such as culture are addressed in the module.

Learning outcomes:
1. Outline major stages in the history of the Chinese language
2. Understand theoretical perspectives within specific sub-domains (e.g. phonology, syntax, semantics and/or pragmatics) related to Chinese linguistics
3. Demonstrate understanding of the evolution and development of Chinese writing systems
4. Demonstrate basic knowledge of linguistic variation and change in East Asia related to Chinese language varieties
5. Compare and contrast varieties of Chinese
6. Critically discuss issues related to language variation and standardisation

Assessment:
(i) Continuous assessment (in-class presentation) (20%)
(ii) Assignment of 3,000 - 4,000 words (80%)

Suggested readings:

**LI 7005 Mandarin 1**

Credits: 10
Lecturers: Hongfei Wang and Chang Zhang

**Aims:**
This module introduces students to Mandarin and delivers teaching to the Common European Framework of Reference for Languages (CEFR). The aim is to bring students to common European proficiency level A1.1 in productive skills and A1.2 in receptive skills.
Syllabus:

This language module employs a learner-centred curriculum to meet students’ language learning needs and to encourage the development of basic productive and receptive skills in Mandarin.

Learning outcomes:
On completion of this module, students should be able to demonstrate the following linguistic competences:

A. Productive language skills
1. Be able to use a series of phrases in Mandarin to describe in simple terms his/her family and other people, living environment, his/her educational background and present or most recent job.
2. Be able to request and respond to requests for information on familiar topics and activities.
3. Be able to manage short social conversations.

B. Receptive language skills
4. Be able to understand phrases and common vocabulary related to areas of general personal knowledge e.g. information about his/herself, family, occupation, shopping, and residential area.
5. Be able to comprehend the main point/s in short, simple communication and announcements.

Assessment:
(i) Continuous assessment based on a project (40%)
(ii) Class test (60%)

LIP12001 Teaching Chinese as a foreign language
Credits: 10
Lecturer: Ning Jiang

Aims:
This module provides students with the knowledge and skills which will enable them to teach Chinese using the communicative methods to a broad spectrum of learners from different language and educational backgrounds.
Syllabus:
This module provides students with a thorough understanding of the key theoretical and practical issues related to Chinese language pedagogy, both in relation to general theories of foreign language teaching and learning and in the specific context of teaching Chinese as a Foreign Language.

By familiarizing students with the theoretical principles underlying various communicative teaching methods and techniques, this module will develop students’ competencies in the design and effective use of instructional materials and learning activities for Chinese as a foreign language. In addition, this module will introduce the approaches to examine and articulate learning outcomes, achievement and proficiency levels by using appropriate terminology and an action-oriented approach. Students will get support in the application of principles of curriculum design as they create effective and interactive lessons that are adapted to learners’ language needs. Finally, this module will guide students to explore how to evaluate second language learners’ performance with validity and reliability.

Learning outcomes:
On successful completion of this module, students should be able to:
2. Explain the needs of Chinese language learners based on knowledge of specific areas of Chinese teaching and learning (linguistic, sociolinguistic, pragmatic)
3. Critically analyse a number of Chinese language text types and authentic resources in order to evaluate appropriacy for students
4. Reflect on teaching and assessment models in order to select and design appropriate tasks to develop relevant language skills
5. Plan and present a specific lesson with reference to contemporary methodology and theories of Chinese as a Foreign Language
6. Identify areas of linguistic difficulty for a student in order to design tasks for improvement within a curriculum structure
7. Conduct independent research on Chinese teaching methodologies, practices and materials, and effectively relate the findings to a wider audience.

Assessment:
(i) Continuous assessment (40%)
(ii) Written Assignment (60%)
Suggested readings:

Module Descriptions - Hilary Term

(i) Special courses for visiting and exchange students

LIU23001 Introduction to Contemporary Asian Studies

Credits: 5
Lecturers: various
Module coordinator: Chung Kam Kwok

Aims

This course aims to provide an introduction to Asian Studies and in particular a multidisciplinary exploration of language, thought, society, culture, business and diplomatic relations in China, Korea and Japan.
Syllabus
The course will introduce students to the discipline of contemporary Asian Studies, and will explore how China, Japan and Korea have evolved as cultural and economic drivers in Asia and in a global context. It will examine key issues such as relationships between the individual, society and thought, and popular culture. Students from all disciplines will be encouraged to engage practically and critically with the topics explored in the module through classroom presentations and discussion.

