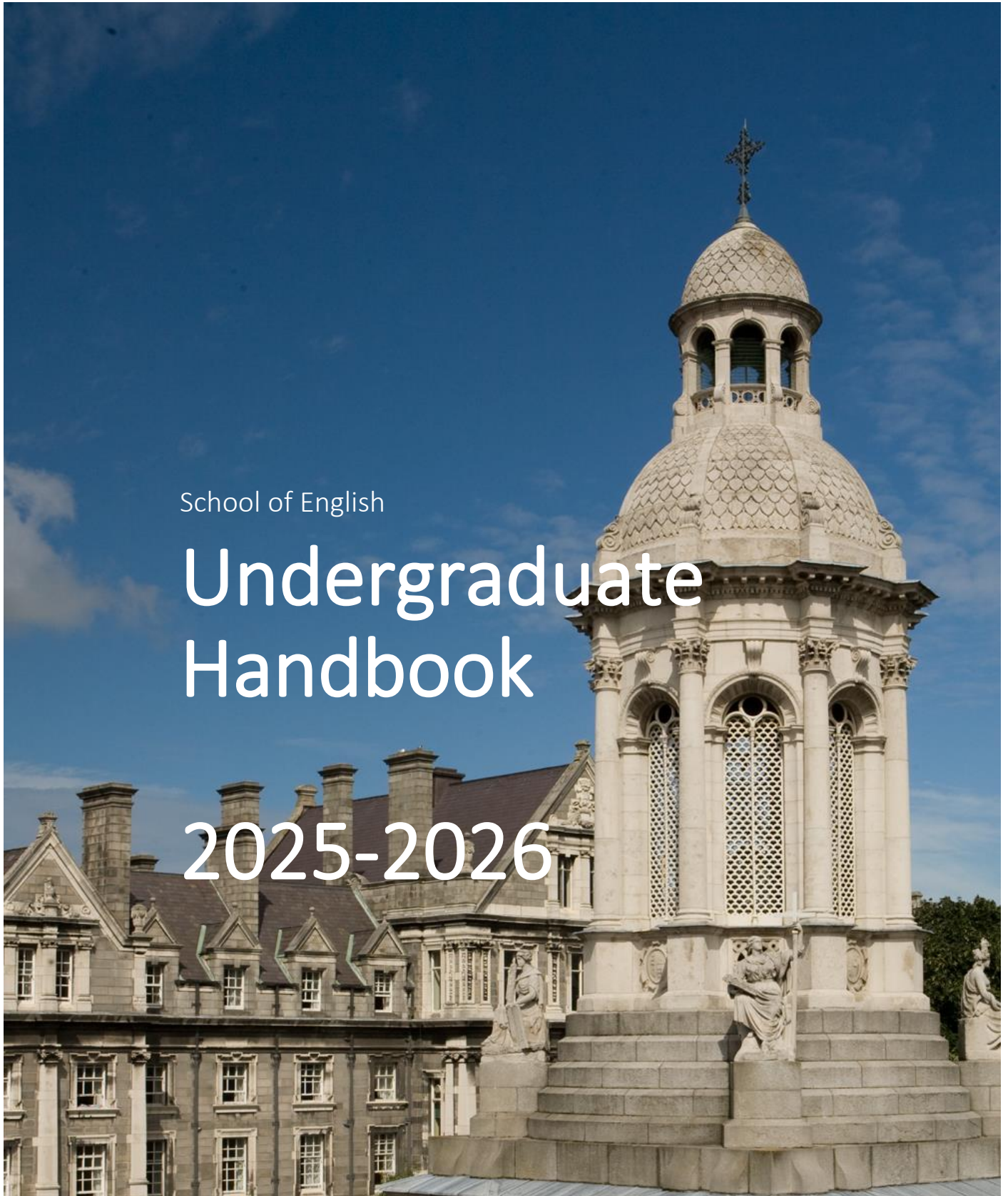**Trinity College Dublin**
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

School of English

Undergraduate Handbook

2025-2026

Contents

Alternative formats of the Handbook can be made on request.

1. GENERAL COURSE INFORMATION

1.1 Introduction

We are delighted to welcome you to the School of English, Trinity College Dublin. This handbook provides information about the School and the programmes we deliver. It supplements information in the University Calendar. In the event of conflict or inconsistency between the General Regulations published in the University Calendar and information contained in our handbooks, the General Regulations prevail. The University Calendar is available at http://www.tcd.ie/calendar/.

More detailed information on individual modules is provided in the relevant module guides and on the Department web-site https://www.tcd.ie/english/. Detailed guides for each module are provided through Blackboard. As a student, you are expected to:

- Read this handbook carefully
- Check your Trinity e-mail account regularly
- To attend all classes
- To read for each class and come to seminars and tutorials prepared to contribute
- Know and meet your deadlines.

If you have a problem, to speak to someone about it: your module coordinator, the Undergraduate Programme Manager, the Undergraduate Co-ordinator, Director of Undergraduate Teaching and Learning, Head of School, or College Tutor. We cannot promise that we can solve your problem, but we will do our best to help. If you are in any doubt about how the regulations affect you, consult a member of staff in the School or your College Tutor.

1.1.1 Abbreviations
The following abbreviations are used throughout this handbook:

JF – Junior Fresh (the first year of your degree)

JH – Joint Honours

JS – Junior Sophister (the third year of your degree)

OM – Open Module

SF – Senior Fresh (the second year of your degree)

SH – Single Honours

SS – Senior Sophister (the fourth year of your degree)

TE – Trinity Elective

1.2 Contact Details
1.2.1 Key Contacts

Head of School: Prof. Bernice Murphy (murphb12@tcd.ie).

Director of Undergraduate Teaching and Learning: Dr Mark Faulkner (mark.faulkner@tcd.ie)

Undergraduate Coordinator: Dr Amy Prendergast (prendea1@tcd.ie)

Disability Liaison Officer: Dr Pádraic Whyte (whytepa@tcd.ie)

1.2.2
Administrative Staff

Name	Position	Email@tcd.ie	Room	Phone
Ruth Archbold	School Administrative Manager	archbolr@tcd.ie	4015	**4723**
Elaine Maddock	Undergraduate Programme Manager; Safety Officer	maddocke@tcd.ie	4016	**1111**
Annelise Berghenti	Global and Communications Officer/Visiting Students	aberghen@tcd.ie	4016	**1839**
Sophia Ní Sheoin	Trinity Oscar Wilde Centre Senior Executive Officer	wilde@tcd.ie	OWC	**2885**

1.2.3 Academic Staff

Name	Position	Email	Room	Phone
Dr Mary Grace Albanese	Assistant Professor in Postcolonial and Global Literatures (from HT 2026)	TBD	TBD	**TBD**
Dr Melissa Alexander	Sophister Module Co-ordinator	alexanmr@tcd.ie		
Dr Julie Bates	Associate Professor in Irish Writing	batesju@tcd.ie	4077	**1179**
Professor Terence Brown	Professor Emeritus	tbrown@tcd.ie		
Dr Jane Carroll	Associate Professor	jane.carroll@tcd.ie	4002	**4023**
Dr Clare Clarke	Associate Professor; Director of Research (MT)	clare.clarke@tcd.ie	4004	**1934**
Professor Philip Coleman	Professor; Director of Research (HT)	pmcolema@tcd.ie	4020	**1907**
Dr Paul Delaney	Associate Professor	delanep@tcd.ie	4025	
Professor Aileen Douglas	Professor	adouglas@tcd.ie	4003	**2322**

Dr Dara Downey	Sophister Module Co-ordinator	downeyd@tcd.ie		
Dr Mark Faulkner	Associate Professor; Director of Undergraduate Teaching and Learning	mark.faulkner@tcd.ie	4026	**3982**
Dr Carlo Gébler	Assistant Professor (Adjunct)	carlogebler@gmail.com	c/o OWC	**2885**
Professor Nicholas Grene	Professor Emeritus	ngrene@tcd.ie		
Dr Seán Hewitt	Assistant Professor in Literary Practice; Columbia DD co-ordinator HT/ Literary Arts Officer	shewitt@tcd.ie	4023	**1299**
Professor Darryl Jones	Professor of Modern British Literature and Culture; Director of the M.Phil in Modern and Contemporary Literature	drjones@tcd.ie	5030	**TBC**
Dr Alice Jorgensen	Associate Professor; Director of PG Teaching and Learning	jorgena@tcd.ie	4006	**2475**
Professor Jarlath Killeen	Professor (on leave MT)	killeej@tcd.ie	4005	**2337**
Dr Rosie Lavan	Associate Professor; Director of the M.Phil in Irish Writing	lavanro@tcd.ie	4079	**1185**
Dr Frank Leahy	Sophister Module Co-ordinator	FLEAHY@tcd.ie		