Learning Outcomes
On successful completion of this module, students should be able to:
• outline the main theories of society, the individual and thought relevant to contemporary East Asia
• describe and explain the main differences in contemporary culture between China, Japan and Korea
• describe and analyse accounts of the development of the ‘Asian Century’ and the roles of Japan, Korea and China in the Asia Pacific
• make oral presentations, either individually or in teams, to an audience of their peers

Assessment
Coursework (in-class presentations) – 40% of overall grade
End of module assignment - 60% of overall grade

Suggested Reading
A reading pack comprising a range of articles relevant to the content will be available through Blackboard on joining the course. Further readings:

LIU23002 Language and Mind
Credits: 5
Lecturers: various
Module coordinator: Gessica De Angelis
Aims
This general course provides students with an introduction to key concepts and developments in modern linguistics, and in related areas of applied linguistics and psychology. Among the questions we are likely to consider are the following:

- What are the essential components of language?
- What are the basic linguistic categories and structures?
- How do we analyse and describe speech sounds?
- What are the universal features in the phonological, morphological and syntactic systems of language?
- How does language convey meaning?
- Is language unique to humans?
- What are we to make of attempts to teach other animals to use language?
- What are the social and linguistic mechanisms of language change over time?
- How do we construct our interpretation of speech as we participate in conversations?
- How do we acquire second and foreign languages?
- Why do adults find languages so hard to learn?

Syllabus
Topics are likely to include:

- Is language unique to humans?
- Learning language: children, chimps, and other primates. Semantics: how words and sentences mediate meaning
- Syntax: how “visiting relatives can be a nuisance”
- Semantics: how words and sentences mediate meaning
- Pragmatics: linguistic meaning and linguistic action in context
- Models of second language acquisition
- The psychology of the language learner
- Sounds of languages: initiation, phonation and articulation
- Phonological concepts and analysis
- Dynamics of language change
- Linguistic universals: morphology and phonology

Learning Outcomes
On successful completion of this module students should be able to:
• Identify the key features of human language and problematise the question of whether language is unique to humans
• Evaluate the ways in which different languages use the structure of words and the ordering of linguistic elements to convey the speaker's communicative intent
• Define basic semantic relations and categories and perform simple semantic analysis
• Identify what factors impact on the rate and route of acquisition of second and foreign languages
• Apply the principles of the phonetic description of speech sounds to perform basic phonetic analysis
• Discuss basic phonological concepts and steps involved in phonemic analysis
• Understand the social and linguistic dynamics of language change over time
• Identify universal features in the phonological, morphological and syntactic systems of language

Assessment
Students are required to submit an essay of not more than 3,000 words

Suggested Reading

LI1007 The Applied Linguistics of English Language Teaching II

Credits: 5
Lecturer: Daniela Modrescu
Module coordinator: Sarah Sheridan

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) Undergraduate degree course modules**

**LIU 11003 Phonetics and Phonology**

Credits: 5
Lecturer: Irena Yanushevskaya
Module coordinator: Ailbhe Ni Chasaide

Module Content:
The course provides students with the foundations of systematic analysis of speech sounds and introduces the principles of articulatory phonetic description of speech sounds and of phonemic analysis.

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

• Describe the processes underlying production of speech sounds (initiation, phonation, articulation) providing appropriate examples to illustrate the description;
• Analyse and classify speech sounds in terms of articulatory phonetics using principles and conventions of the international phonetic association;
• Analyse, label and transcribe sounds of English and other languages using broad and narrow phonetic transcription with the symbols of the International Phonetic Alphabet (IPA);
• Apply the basic principles of phonemic analysis to phonological data.

Assessment:
Homework, consisting of exercises, is carried out on a regular basis. A selection of these exercises is marked and contributes 50% towards the overall mark for the module. A short written project contributes the other 50%.

Textbook:

And also:
Ni Chasaide, A. (2001) Phonology (Ch.8), in Introduction to Language Study, CLCS, Trinity College Dublin.

**DFU11008 Modality and second language learning**

Credits: 5
Lecturer: Sarah Sheridan

*Note:* students must have interpreting or Deaf Studies background as there is a translating element in the module

**Module Content:**

This module aims to introduce students to key issues in second language acquisition (SLA). The course will cover a range of theoretical perspectives on second language teaching and learning, research on SLA and key issues relating to the language acquisition of sign languages. We will contrast deaf and hard-of-hearing language users, who have a signed language as a first or second language, with hearing language users, particularly those who learn a sign language, or are spoken-sign language multilinguals. The backdrop to the discussion will entail review of the major theoretical positions on second language acquisition (e.g. behaviourism vs nativism, the critical period hypothesis, individual and group differences) and will draw on research on spoken and sign language users. This course also includes reading seminars, which students will be expected to participate in fully, based on a more detailed course outline and reading list distributed at the beginning of the course.

**Learning Outcomes:**

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

- Describe similarities and differences between first language acquisition, second language acquisition and bilingualism;
- Discuss key theories and issues relating to bilingualism and second language acquisition and their relevance in second language research and teaching;
- Describe the hallmarks of the nativist and behaviourist approaches to language acquisition and their relevance in second language acquisition;
- Discuss ways in which theories of bilingualism/second language acquisition have developed over the last century;
- Describe key
issues relating to sign language acquisition; • Discuss principal findings which have emerged from research on second language acquisition of sign language users;

Assessment Details:
One written assignment of 2,500 words.

Recommended Reading:

Additional readings will be recommended for specific lectures.

LI234A Sociolinguistics
Credits: 5
Lecturer: Valentina Colasanti

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
3000 word essay.

Suggested reading

(iii) M.Phil. course modules

LI 7843 Linguistic Typology

Credits: 10
Lecturer: John Saeed

Aims:
The module’s main 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 Language Acquisition
Credits: 10
Lecturer: 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 3500-4000 words on one of the syllabus themes.

Suggested readings:


**LI 7862 Linguistic Pragmatics**

Credits: 10

Lecturer: 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 3500-4000 words developing themes introduced in the course and applying them to the pragmatic description of conversation in a language.

Suggested readings
LI 7869 Describing Meaning

Credits: 10  
Lecturer: 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 7877 Pedagogical Grammar of English**

Credits: 10
Lecturer: 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


Credits: 10
Lecturer: Neasa Ní Chiaráin

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:
1) explore how language structure as well as language acquisition and pedagogical theory should ideally be used as a foundation for CALL design;
2) describe how concepts, models and resources from speech and language sciences can be exploited to design powerful learning environments for CALL;
3) engage in implementation of CALL resources/materials that exploit speech and language models and technologies;
4) discuss suitable evaluation frameworks for speech and language-based CALL applications;
5) undertake research in either design or implementation of digital materials for CALL;
6) 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:


LI 7866 Bilingualism and the Maintenance of Irish

Credits: 10
Lecturer: Sarah Sheridan

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

• Analyse general issues and concepts in research on individual and societal bilingualism
• Assess research on early bilingual acquisition of language and on bilingualism and thought
• Critically analyse the factors affecting minority and endangered languages, and the circumstances in which language loss and language attrition are likely to occur
• Describe and assess the nature and extent of Irish/English bilingualism
• Examine the history of the Irish language and assess efforts to revitalise it
• Appraise the current position of Irish in comparative minority-language context and evaluate the potential of language planning and maintenance initiatives
• Assess the role of the education system in ensuring intergenerational transmission of the Irish language
• Evaluate theory and research in psycholinguistics, sociolinguistics and education that are relevant to bilingualism and the promotion of Irish.

Note: Students do not need to be able to speak Irish to take this module. The module uses the Irish language in Ireland as a case study through which to explore bilingualism and the maintenance of minority languages.
This module has four aims: (i) to introduce key concepts and theories in bilingualism (2) to examine bilingualism and language maintenance in Ireland in a historical and a comparative context, making reference to other minority language situations; (3) to critically evaluate successes and failures in national efforts to revitalise Irish; and (4) to assess the contribution of the education system to the intergenerational transmission of the language.

The course is intended as an introduction to sociolinguistic research for students who are considering research either on bilingualism or on the Irish language.