Eoin McNamee	Associate Professor of Literary Practice; Director of Oscar Wilde Centre	emcname@tcd.ie	OWC	**1360**
Deirdre Madden	Professor Emerita			
Una Mannion	Assistant Professor in Literary Practice	UMANNION@tcd.ie	3160 OWC	**4397** **2885**
Professor Stephen Matterson	Professor Emeritus	smttrson@tcd.ie		
Professor Chris Morash	Seamus Heaney Professor of Irish Writing	morashc@tcd.ie	OWC	**1400**
Dr Sinéad Moriarty	Assistant Professor in Children's Literature; Co-ordinator of Capstone Projects; Evening Lectures Co-ordinator HT	moriars1@tcd.ie	4023	**1299**
Professor Andrew Murphy	1867 Professor of English; Director of PG Professional Development and Co-Ordinator of M.Phil Programmes	Andrew.murphy@tcd.ie	4007	**3984**
Professor Bernice M. Murphy	Professor in Popular Literature; Head of School (2025-2028).	murphb12@tcd.ie	4010	**2547**
Professor Eiléan Ní Chuilleanáin	Professor Emerita	enchllnn@tcd.ie	OWC	**1360**
Dr Brendan O'Connell	Associate Professor; Co-Ordinator of Columbia Dual Degree (MT)	oconneb2@tcd.ie	4039	**2597**

Dr Stephen O'Neill	Teaching Fellow in 20th Century Literature	oneillsb@tcd.ie		
Dr Melanie Otto	Assistant Professor	ottom@tcd.ie	4009	**1355**
Professor Eve Patten	Professor; (on leave 25/26 AY)	epatten@tcd.ie		
Dr Kevin Power	Associate Professor; Director of the M.Phil in Creative Writing	powerk9@tcd.ie	OWC	2944
Dr Claire Poynton-Smith	Sophister Module Co-ordinator	poyntonc@tcd.ie		
Dr Amy Prendergast	Assistant Professor in Eighteenth Century Studies; Undergraduate Co-Ordinator	prendea1@tcd.ie	5090	**2322**
Dr Björn Quiring	Associate Professor; Co-Ordinator of School of English Trinity Elective (MT); Co-Ordinator of Evening Lectures (MT); (on leave HT 2026).	quiringb@tcd.ie	4021	**1346**
Dr Margaret Robson	Teaching Fellow	robsonm@tcd.ie		
Professor Ian Campbell Ross	Professor Emeritus	icross@tcd.ie		
Professor John Scattergood	Professor Emeritus	jscatter@tcd.ie		
Professor Sam Slote	Professor	slotes@tcd.ie	4022	**1319**
Dr Mark Sweetnam	Assistant Professor; Associate Dean of	sweetnms@tcd.ie	4110	**3694**

	Undergraduate Common Architecture			
Dr Melinda Szűts	Sophister Module co-ordinator	TBC		
DrEma Vyroubalová	Assistant Professor; Director of Global Relations (including VS and Study Abroad); TEP Elective co-ordinator (HT)	vyroubae@tcd.ie	5089	**4722**
Dr Tom Walker	Associate Professor; Head of Discipline	walkerto@tcd.ie	5016	**4353**
Dr Pádraic Whyte	Associate Professor; Director of the M.Phil in Children's Literature; Athena SWAN Champion; EDI Chair and Liaison Officer	whytepa@tcd.ie	4083	**1224**

1.2.4 Email

If anyone in the School wishes to contact you, they will do so using your TCD e-mail address. Get into the habit of checking this account regularly. College staff will use only your TCD address, and will sometimes need to communicate with you, for instance with information regarding your classes.

Erasmus/Exchange students: please note the above regarding e-mail contact also applies to you.

Off-Books students please note if you do not have access to your TCD e-mail, it is your responsibility to inform the School of alternative contact information. It is also your responsibility to contact the School to ensure you are enrolled in modules for the year you return to College. You should email Elaine Maddock (maddocke@tcd.ie) in the March before the September in which you expect to return to College explaining that you have been off-books and request information for how to enrol in option modules for the coming year.

1.3 Key Locations

1.3.1 Undergraduate Student Office (Arts Building, Room 4016)

Elaine Maddock is the Undergraduate Programme Manager for all undergraduate students. If the office is closed, Elaine can be contacted at maddocke@tcd.ie or by phone on 01 896 1111.

Interactive College Map

1.3.2 Blackboard

Blackboard Ultra is College's Virtual Learning Environment (VLE). Depending on your module, you can access lecture notes, online assignments and other activities through Blackboard. When you are enrolled on a module you will automatically gain access to the Blackboard site for that module. You will need your College username and password to access Blackboard.

1.4 Key dates

Academic Year Calendar 2025/26

https://www.tcd.ie/calendar/academic-year-structure/2025-26/academic-year-structure.pdf

Deadlines for the submission of assessments can be found on the Blackboard pages for your modules.

1.5 Timetable

The timetable of lectures and seminars is posted online at https://my.tcd.ie/. If you have problems with the timetable, please contact the Undergraduate Programme Manager.

1.6 Study Abroad/Erasmus

School of English students (in both Single and Joint Honours) who wish to participate in an exchange at another EU university are invited to apply for the programme. Students can participate in an Erasmus or non-EU exchange in their Junior Sophister year. In order to gain the fullest experience, we encourage you to go for a full academic year, but one-semester exchanges can be accommodated where appropriate.

If you are in JH, we would strongly advise you to contact the Study Abroad Coordinator in each subject to check if there are any issues or restrictions you should be aware of before you apply. Unlike the College-wide, non-EU exchanges, Erasmus exchanges are arranged by individual departments with their partner institutions throughout the EU. JH students are free to apply for exchanges arranged by either of their departments, but must have the approval of both departments to participate in an exchange, and will be required to keep both departments informed about the modules studied abroad. Please note that, in order to be eligible for an Erasmus exchange, you must attain at least a II.2 grade in your annual examinations in English.

The Director of Global Relations and Visiting Students for the academic year 2025-26 is Dr Ema Vyroubalová (vyroubae@tcd.ie). She can be contacted through her email. She will offer information sessions on Erasmus and non-EU programmes to Senior Fresh students during MT. The list of Erasmus exchanges available through the School of English can be found here: https://www.tcd.ie/english/international/outgoing-erasmus-students/.

2. STUDENT REPRESENTATION

The School of English Committee, the body which governs the School, and decides issues of academic courses, assessment and examining, includes elected student representatives. Student input on School decisions is invaluable, and we strongly encourage the participation of all students in elections. These elections are convened by the Students' Union.

3. TUTORIAL SERVICE

Your College Tutor, who may not be in the School of English, is your main adviser on both academic issues and personal matters. They are appointed by College. You can get help with problems specifically relating to modules in English from the Undergraduate Coordinator, Dr Amy Prendergast. If you don't know who your College Tutor is, you can find out by emailing the Senior Tutor's Office: (stosec@tcd.ie).

4. TEACHING AND LEARNING IN THE SCHOOL OF ENGLISH

Teaching in the School of English is delivered by lectures and tutorials in the Fresher years, and primarily by seminars in the Sophister years.

Lectures are supported by tutorials. JF students will have eight tutorials and SF students will have seven tutorials in each course (an exception is Origins of English, which has eighteen language classes). Each tutorial will consider one of the texts or topics that have been the focus of lectures. Tutorials are small groups and offer you the opportunity to discuss and develop your own ideas. It is very important, therefore, that you do the assigned reading for your tutorials and attend ready to participate in discussion. Attendance at tutorials is mandatory. If there are exceptional circumstances that mean you cannot attend you should notify your tutorial teacher and year head as soon as possible. Non-attendance can have serious consequences (see §4.9 below).

Our Sophister options are primarily delivered through seminars. Each seminar will meet for 2 hours each week of term (apart from study week).

4.1 Programme Architecture

The JF year is designed to introduce you to the discipline of English. If you are studying English on its own (Single Honours) you will take eight compulsory modules. If you are combining English with another subject (Joint Honours) you will take four compulsory modules. The Trinity Joint Honours website contains valuable and clear information. You will find details of JH structure for each year in the relevant handbooks on the [TJH website](#).

Descriptions of the modules can be found on the School of English [website](#).

In your senior fresh (SF) year you will have the opportunity to choose between a number of different pathways. Your choice of pathway will determine the mix of modules that you will take and which of the possible degree outcomes (Single Honours, Joint Honours, Major with Minor) you are eligible for. It is therefore very important that you select carefully from the available options.

The College website offers a useful [pathway tool](), which outlines the choices available and the implications of these choices for the outcome of your degree.

[Trinity Pathways]()

4.1.1 Choosing your pathway (SF)

In the SF year, you may take EITHER 20 or 40 ECTS of English modules. The remaining 20–40 credits are made up from your second subject and/or Open Modules (OM)/Trinity Elective (TE) modules.