The topics are presented in lectures and explored in class discussions. Each student also presents a mid term paper to the class on either a) an aspect of bilingualism; b) on a particular bilingual or minority language situation with which the student is familiar; c) on a language planning/maintenance issue with which the student is familiar. Specific themes addressed in the module include:

- General issues and concepts in individual and societal bilingualism
- Bilingual first language acquisition and bilingual processing
- Code-switching, code-mixing and borrowing
- Minority and endangered languages, language loss and language attrition
- The nature and extent of Irish/English bilingualism today
- National efforts to revitalise Irish since the foundation of the state; levels of support for various measures
- Successes and failures in learning Irish at primary level; Long-term trends in attainment
- Classroom learning of Irish; attitudes of teachers, children and parents
- Bilingual education and immersion; Educational models that promote additive bilingualism
- Bilingualism and Identity; the role of minority language proficiency in identity development

Suggested Readings:

**Assessment:**
Final term 3-4,000 word assignment (70%)
Mid term Paper presentation (30%)

**LI 7864 Corpus Linguistics**

Credits: 10
Lecturer: Elaine Úi 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 speech and language processing tools. This module 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 annotation, and evaluation/verification methods
- Use of corpora in Theoretical and Applied Linguistic Research, and in Language Teaching/Learning
• In the Lab, various types of corpora and corpus query tools

**Learning Outcomes:**

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

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

**Assessment:**

Assessment for this module, amounting to approximately 3-4,000 words, will consist of a written assignment on an aspect of corpus development and/or use.

**Suggested Readings:**

Relevant papers are handed out each week.

LI 7886 Governance and Politics of the PRC

Credits: 10
Lecturer: Heidi Ningkang Wang-Kaeding

Aims:
This module introduces students to the governance and political economy in contemporary China.

Syllabus:
This module provides an examination of political economy and governance in contemporary China, two closely related topics that have drawn extensive interests in policy and business circles. More specifically, it seeks to analyse how the Chinese state has reformed organizationally and institutionally to adapt the rapidly growing economy, what challenges the state currently faces in governance and regulation, and how political interests shape Chinese officials and other state actors’ domestic and overseas economic behaviors, in Africa for example. It also discusses major governance issues including the provision of public goods, media management, corruption, and the environment, with a focus on the political logic behind the government’s responses to these issues.

Learning outcomes:
1. Understand the evolution of China’s political institutions and discuss their roles in the governance of China
2. Articulate the different theoretical and ideological viewpoints on China’s growth and stability in the last twenty years
3. Analyse the pressing public issues challenging the country in its path to development.
4. Debate the impact of geography, nationalism and ethnic structure on state-building in China
5. Analyse China’s growth and importance as a political and economic power and analyse its role on the world stage.

Assessment:
(i) Continuous assessment - In-class presentation (20%)
(ii) 3,000 – 4,000 word assignment (80%)

Suggested readings:


**LI 7887 Business and Economy of Contemporary China**

Credits: 10
Lecturers: various

**Aims:**
This module introduces students to business and economy of contemporary China.

**Syllabus:**
This module introduces students to business and economy of contemporary China since 1978 and during the series of reforms. The module explores the key macro- and micro-economic factors as well as social aspects that shape business in China today. Key issues covered include economic reform, agricultural and rural development, industrial development, exports and investment, services, state firms and state management of the economy, central-local relations and regional development.

**Learning outcomes:**
1. Understand how business in China is influenced by its institutional and economic environment
2. Understand business practices in China
3. Demonstrate a basic knowledge of current economic trends in China
4. Identify key issues faced by businesses in contemporary China
5. Utilise different theoretical perspectives and types of evidence in addressing questions relating to China's business environments
6. Apply critical analytical skills in evaluating different explanations of problems, issues and trends in China's business environment

**Assessment:**
(i) Continuous assessment - In-class presentation (20%)
(ii) 3,000 – 4,000 word assignment (80%)
Suggested readings:

**LI 7889 Chinese Language Varieties and Diaspora in a Global Context**

Credits: 10
Lecturer: Ning Jiang

**Aims:**
This module explores the nature of Chinese varieties as world languages including Mandarin, Cantonese and Hokkien. It outlines the origins and development of Chinese varieties outside China within the context of social, historical, and linguistic framework.

**Syllabus:**
This module locates the Chinese diaspora and language in a global perspective. It explores the nature of Chinese varieties as world languages including Mandarin, Cantonese and Hokkien. It also outlines the origins and development of Chinese varieties outside China within the context of social, historical, and linguistic framework. The module addresses the development of Chinese as a Heritage Language, and the international growth in interest in Chinese as a Foreign Language.