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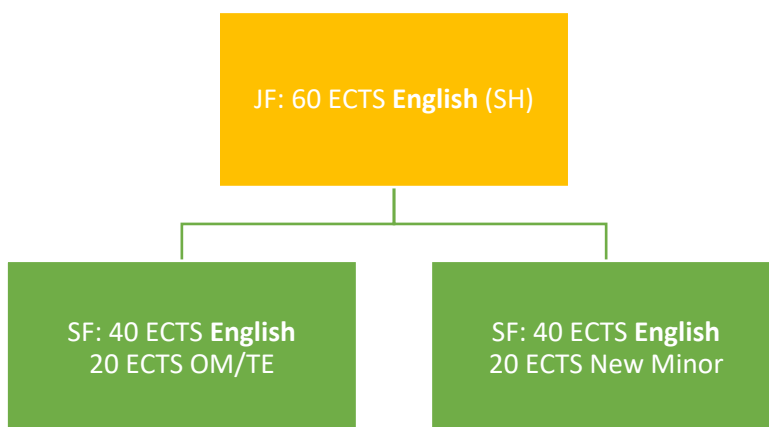
Students who enter through the **Single Honours programme** have the option to take 20 ECTS in Elective and/or Open modules. Alternatively, you can apply to take 20 ECTS in a second subject, which you may be allowed to do if space is available and depending on your JF results. Guidance on the modules to be taken for your second subject will be available from the School in question.

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Students who enter through the **Joint Honours programme** have the option to take either 20 or 40 ECTS of English in the Senior Fresh year. Your remaining credits will be taken in your other subject and/or in Elective and Open Modules. In order to graduate with Single Honours in English you must take 40 ECTS of English in SF.

If you are taking Elective and Open modules, you must take at least one 5 ECTS Trinity Elective and at most two over the course of your degree. You may take only one Elective per term. The other credits are to be filled with Open Modules, as available.

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┌─────────────────────────────┐
│   JF: 30 ECTS English (JH)  │
│       30 ECTS Subject 2     │
└─────────────────────────────┘
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┌──────────────────┐   ┌──────────────────┐   ┌──────────────────┐
│ SF: 40 ECTS      │   │ SF: 20 ECTS      │   │ SF: 20 ECTS      │
│ English          │   │ English          │   │ English          │
│ 20 ECTS Subject 2│   │ 20 ECTS Subject 2│   │ 40 ECTS Subject 2│
│                  │   │ 20 ECTS OM/TE    │   │                  │
└──────────────────┘   └──────────────────┘   └──────────────────┘
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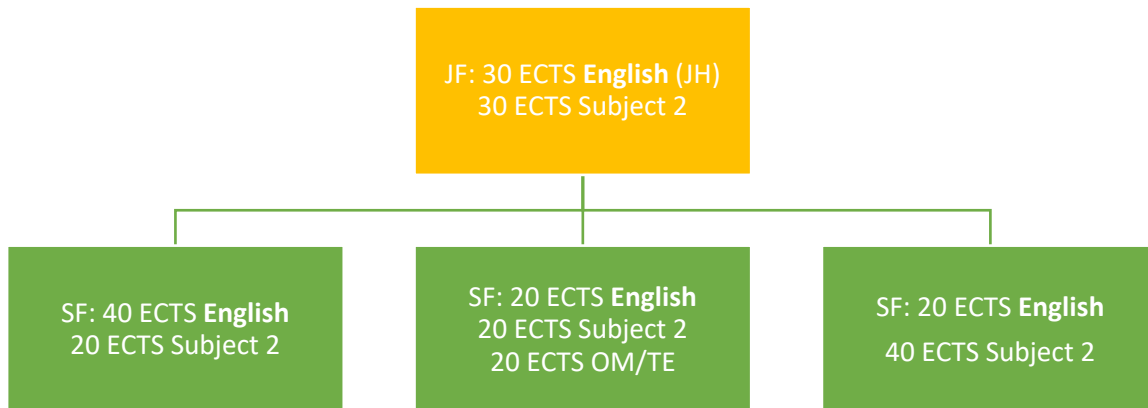
4.1.2 Choosing your Pathway (JS)

For your JS year, you will choose modules according to your intended exit qualifications. Students enrolled in the **Single Honours programme** can graduate either with a Single Honours award in English or with a major degree in English and a minor in a second subject.

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┌─────────────────────────────┐
│    SF: 40 ECTS English      │
│                             │
│         20 ECTS             │
│       Minor/OM/TE           │
└─────────────────────────────┘
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┌──────────────────────┐   ┌──────────────────────┐
│ JS: 50 ECTS English  │   │ JS: 40 ECTS English  │
│ SS: 60 ECTS English  │   │ SS: 40 ECTS English  │
└──────────────────────┘   └──────────────────────┘
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┌──────────────────────┐   ┌──────────────────────┐
│   Single Honours     │   │   Major Award in     │
│      English         │   │      English         │
└──────────────────────┘   └──────────────────────┘
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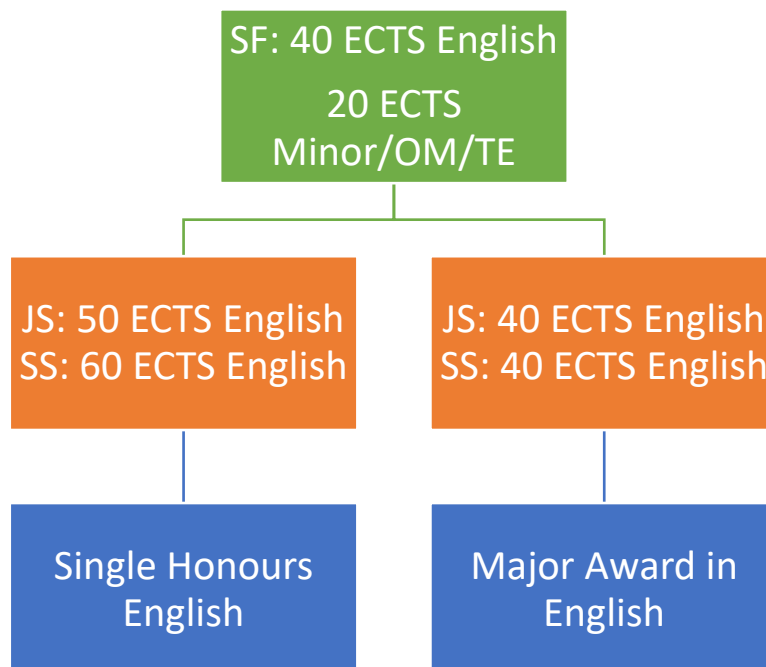
Students enrolled in the **Joint Honours programme** can graduate with Single Honours, Major with Minor, or Joint Honours degree.

- For a Single Honours degree, you must have taken 40 ECTS in English in SF. You must take 50 credits of your main subject in JS and 60 (including the capstone) in SS; the remaining 10 credits may be made up of modules in your Minor Subject or Open Module(s) or Trinity Elective(s)
- For a Joint Honours degree, you must take 30 credits of each subject in JS and 20 credits of each in SS; the capstone may be in either subject or both
- For a Major/Minor degree, you may either take 30 credits of each subject in JS and 60 credits of the Major subject in SS (dropping the Minor subject after JS), or 40 credits of the Major subject and 20 credits of the Minor subject in JS, and 40 credits of the Major subject (including the capstone) and 20 of the Minor subject in SS.

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                    ┌──────────────────────┐
                    │ SF: 40 ECTS English  │
                    │      20 ECTS         │
                    │    Minor/OM/TE       │
                    └──────────────────────┘
        ┌──────────────┬──────────┴──────────┬──────────────┐
┌───────────────┐ ┌───────────────┐ ┌───────────────┐ ┌───────────────┐
│ JS: 50 ECTS   │ │ JS: 30 ECTS   │ │ JS: 30 ECTS   │ │ JS: 20-30     │
│ English       │ │ English       │ │ English       │ │ ECTS English  │
│ SS: 60 ECTS   │ │ SS: 60 ECTS   │ │ SS: 30-40     │ │ SS: 20 ECTS   │
│ English       │ │ English       │ │ ECTS English  │ │ English       │
└───────────────┘ └───────────────┘ └───────────────┘ └───────────────┘
┌───────────────┐ ┌───────────────┐ ┌───────────────┐ ┌───────────────┐
│ Single Honours│ │ Major Award   │ │ Joint Honours │ │ Minor in      │
│ English       │ │ in English    │ │ in English    │ │ English       │
└───────────────┘ └───────────────┘ └───────────────┘ └───────────────┘
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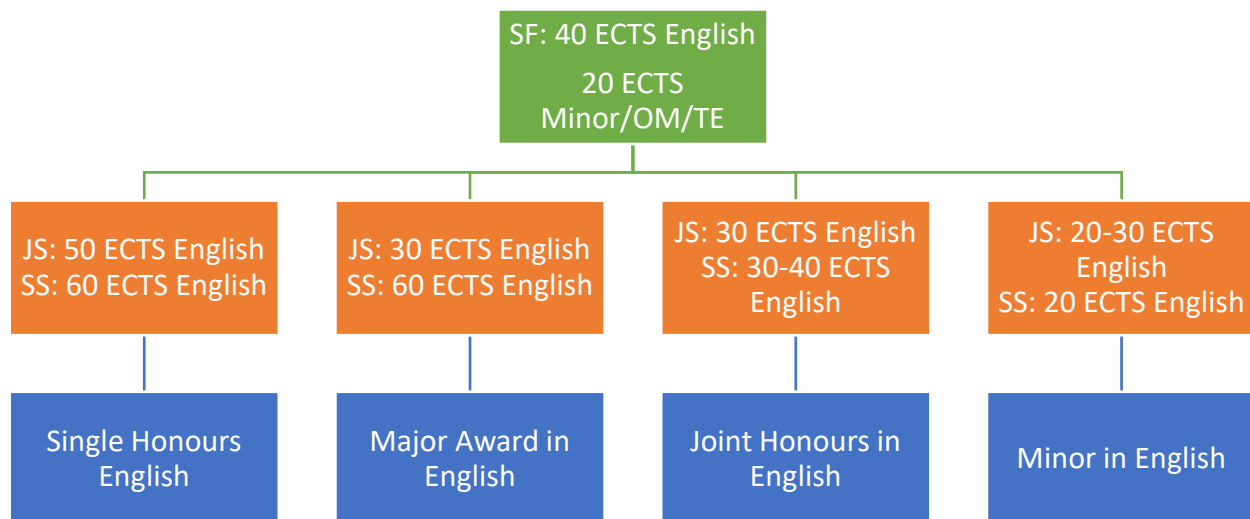
NB: Available pathways are subject to change and may be subject to capacity.

For a general overview of your pathways and degree awards use the Trinity pathway tool here.

4.2 Programme Structure and Workload

4.2.1 Junior Fresh (JF)

The structure of your JF year will vary according to whether you are studying English as single honours (SH) or joint honours (JH).

4.2.1.1 Junior Fresh, Single Honours (JF SH)

Students in JF SH follow eight modules, all of them compulsory. You can find brief descriptions of each of the modules in Section 4.4, below, and more detailed descriptions and reading lists can be found on the School website.

- Three 10 ECTS modules are assessed by a combination of a 1000/1500-word essay and an exam
- One 10 ECTS module is assessed by a combination of midterm assignment of short-answer questions and a creative translation with commentary OR analysis of a published translation (1500-2000 words)
- Three 5 ECTS modules are assessed by a 1500–2000 word essay
- One 5 ECTS module is assessed by exam

All modules are assessed in the semester in which they are taught.

All modules are taught by lectures and tutorials, with the exception of Origins of English, which are taught by lectures and weekly language classes.

Michaelmas Term		Hilary Term	
Module	**Credits**	**Module**	**Credits**
ENU11008 Genres: Introduction to Literary Studies (Dr Stephen O'Neill) **ESSAY and EXAM**	10	**ENU11003** Irish Writing (Prof Chris Morash and Dr Paul Delaney) **ESSAY and EXAM**	10
ENU11009 Imagining the Middle Ages (Dr Brendan O'Connell) **ESSAY**	5	**ENU11004** Early Modern Literature: Themes, Texts and Context (Dr Mark Sweetnam and Dr Ema Vyroubalova) **ESSAY**	5

ENU11011 US American identities (Prof Philip Coleman) **ASSESSMENT and EXAM**	10	ENU11012 Origins of English (Dr Mark Faulkner and Dr Alice Jorgensen) **MIDTERM SHORT-ANSWER QUESTIONS and CREATIVE TRANSLATION / COMMENTARY**	10
ENU11002 Writing Childhoods (Dr Sinéad Moriarty) **ESSAY**	5	ENU11006 Cultures of Retelling (Dr Rosie Lavan) **EXAM**	5

4.2.1.2 Junior Fresh, Joint Honours (JF JH)

Students in JF JH follow four modules, shared with JF SH, all of them compulsory. See Section 4.4, below. More detailed descriptions and reading lists can be found on the School of English website.

- Two 10 ECTS modules are assessed by an essay and an exam
- Two 5 ECTS modules are assessed by an essay
- All modules are assessed in the semester in which they are taught.
- All modules are taught through lectures and tutorials.

Michaelmas Term		Hilary Term	
Module	**Credits**	**Module**	**Credits**
Genres: Introduction to Literary Studies (Dr Stephen O'Neill)	10	Irish Writing (Dr Paul Delaney) **ESSAY and EXAM**	10

ESSAY and EXAM			
Imagining the Middle Ages (Dr Brendan O'Connell) **ESSAY**	5	Early Modern Literature: Themes, Texts and Context (Dr Ema Vyroubalova and Dr Mark Sweetnam) **ESSAY**	5

4.2.2   Senior Fresh (SF)

As outlined in Section 4.1.1 above, your choice of degree pathway at the end of your JF year will determine whether you take 20 or 40 ECTS in English in SF.

4.2.2.1   SF JH Students taking 20 ECTS of English

If you take 20 ECTS of English, your SF year will look like this:

Michaelmas Term	Hilary Term
Two of the following modules including **at least one** of the asterisked modules: *Writing the Body, 1690-1800: Gender, Race, and Power *Reading the Victorians: Literature, Culture, History US American Identities: Harlem Renaissance to the Present	**Two** of the following modules including **at least one** of the asterisked modules: *British Romantic Literature, 1789-1830 *Modernisms: Making it New Postcolonial Literature: An Introduction to Key Debates and Texts Imagining the Contemporary: No future?

Fundamentals of Literary Theory	
10 ECTS Subject 2	**10 ECTS Subject 2**
10 ECTS Open/Electives	**10 ECTS Open/Electives**

Alternatively you may choose to take 20 ECTS per term in your other subject (without Open/Elective modules).

4.2.2.1   SF JH Students taking 40 ECTS of English

If you take 40 ECTS of English, your SF year will look like this:

Michaelmas Term	Hilary Term
Writing the Body, 1690-1800: Gender, Race, and Power Reading the Victorians: Literature, Culture, History US American Identities: Harlem Renaissance to the Present Fundamentals of Literary Theory	British Romantic Literature, 1789-1830 Modernisms: Making it New Postcolonial Literature: An Introduction to Key Debates and Texts Imagining the Contemporary: No future?
10 ECTS Subject 2	**10 ECTS Subject 2**

4.2.2.1   SF JH Students Deciding to Switch to Single Honours in Either Subject

Students who wish to graduate with a Single Honours degree in English must ensure that they are taking 40 ECTS in English in their SF year. In that case they should take 40 ECTS (20 credits per term) in English in SF year, plus 10 ECTS per term of Trinity Electives and Open modules. Please

be aware that if you choose to give up either of your JH subjects at the end of first year you will not be able to have that subject as part of your final degree.

4.2.3   Sophister Options

The shape of your sophister years will be determined by the pathway you have chosen. If you have chosen to exit with a Single Honours degree in English, you must take 50 credits in English in JS and 60 (including the capstone) in SS; the remaining 10 credits may be made up of modules in your Minor Subject or Open Module(s) or Trinity Elective(s).

For a Joint Honours degree, you must take 30 credits of each subject in JS and 20 credits of each in SS; the capstone may be in either subject or both.

For a Major/Minor degree, you may either take 30 credits of each subject in JS and 60 credits of the Major subject in SS (dropping the Minor subject after JS), or 40 credits of the Major subject and 20 credits of the Minor subject in JS, and 40 credits of the Major subject (including the capstone dissertation) and 20 of the Minor subject in SS.

The School of English offers a wide range of modules, covering the entire range of English literature from the Middle Ages to the contemporary. A full listing of Sophister modules, along with course descriptors and details of assessment can be found on the School of English website.

Students must register for modules through the online module enrolment system. Further information is available on the Academic Registry website.

4.3 Learning Outcomes

Detailed information concerning the content, aims and objectives, required reading, bibliographies, assessment practices and learning outcomes for each module will be provided during the first week of term. Updated information is also available on the School website, and dedicated materials for most modules are also provided in the Blackboard online learning system.

4.4 Registration for Pathways

Registration for JF students on Year 2 pathway for Academic Year 26/27

Students in Year 1 of English will be invited during the Trinity term to select their year 2 pathway, which may include (for SH students) taking up a new subject as a minor in Year 2 and taking Open Modules and Trinity Electives, and/or core/optional modules.

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

Note that students who defer or repeat any assessment to the Reassessment session will be required to select modules for the next academic year when online module enrolment opens. Your module selections will be provisional until your progression is confirmed.

Registration for SF students on Year 3 pathway for Academic Year 26/27

Students in Year 2 of English will be invited during the Trinity term to indicate their preferences for Year 3 of their studies, including Trinity Electives and Open Modules as per their course structure.

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

Note that students who defer or repeat any assessment to the Reassessment session will be required to select modules for the next academic year when online module enrolment opens. Your module selections will be provisional until your progression is confirmed.

Registration for JS students on Year 3 pathway for Academic Year 26/27

Students in Year 3 of English will be invited during the Trinity term to indicate their preferences for Year 4 of their studies, including Trinity Electives and Open Modules as per their course structure.