**Learning outcomes:**
On successful completion of this module, students should be able to:
1. Analyse general issues and concepts in the growth of Chinese language varieties within East Asia and internationally.
2. Evaluate theory and research in applied linguistics, sociolinguistics and education that are relevant to Chinese as a global language.
3. Describe and evaluate the development of Chinese as a Heritage Language
4. Assess the role of factors which may ensure intergenerational transmission of Chinese as a Heritage Language
5. Appraise the current position of Chinese as a Foreign Language in the contexts presented in the module and evaluate the potential for growth and curriculum initiatives

**Assessment:**

(i) Continuous assessment - In-class presentation (20%)
(ii) 3,000 – 4,000 word assignment (80%)

**Suggested readings:**


**LI 8001 China in Comparative Perspective**

Credits: 10
Lecturers: John Blair and Jerusha McCormack

**Aims:**

This module approaches China as a civilisation in comparison with the ways of life cultivated in the West over the last 3000 years or so. We focus on bringing together specific comparative perspectives on education, on families, on governance systems, on economic and ecological attitudes, on human nature and psychology, and finally on values and world views.

**Syllabus:**

This module approaches China as a civilisation in comparison with the ways of life cultivated in the West over the last 3000 years or so. This depth in time helps to keep present-day developments in perspective. Tracking a whole way of life requires taking into account diverse concerns that are commonly treated as the preserves of distinct academic disciplines. Here the focus brings together specific comparative perspectives on education, on families, on
governance systems, on economic and ecological attitudes, on human nature and psychology, and finally on values and world views. Students will be expected to apply the approaches they have already learned and to draw on their Study Abroad experiences in making connections between these various domains in both China and the West. The goal is a richer and possibly a more complicated perspective on ways of life that have endured and grown for millennia.

Learning outcomes:
On successful completion of this module, students should be able to:
1. Have a clear sense of the value and methods of comparing civilisations, taking into account the importance of ethnocentrism as a human universal;
2. Recognise the nature of cultural change in both in China and the West by tracing how traditional practices and ideas in both worlds compare to their modern counterparts;
3. Describe how the processes of abandoning traditional ideas and practices in both civilisations result in multiple and differently timed modernities;
4. Identify the ideas behind dominant worldviews that have the most enduring effects on life in China and the West;
5. Relate to how most Chinese people look at the world and how that perspective differs from that of most people in the West;
6. Critique the thinking that lies behind Chinese actions in today’s world – how Western questions may easily miss the perspectives that guide Chinese thinking; and
7. Explain ongoing conflicts between China and Western nations.

Assessment:
(i) In-class presentation (20%)
(ii) Continuous assessment – consisting of a final test and two papers of not more than 4,000 words on approved comparative topics (80%)

Suggested readings:

**LI 7893 Chinese translation in practical contexts**

Credits: 10
Lecturer: Ning Jiang

**Aims**

The module introduces students to the skills that would be required of a Chinese translator, learning to appraise translated texts and to translate selected pieces of texts on their own. Emphasis is placed on translation in practice; that is, pieces of translated texts or texts awaiting translation that students may expect to come across in their future career or further studies to do with China or Chinese. Texts involving Chinese-English or English-Chinese translation are examined as they are actually found in everyday contexts of contemporary Chinese language, society and culture, identifying any pitfalls, shortcomings or praiseworthy aspects for in-depth discussion and learning. There will be ample opportunity for students to hone their translational skills through practice, as they will be encouraged to identify any potentially noteworthy translation texts.

**Syllabus**

The module introduces students to some of the most typical challenges confronting contemporary Chinese translation (translating Chinese into English or English into Chinese). Drawing from real-life primary sources relevant to aspects of Chinese language, society and culture, translated texts will be analysed and discussed and selected texts will be translated. Primary sources will also focus on those subject matters that relate to students’ areas of interest in contemporary Chinese Studies, including but not limited to business and economy, politics and governance modern Chinese history and thought. These primary sources consist of not only written texts but also texts obtained from multimedia and social media. Students will learn to appraise existing translations as well as those of their own. Critical issues such as the translation of cultural key concepts and the implications of translations for crosscultural communication are also addressed.
**Learning outcomes**

1. Recognise the skills required in Chinese translation;
2. Identify key challenges with Chinese-English or English-Chinese translations;
3. Appraise existing pieces of translated texts and determine any pitfall, shortcoming or merit in translation;
4. Have a clear sense of the relation between Chinese translation and the transmission of Chinese language, society and culture; and
5. Apply knowledge and skills acquired to completing Chinese-English or English-Chinese translation.