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

Note that students who defer or repeat any assessment/exams at the Reassessment session will be required to select modules for next academic year when online module enrolment opens. Your module selections will be provisional until your progression is confirmed.

4.5 Coursework Requirements

Details of the assessment of modules are provided on Blackboard Ultra and on the School website.

Student Learning Development

Accessible Information Policy

4.6 Capstone Project

The capstone project is an important part of the final year of your degree. It is the common element across all degree exit routes and is weighted at 20 ECTS. It requires a significant level of independent research by the student.

The capstone should:

- be an integrative exercise that allows students to showcase skills and knowledge which they have developed across a range of subject areas and across the four years of study
- result in the production of a significant piece of original work by the student
- provide students with the opportunity to demonstrate their attainment of the four graduate attributes: to think independently, to communicate effectively, to develop continuously and to act responsibly

Students should refer to School and College policies and procedures with regards to research guidelines and ethical practices.

Capstone website

Policy on Good Research Practice

For 2025-26 the School of English is offering three models for this 20-credit capstone to its Senior Sophister students. These models are the **dissertation model**, a **creative writing model**, and an **open collections model**, founded on a project based in College archives or special collections in conjunction with the Library.

The three models are explained in detail in the Capstone Project Handbook.

4.6.1 General timeline for allocation of capstone projects in Junior Sophister Year

Students determine the Capstone project for their Senior Sophister year in their Junior Sophister year.

For students wishing to apply for the **Creative Writing Model**:

<u>Week 3-4 MT 2025:</u> virtual webinar/meeting to explain the Creative Writing Capstone model, how to write a proposal, the process of supervisor allocation and to answer questions. A list of sample topics/titles of past Creative Writing capstone projects will be available at this meeting.

<u>Week 7 MT 2025</u>: **Creative Writing proposals must be submitted by email to the Undergraduate Programme Manager, Elaine Maddock by noon, on Friday of Week 7: maddocke@tcd.ie** .

Please put "Creative Writing Capstone Project Proposal" as the subject line of your email.

The proposal should be around 500 words long and should give a clear idea of the subject and scope of the work planned.

Students are also required to submit a sample of recent creative writing of around 1,000 words and a short covering letter detailing their Creative Writing experience.

Forms for the proposals will be emailed to you and will also be available on School website: https://www.tcd.ie/English/.

Week 11 MT 2025: **students receive response/ allocation by email from the Undergraduate Programme Manager.**

Week 13 HT 2026: students should contact their allocated supervisors to discuss their individual research plans. Over the summer you should begin to work on your project, as advised by your supervisor.

For students wishing to apply for the **Open Collections Model**:

Week 1 HT 2026: virtual webinar/meeting to explain the Open Collections model, how to write a proposal for it, the process of supervisor allocation and to answer questions. A list of sample archival/collections projects will be available at this meeting.

Week 2 HT 2026: Students considering applying for the Open Collections model should email and/or meet with an appropriate member of staff during an office hour to discuss their ideas and get feedback.

Week 3 HT 2026: **Open Collections proposals must be submitted by email to the Undergraduate Programme Manager Elaine Maddock by noon, Friday of Week 3: maddocke@tcd.ie** .

Week 6 HT 2026: **students receive response/ allocation from the capstone project committee/Sophister Office via email.**

Week 13 HT 2026: students should contact their supervisors to initiate their individual research plans. Over the summer you should begin to work on your research materials, as advised by your supervisor.

Please use "Capstone Project Proposal" as the subject line of your email.

The proposal should be around 500 words long.

The proposal should provide a context for the work proposed and demonstrate critical engagement with appropriate material. It should include an indicative bibliography.

Forms for the proposals will be emailed to you and will also be available on School website: https://www.tcd.ie/English/.

For students planning to do the **Dissertation Model**:

The entire application process for the Dissertation model occurs in Hilary Term of the JS year.

The Dissertation model capstone is the most popular capstone model and the School has greatest supervisory capacity in this model. It is the also the default model in the sense that students whose applications for the Creative Writing and/or Open Collections models have been unsuccessful automatically have to apply for the Dissertation model.

Pease note you cannot choose or request your supervisor. Supervisors will be allocated with care. All staff are qualified to supervise UG dissertations and you may be allocated a supervisor who works outside of your dissertation topic.

2025-26

Week 4-5 HT 2026: Online meeting/webinar for JS students to explain the Dissertation model, how to choose a topic, how to write a proposal, and to answer questions

Weeks 5-6 HT 2026: email and/or meet with an appropriate member of staff during an office hour to discuss your proposal (i.e. if you want to write on Irish poetry, please contact a member of staff who specializes in that area)

Week 9 HT 2026: **The dissertation capstone project proposals submitted to the Undergraduate Programme Manager Elaine Maddock by email: maddocke@tcd.ie** .

Please use "Capstone Project Proposal" as the subject line.

The proposal for the dissertation model should be a paragraph or two (around 500 words in total). It should provide a context for the work proposed and demonstrate critical engagement with appropriate material. It should include an indicative bibliography.

Forms for the dissertation proposal will be emailed to you and will also be available on School website: https://www.tcd.ie/English/.

Week 12 HT 2026: **students receive response/ allocation by email from the Sophister Office**.

Week 13 HT 2026: students should contact their supervisors to discuss their individual research plans. Over the summer you should begin to work on your research materials, as advised by your supervisor.

Capstone Project Contacts:

Capstone Project	Name	Email
Dissertation	Dr Sinéad Moriarty	moriars1@tcd.ie
Creative Writing	Dr Carlo Gébler	carlogebler@gmail.com
	Dr Una Mannion	umannion@tcd.ie

	Eoin McNamee	emcname@tcd.ie
	Dr Kevin Power	powerk9@tcd.ie
Open Collections	Dr Julie Bates	batesju@tcd.ie

See also:

Capstone website

Policy on Good Research Practice

4.7 Marking Scale
School of English: Grade Descriptors
The following are the agreed School guidelines on standards for marking assessment essays, standards equivalent to those used in examinations:

I (70—100%): First class written work will normally be characterised by consistent evidence of all of the following: an excellent understanding of appropriate texts and/or up-to-date scholarship and/or criticism and/or theory; an exceptional ability to deploy relevant knowledge in the service of an argument which manifests independent (even, on occasion, genuinely original) thought; the ability to employ accepted scholarly procedures relating to the integration and attribution of sources, footnoting, and bibliography, as well as an exceptional control of written English—including grammar and spelling—along with an appropriately extensive lexical range.

II.1 (60—69%): Upper second class written work will normally be characterised by consistent evidence of all the following: an extremely competent understanding of appropriate texts and/or scholarship and/or criticism and/or theory; a notable ability to deploy relevant knowledge in the service of an argument which manifests independent thought; the ability to employ accepted scholarly procedures relating to the integration and attribution of sources, footnoting, and bibliography, as well as an extremely sound control of written English—including grammar and spelling—along with an appropriate lexical range.

II.2 (50—59%): Lower second class written work will normally be characterised by consistent evidence of all the following: a reasonably competent understanding of relevant texts and/or scholarship and/or criticism and/or theory; signs of an ability to deploy knowledge directed specifically to the question being answered; evidence of a serious attempt to employ scholarly procedures relating to the integration and attribution of sources, footnoting, and bibliography, as well as a generally sound control of written English— including grammar and spelling—along with a reasonably extensive lexical range.

25

III (40—49%): Third class written work will normally be characterised by evidence of a basic competence in relation to relevant texts and/or scholarship and/or criticism and/or theory, as well as signs of an appropriate attempt to direct the knowledge available to the question being answered. There may be evidence of deficiencies in grammar and/or spelling and appropriate lexical range, as well as deployment of scholarly procedures concerning the proper integration and attribution of sources, footnoting, and bibliography (gross inaccuracies or misrepresentations in bibliographical entries and/or the attribution of sources will however usually attract a fail mark).

F1 (30—39%): Written work in the F1 range will normally fail to display even basic competence in relation to the ability to construct an answer to the question posed, based on knowledge of some relevant texts and/or appropriate scholarship and/or criticism and/or theory. Even work which does reveal such basic competence may fall into the F1 category, if there are excessive deficiencies in any one or more of the following areas: deployment of scholarly procedures concerning the proper integration and attribution of sources, footnoting, and bibliography; grammar and/or spelling; appropriate lexical range.

F2 (0—29%): Written work in the F2 range will reveal some or all of the weaknesses noted under F1, but to a greater, perhaps even extreme, extent.

[Calendar II, Part B: General Regulations and Information](#)

4.8 Deadlines and Extensions
Deadlines:
An assignment submitted without an extension within seven days of the deadline will automatically have its grade **reduced by 10 marks**. Once seven days after the deadline have passed, if an extension has not been granted, a fail mark (0) will be returned for the assignment.

Extensions:
The mechanism for requesting an extension is to contact the Undergraduate Coordinator, Dr Amy Prendergast (prendea1@tcd.ie). Visiting Students should contact the Director of Global Relations and Visiting Students, Dr Ema Vryoubalová (vyroubae@tcd.ie).

Acceptable reasons for extension requests are:
- Illness: supporting documentation is required, such as a medical certificate or letter from the Disability Service or Counselling Service
- Exceptional personal circumstances: in this instance you need to make a request through your College Tutor

If you have a LENS with the non-standard reasonable accommodation of flexible deadlines, the School will automatically give you an extension of one week on your deadline. If you have received a late penalty in error, please contact Undergraduate Programme Manager, Elaine Maddock (maddocke@tcd.ie).

Extension requests will not be considered in relation to clashing deadlines or extra-curricular activities. Except in truly exceptional personal circumstances, extension requests will not be considered on the day of a deadline, be granted retrospectively or be offered on top of prior extensions.

A student may appeal the decision of the Undergraduate Co-Ordinator or Director of Global Relations and Visiting Students to deny an extension to the Director of Undergraduate Teaching and Learning. Such appeals must be made within three days of the rejection of the extension request.

4.9 Attendance Requirements

College regulations state that students 'must take part fully in the academic work of their class throughout the period of their course' (*Calendar* II, §18), and the ECTS calculation for all modules in English includes a proportion of credits for attendance and participation. Students are therefore expected to participate fully in all modules throughout the year, and should communicate with staff or their college tutor if anything prevents their attendance. Staff will keep a record of attendance at tutorials and seminars, whether sessions take place face-to-face or online. Students who without good reason fail to attend **more than one session per module** may be reported for non-satisfactory attendance to their tutor, and, if no mitigating circumstances are offered, to the Senior Lecturer, who may require them to repeat the year (*Calendar* II, §25).

4.10 Absence from Examinations

If you think you are too ill to sit an examination, you should not sit it:

- See your doctor and obtain a medical certificate giving the dates and reason for your absence

- Contact your College Tutor as soon as possible. If you do not know who your College Tutor is, you will find their contact details in your my.tcd.ie record

- Your Tutor may apply for you to defer one or more examinations to the Supplemental Session.

If you become ill during an examination tell the Chief Invigilator who will arrange for you to be taken to the Medical Centre.

If there is any other grave reason why you may not be able to take your examinations (e.g. *ad misericordiam* reasons) contact your College Tutor and discuss your options. See further details in the College Calendar, Part II, Conduct of Examinations and Submission of Assessed Work (§§ 34-58), pp. 35-7.

Academic Policies

4.11 External Examiners
The School of English external examiners are Prof Diana Wallace, Professor of English Literature, University of South Wales and Dr Stephen Kelly, Senior Lecturer in English, Queen's University Belfast.

Procedure for the Transfer to External Examiners of Students' Assessed Work

4.12 Progression Regulations
In order to pass and rise with their year, students must obtain credit for the academic year by satisfactory attendance at lectures and tutorials and by carrying out, submitting and sitting the required assessment components. In addition, students must pass the year by achieving, at a minimum, an overall credit-weighted average pass mark (minimum 40 per cent) for the year at course level, and either:

accumulate 60 credits by achieving a pass mark in all modules, or pass by compensation.

In order to pass a year by compensation, students are required to obtain a minimum of 50 credits at grade pass or above and obtain a module mark of at least 35 per cent in any remaining module(s);

The same compensation regulations apply at the reassessment session as at the annual end-of-year court.

Students are required to present for reassessment at the reassessment session when:

a. they obtain in excess of 10 credits at qualified pass (QP) (i.e. marks between 35-39 per cent);

b. they fail any module (i.e. achieve a mark below 35 per cent);

c. they do not obtain an overall pass for the year at course level;

d. or any combination of (a) – (c).

Students who pass a module in either Semester 1 or 2 are not permitted to be reassessed in order to improve their performance.

Students who fail in one or both subjects at the supplemental examination are permitted to repeat the year in both subjects once.

What this means: a student who fails any module with a mark under 35, or who fails more than ten credits at 35-39, has failed the year. That student must retake examinations and resubmit failed assessments for the failed modules (compensatable or not) in the supplemental examination session. Students who do not pass at the supplemental examination session are permitted to repeat the year. Students may repeat any given year of the degree only once.

If a student has achieved both Fail and Qualified Pass grades in modules completed in semester 1 and semester 2, they will be required to present for reassessment in ALL failed components in all modules for which they obtained either a Fail grade or Qualified Pass.

Work must be submitted for all assessments. Absent work will be marked at zero. You may only pass a module if you submit all assessed elements.

Students are entitled to view their examination scripts when discussing their examination and assessment performance with examiners. Students can view their and markers' comments on Blackboard once marks have been published and their exam scripts by contacting the Undergraduate Programme Manager.

See also:

Calendar, Part II, General Regulations & Information

Calendar, Part II, Part C

4.13 Awards
Your degree award (Single Honours, Major with Minor, Joint Honours) will depend on the choice made within the your programme of study. Upon successful completion of your studies you will be conferred with a Bachelor in Arts (Moderatorship) award. For more information see Section 4.1 above and Trinity Pathways.

References/Sources:

National Framework for Qualifications

Trinity Courses

4.14 Graduate Attributes

Trinity's courses in English have been designed to foster the attainment of Trinity's graduate attributes of thinking independently, communicating effectively, developing continuously, and acting responsibly.

The ability to **think independently** is fostered at all stages of English in the approaches taken to teaching and learning, as well as the methods of formative and summative assessment used within the School. Small group teaching – in tutorials during the Fresher years and seminars during the Sophister years – is a vital part of the School's ethos, and encourages students to develop their powers of independent critical thought from the beginning of the degree. The emphasis on continuous, formative assessment also plays a crucial role in producing graduates who are exceptionally adept at thinking independently. This culminates in the capstone project, a significant piece of research carried out by each student as an independent research project.

Enabling our graduates to **communicate effectively** is central to the degree. Over the four years of the course, students have constant opportunities to develop their verbal communication skills, both written and oral. They are taught to think clearly, use language accurately and impactfully, to argue rigorously, and to present their work appropriately. These skills are developed through presentations, essays, collaboration through group- and teamwork, and opportunities for the acquisition and development of digital skills.

The field of English studies is dynamic and developing. The nature of the field is reflected in the School's curriculum: our teaching is continuously being updated to reflect new discoveries in disciplinary knowledge, and innovations in methodological approaches. The study of English literature is presented as open-ended and evolving, ensuring that our students are equipped to **develop continuously**.

Literature plays a vital and unparalleled role in revealing how human beings understand, and have understood, our world and our place within it. The study of literature allows us to explore fundamentally important human concerns: including such issues as religion, belief, society, ethics, and science. As trained readers, our students gain the analytical skills to critically interrogate how the discussion of these issues has been, and is framed, and as readers of literature they learn the necessity of empathy and understanding. These skills produce graduates who are unusually well equipped to **act responsibly**.

4.15 Student Feedback and Evaluation

The School of English seeks feedback on undergraduate modules through official module feedback surveys and meetings each term between the Head of Discipline, Director of Undergraduate Teaching and Learning and the class representatives. Individual lecturers and teaching assistants may also, at their discretion, ask students to complete evaluation forms. The

School welcomes student feedback and would encourage you to fill in such forms and to respond to your reps when they ask for comments.

Schools are required to report on the implementation of undergraduate modules and postgraduate course evaluations through the Annual Faculty Quality Report, including the percentage of modules and courses evaluated, the response rate, repeat issues arising from evaluations, actions taken and methods to close the feedback loop to students. The results of these surveys are used to inform the School or Programme Self-Assessment Report (SAR) for quality reviews and influence policy development and change at local and institutional level.

If you have a concern or complaint with any aspect of your course in English, you are welcome to contact the lecturer responsible, the Undergraduate Coordinator, the Director of Undergraduate Teaching and Learning, or the Head of Discipline. Alternatively you may wish to talk in the first instance to your class reps or your College Tutor and ask them to talk to the School on your behalf. For College policies see the following resources:

[Academic Policies](#)

[Student Complaints Procedure](#)

[Dignity and Respect Policy](#)

[Student Evaluation and Feedback](#)

[Student Partnership Policy](#)

[Procedure for the Conduct of Focus Groups for Student Feedback on Modules and Programmes](#)

5. ACADEMIC WRITING

5.1 Stylesheet and Word counts
A copy of the School of English stylesheet and details of the wordcount for each of your modules can be found on the Blackboard page for that module.

Penalties will apply to essays which exceed the word count. If an essay exceeds the prescribed word count by 10% or more, five marks will be deducted. Where the word limit is expressed as a range (e.g. 2000-2500 words), the penalty will be applied if the upper limit has been exceeded by 10% or more. The word count includes footnotes but not the bibliography.

5.2 Academic Integrity and Referencing Guide
All students must complete the online tutorial on avoiding plagiarism 'Ready, Steady, Write', located [here](#). Please also view the guide to academic integrity [here](#).