**Assessment**

(i) In-class presentation (20%)
(ii) Continuous assessment, class exercises (20%)
(iii) Assignment (an individual term paper) (60%)

**Suggested readings**


**LI 7006 Mandarin 2**

Credits: 10
Lecturers: Hongfei Wang and Chang Zhang

**Aims**

This module builds on work completed in Mandarin 1 and provides the opportunity for post-beginners to consolidate their basic knowledge. It focuses
on further developing student skill within the framework of the CEFR to full achievement of the competences outlined in the A1 common European proficiency band.

**Syllabus**

This language module employs a task-based curriculum to engage students in language learning. The target language is used as the medium of communication as much as possible. Authentic texts are used as source materials.

**Learning outcomes**

On completion of this module, students should be able to demonstrate the following skills:

A. Productive skills
   1. Understand individual sentences and commonly used expressions related to areas of interest and relevance i.e. basic personal and family information, shopping, local geography and employment.
   2. Request and respond in basic Mandarin about information relating to familiar situations or routine matters.
   3. Describe in basic Mandarin aspects of his/her background, present environment, and express his/her needs.
   4. Manage short social conversations.
   5. Produce short, simple notes and messages, e.g. a thank you to someone for a favour done, gift given, etc.

B. Receptive skills
   6. Understand phrases and common vocabulary related to areas of general personal knowledge e.g. information about his/herself, family, occupation and residential area.
   7. Comprehend short, simple announcements and main point/s in communication.

**Assessment**

(i) Continuous assessment based on project (40%)
(ii) Class test (60%)
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 the limits stated in the module handout. *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>Percentage</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>
<tr>
<td>F1</td>
<td>30-39 (fail)</td>
</tr>
<tr>
<td>F2</td>
<td>0-29 (fail)</td>
</tr>
</tbody>
</table>

In general the four passing 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 1 – Plagiarism

Extract from General Regulations and Information, University Calendar, Paragraphs 96-105


Plagiarism

96 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.

97 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.

98 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 collaboration 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. In order to avoid plagiarism in the context of collaboration and group work, it is particularly important to ensure that each student appropriately attributes work that is not their own.

99 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.

100 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](http://tcd-ie.libguides.com/plagiarism).

101 If plagiarism as referred to in §96 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.

102 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 §101 above must state their agreement in writing to the Director of Teaching and Learning (Undergraduate), or designate. If one of the parties to the informal meeting withholds his/her written agreement to the application of the summary procedure, or if the facts of the case are in dispute, or if the Director of Teaching and Learning (Undergraduate), or designate, feel 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.

103 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 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 reassessment under applicable course regulations.

104 Provided that the appropriate procedure has been followed and all parties in §101 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 may approve, reject, or vary the recommended penalty, or seek further information before making a decision. If the Senior Lecturer considers that the penalties provided for under the summary procedure are inappropriate given the circumstances of the case, he/she may also refer the matter directly to the Junior Dean who will interview the student and may implement the procedures as referred to under CONDUCT AND COLLEGE REGULATIONS §2.
Notwithstanding his/her decision, the Senior Lecturer will inform the Junior Dean of all notified cases of Level 2 and Level 3 offences accordingly. The Junior Dean may nevertheless implement the procedures as referred to under CONDUCT AND COLLEGE REGULATIONS §2.

105 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.

See also:

- Plagiarism Policy
- Avoiding Plagiarism (Library Guide)
Appendix 2 – European Credit Transfer and Accumulation 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 full-time 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 course year.** Progression from one year to the next is determined by the course regulations. **Students who fail a year of their course will not obtain credit for that year even if they have passed certain component courses. Exceptions to this rule are one-year and part-year visiting students, who are awarded credit for individual modules successfully completed.**

Appendix 3 – Links to University regulations, policies, and procedures

- **Academic policies**
- **Student complaints procedure**
- **Dignity and respect policy**
Appendix 4 – Feedback and Evaluation

All modules will be evaluated by anonymous survey of students towards the end of the module.

Student evaluation and feedback