5.3 University regulations on Academic Integrity

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

Any action or attempted action that undermines academic integrity and may result in an unfair academic advantage or disadvantage for any member of the academic community or wider society may be considered as academic misconduct. Examples of academic misconduct can be found in the [curriculum glossary](#).

Academic misconduct in the context of group work

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

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

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

5.4 Avoiding Academic Misconduct

Students should ensure the integrity of their work by seeking advice from their module co-ordinator, tutor or supervisor on avoiding academic misconduct. 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 academic misconduct is available at https://libguides.tcd.ie/academic-integrity/about.

The School's referencing penalty for a Level One offence is ten marks. This can be reduced to five marks if the work is resubmitted in corrected form.

School policy is to cap work resubmitted after a Level 2 offence at the pass-mark of 40.

5.5 Procedure in Cases of Suspected Academic Misconduct

If academic misconduct is suspected, the procedure in cases of suspected academic misconduct, available at www.tcd.ie/academic-affairs/academic-integrity must be followed.

Under this policy, the module co-ordinator arranges an informal meeting with the student to discuss the instance of concern. Following this informal meeting, if the module coordinator still suspects that there has been a breach of academic integrity, or if a meeting is not deemed necessary, the module co-ordinator must complete the Academic Integrity Form which will provide an indicative score and level. The relevant procedure should be followed depending on the indicative level, as below:

i.   Level 1: Level 1 is considered to reflect poor academic practice and level 1 consequences should apply. The module coordinator must inform their School's Director of Teaching and Learning (Undergraduate or Postgraduate), or their designate, who will either approve the outcome, or if they form the view that the misconduct is more serious, agree an alternative level with the module coordinator.

ii.   Levels 2 - 3: The module coordinator must inform their School's Director of Teaching and Learning (Undergraduate or Postgraduate), or their designate, of the suspected infringement, the indicative consequence, and a proposed lesser consequence should the student admit that misconduct has taken place. If the Director or designate approves the proposed lesserconsequence, the module coordinator will write to the student advising them of the suspected infringement of academic integrity and offering them the option of the lesser consequence should they admit that misconduct has taken place. If the Director or designate forms the view that the alleged misconduct requires further investigation, or if the student denies the academic misconduct, the case will proceed to the Academic Integrity Meeting.

iii.   Level 4 cases will be referred directly to the Junior Dean, who is responsible for disciplinary procedures relating to students.

The School's referencing penalty for a Level One offence is ten marks. This can be reduced to five marks if the work is resubmitted in corrected form.

School policy is to cap work resubmitted after a Level 2 offence at the pass-mark of 40.

See also:

Calendar, Part II, General Regulations & Information, 'Plagiarism'

Academic Integrity homepage

Ready Steady Write tutorial

5.6 School of English Generative AI Statement

The use of Generative AI is not allowed in assessed work for English except in very restricted circumstances. Generative AI tools may enable advances in other disciplines, but they are of very limited use in the meaningful study of English Literature. A Generative AI tool cannot be classed as an author. It does not generate original ideas but recycles text found elsewhere. It often misrepresents information, including fabricating quotations and citations. Moreover, a primary function of any academic referencing system is that the reader can refer to the original source of the material being quoted or referenced. This is not possible with AI-generated content. Written assessments in English require original critical thought and analysis – not the unreliable synthesis of information from unknown sources. Good essays also require good writing. Generative AI necessarily offers formulaic writing, rather than good writing.

In preparing written assessments, the School of English expects its students to explore the primary and secondary material that they have been directed towards via lectures, tutorials, seminars and Blackboard. Talking to lecturers and tutorial leaders directly for further guidance is also encouraged. The library has many useful resources for students to draw upon if they are seeking further help too.

If a student generates content from a Generative AI tool and submits it as their own work for any assessment for a School of English module, it constitutes plagiarism and will be treated as such. Plagiarism is defined as academic misconduct in accordance with the College's policies and procedures on Academic Integrity. The School of English also does not recognise any text produced by a Generative AI tool as a legitimate source to be quoted from or otherwise referenced in work submitted for assessment. This is unless the assessment is specifically targeted at the evaluation of a Generative AI tool.

Where the assessment is specifically targeted at the evaluation of a Generative AI tool, or where module convenors have given explicit permission to use Generative AI for some other reason, its use must be fully acknowledged and documented. An appendix attached after the piece of written work should include: the name and version of the tool used, including its publisher and a URL for the Generative AI system; the prompts used to generate responses; the dates on which the responses were generated; and a brief summary (no more than 200 words) outlining the context in which the tool was used, the outputs obtained, and how they relate to the work submitted. This appendix should not be included in the wordcount of a piece of work. Furthermore, it is the student's responsibility to retain full records of outputs obtained from

Generative AI tools and of relevant drafts of the submitted work. A student may later be required to produce such material to show how their work does not constitute academic misconduct.

5.7 College Policy on The Use and Referencing of Generative AI

Aligned with the [College Statement on Artificial Intelligence and Generative AI in Teaching, Learning, Assessment & Research (2024)](#), the use of GenAI is permitted **unless otherwise stated**. Where the output of GenAI is used to inform a student's document or work output, this usage should be acknowledged and appropriately cited, as per [Library guidelines on acknowledging and referencing GenAI.](#) From an academic integrity perspective, if a student generates content from a GenAI tool and submits it as his/her/their own work, it is considered plagiarism, which is defined as academic misconduct in accordance with College [Academic Integrity Policy](#).

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Please note that in line with the phrase 'unless otherwise stated', the School of English's Generative AI Statement takes precedence over College Policy about the use and citation of Generative AI output.

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5.8 Research Ethics

Trinity's [Policy on Good Research Practice](#) (2021) states that

Because of the particular risks associated with certain types of research, ethics approval is required. These include research involving human subjects, their data, the use of human biological material, research on genetically modified organisms, and research conducted on animals. In line with IUA research integrity guidelines, College advocates that all research must be planned and carried out with adequate safeguards that protect the welfare and rights of all connected to the research and their data and incorporates the principle of sustainability and sustainable development insofar as possible.

Therefore, if any student wishes to conduct an interview with an author, a publisher, readers etc, as part of their studies, then they must first apply for Ethics Approval. Your Module Coordinator/Supervisor should be contacted in the first instance - they will have access to the relevant form that needs to be completed. Supervisors will offer guidance on how to apply for Ethics Approval and how to fill out the form. If further guidance is required, the supervisor (rather than the student) should contact the Director of Research.

Please note that there are specific deadlines throughout the year for the submission of forms. It can take some time to process applications so, please, plan ahead.

Deadlines for submission of forms:

6 October 2025

10 November 2025

26 January 2026

23 February 2026

Resources:

[College Policies on Research Ethics](#)

[Policy on Good Research Practice](#)

[Ethics Policy](#)

Data Protection at Trinity: Trinity's [Data Protection Policy and Handbook](#). Official Trinity templates for the required consent forms and PILs can be found [here](#).

GDPR [training is provided by the Data Protection Office](#) for all those processing or conducting or supervising research involving Personal Data of Participants

6. SCHOLARSHIPS AND PRIZES

6.1 Foundation Scholarships
A limited number of valuable Foundation Scholarships are offered each year on the basis of a College-wide competitive examination, which is held in January. Students can enter for this examination only in the SF year, although exceptions may be made in exceptional cases. A briefing session will be held for interested students before reading week in MT.. Formal notice must be given before 14 October 2025 on a prescribed form that can be downloaded from the Examinations Office website: https://www.tcd.ie/academicregistry/exams/scholarship/cao/teo/vpindexexams.php. A meeting for students planning to apply for Foundation Scholarship will be held in MT, to clarify issues in relation to the examination. For further information on Scholarship see [Calendar, Part II, Foundation and Non-Foundation Scholarships](#)

6.2 Prizes, Medals and Other Scholarships
Several prizes are offered to students of English on the basis of the annual examinations: Composition Prizes, the Robert Wallace Henry Exhibition (for the highest marks in JF), the Costello Prize (for the best woman student in SF), the Richard F. Littledale Prize (for the highest marks in SF JH, and another for the highest marks in SF SH), and the Prize in Old and Middle

English (for the highest marks in English language in the Fresher years). These are all automatically awarded on the basis of marks achieved.

There are also some prizes of special interest to students of English awarded on the basis of specially submitted work. The details of these prizes are below. Few of these prizes are worth a great deal in terms of money, but they have prestige value and add distinction to a CV. Students who have an interest in the subjects prescribed should seriously consider entering for them, and should contact the Head of Discipline.

6.2.1 SCHOOL OF ENGLISH PRIZES
https://www.tcd.ie/english/undergraduate/sophister/sophister-prizes/

Title	Details
ANNE O'CATHASAIGH PRIZE	This prize was founded in 2003 in memory of Anne O'Cathasaigh and is awarded annually for an essay (c. 5,000 words) on W.B. Yeats. Value, €400. Essays should be submitted to the Senior Lecturer by 31st January 2026. Topic for 2026: Yeats and Materiality
BRONTË PRIZE	This prize was founded in 1921 by a bequest from Miss A.G. Woolson of Portland, U.S.A. It is awarded triennially by the Board on the recommendation of a committee for the best essay on either (a) an English author of Irish descent, or (b) the seats of learning in Ireland prior to 900 a.d. The committee consists of the Regius Professor of Greek and the Professors of Latin and English Literature. A candidate must be of Irish birth or have been domiciled in Ireland for at least ten years. The candidate must also be an undergraduate of the University or a graduate of not more than five years' standing. The next award will be made in 2028. Value, €1,905.
COMPOSITION PRIZES IN MODERN LANGUAGES	Composition prizes are awarded each year to Junior and Senior Fresh students in the School of English (2 prizes), the Departments of French (6), Germanic Studies (6), Hispanic Studies (4), Irish and Celtic Languages (4), Italian (4), and Russian and Slavonic Studies (4), following two-subject moderatorship, European studies, computer science and language and single honour courses. If sufficient merit is shown, two additional prizes may be awarded in English and in French. One prize for

	composition in English is awarded to Sophisters. Value, €40 each. Each prize may be divided between students of equal merit.
COSTELLO PRIZE IN ENGLISH LITERATURE	This prize derives from the bequest made in 1954 by Miss Louisa G. Costello. It is awarded annually to the woman student who achieves the best performance in the annual Senior Fresh examination in Trinity term in English. Value, €45.
COTTER PRIZE IN MODERN LANGUAGES	This prize was founded in 1953 by a bequest from W.E.P. Cotter. It is awarded annually to the most highly placed unsuccessful Joint Honours candidate for scholarship in modern languages and literature. Value, €75.
DR HENRY HUTCHINSON STEWART LITERARY SCHOLARSHIPS	These scholarships were founded in 1884 by a bequest from Henry Hutchinson Stewart. Two scholarships, value €500 and €400, are awarded annually to those students who have obtained the highest aggregate of marks in the two-subject moderatorship examinations and whose major subject was a modern language (English, French, German, Irish, Italian, Russian, Spanish). At least one scholarship is reserved for a student whose minor subject was also a modern language. If holders are engaged on full-time postgraduate study in the area of modern languages, the scholarships are increased to €4,445 and €3,175, and renewed at this level for a maximum of a further two years.
EDWARD MILLINGTON STEPHENS PRIZE	This prize was founded in 1972 by a bequest from Mrs L.M. Stephens. The prize will be awarded annually for an essay on some aspect of the Anglo-Irish literary movement. Value, €166. Essays should be submitted to the Head of Discipline in the School of English by 31st January 2026. Topic for 2026: Animals
PAUL RICHARD TURNER NEWHAM PRIZE	This prize commemorates Paul Newham (1965-2013) who graduated with a degree in English Studies in 2012. It is awarded annually to a mature student in English for outstanding performance in moderatorship. Annual value, €500
PRIZE IN OLD AND MIDDLE ENGLISH	This prize is awarded annually to the student obtaining the highest marks in English language in the Fresh years. Value, €30.

RICHARD F. LITTLEDALE PRIZE	This prize was founded in 1892 by subscription in memory of Richard F. Littledale. The prize is divided and is awarded annually for the highest marks, without loss of class, at the Senior Fresh honours examination in English to a Senior Fresh student in SH English and to a Senior Fresh student of English in two-subject moderatorship. Value (division I) SH€350; (division II) two-subject moderatorship, €350
ROBERT WALLACE HENRY EXHIBITION	This exhibition was founded in 1946 by a gift from Mrs A. Wallace Henry. It is awarded to the student who gets the highest marks in English at the annual Junior Fresh honours examination. Value, €25.
SHERIDAN PRIZE	This prize was founded by a gift from an anonymous donor in 1961. It is awarded annually on the recommendation of the Professor of English Literature for an essay on some aspect of the English language after 1400, by a student below M.A. standing. The Professor of English Literature will announce the topics for the following year before the end of Trinity term. Essays should be submitted to the Head of Discipline in the School of English by 31st January 2026. Value, about €200. Topic for 2026: Metaphor
VICE-CHANCELLOR'S PRIZE	These prizes are awarded annually for the best compositions on proposed topics in prose or verse in English, Greek, Irish and Latin. They are open to all students on the College books under M.A. standing, but a student cannot obtain a prize oftener than twice in succession, or more than three times in all. The examiners are the Professor of English Literature, the Regius Professor of Greek, the Professor of Irish and the Professor of Latin. The topics for compositions are announced before 1 June. Compositions, with fictitious signatures and accompanied by sealed envelopes containing the names of the essayists and of their Tutors, essays must reach the Head of Discipline of the School of English by 31 January 2026. No prize is given of more than €80; prizes of less amount and more than one in each kind of composition, may be awarded on the recommendation of the examiners. Topics for 2026: Prose: Tolerance Poetry: Precision

WILLIAM AND MARY ATKINS MEMORIAL FUND	This fund was established in 1980 under the Board's trusteeship by a bequest from Iris Olive Atkins. The income is used to support two needy students, one in modern languages and one in English. Applications should be made to the Secretary of the Financial Assistance Committee.

7. EMAIL PROTOCOL FOR STUDENTS

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

7.1 Sending emails

Email is a useful way of contacting lecturers and administrators with queries about course work, to arrange an appointment, or to request a letter of recommendation. Email within College is essentially work related, and it is appropriate to be relatively formal.

7.2 Subject Lines

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

7.3 Forms of address

As a courtesy, emails should address recipients by name. If you are using titles (Ms.; Mrs.; Mr.; Dr; Professor) these should be accurate. If you are unsure as to a name or title this can be checked on the School [website](#).

7.4 Introduce yourself

If you are writing to a member of staff for the first time, make sure your complete name and student number appears somewhere in the email. If your email relates to a particular module, include the module code and title.

7.5 Expectations re response

Responses to email should only be expected during normal working hours (that is, 9-5.00 Monday to Friday).

7.6 Requests for Transcripts/Letters of Recommendation

If you are emailing a request for a transcript or a letter of recommendation, please allow at least ten days for your request to be processed. Such requests will be expedited if you include your student number in your email.

7.7 Be secure

Beware of phishing; never divulge account details and do not click on links from unknown sources.

8. Policy on Teaching and Equality, Diversity and Inclusion

The School of English strongly supports Trinity's strategic commitment to the promotion of equality, diversity and inclusion. Staff in the School are required to adhere to all the college's policies around issues of equality, diversity and inclusion, including engaging with appropriate training. The School also encourages its students to engage with the training made available to them in relation to these areas by Trinity's Equality Office. This training and further information about the college's policies can be found on their website: https://www.tcd.ie/equality/.

The School acknowledges, however, that texts studied in its modules may contain forms of representation or language that engage in and portray prejudice and discrimination of various kinds. Fostering the ability to engage critically with such texts, and the complex and challenging debates and deliberations to which they give rise, is an essential part of the School's educational mission. So too is instilling knowledge of the historical and sociolinguistic dimensions of what has and has not been considered offensive. As a community committed to open, respectful and responsible discussion, the School recognises that the direct quotation of discriminatory, derogatory terms from texts in lectures, seminars and tutorials should generally be avoided. It supports the right of its members to respond critically, openly and vigorously to ideas or opinions that they oppose, while affirming its commitment to fostering a robust intellectual environment in which all members can freely participate. The School also recognises the complexities of debates about teaching and questions of equality, diversity and inclusion, and undertakes to continue to work towards a better understanding of the issues involved.

9. Trinity Inclusive Curriculum Project (Trinity-INC)

Trinity-INC was based in the Equality, Diversity and Inclusion Office and worked to embed the principles of diversity, equality, and inclusion across all curricula in Trinity so all students, regardless of their personal circumstances, learning backgrounds, abilities or strategies, have equitable opportunity to achieve their learning goals. We did this by working across the College

with staff and students. Our Student Partner Programme offered paid opportunities to students from underrepresented backgrounds to provide input on their experiences of inclusion and exclusion within the teaching and learning environment, co-facilitate training sessions or embark on a project to help make the experience for students in your course or School more inclusive.

See https://www.tcd.ie/equality/inclusive-curriculum/ for more details.

10.   FREQUENTLY ASKED QUESTIONS

Who should I contact if I need an extension?

The mechanism for requesting an extension is to contact the Undergraduate Coordinator, Dr Amy Prendergast (prendea1@tcd.ie). Visiting Students should contact the Director of Global Relations and Visiting Students, Dr Ema Vyroubalová (vyroubae@tcd.ie).

Acceptable reasons for extension requests are:
- Illness: supporting documentation is required, such as a medical certificate or letter from the Disability Service or Counselling Service
- Exceptional personal circumstances: in this instance you need to make a request through your College Tutor

Extension requests will not be considered in relation to clashing deadlines or extra-curricular activities. Except in truly exceptional personal circumstances, extension requests will not be considered on the day of a deadline, be granted retrospectively or be offered on top of prior extensions.

See further §4.8 above.

What do I do if I miss a deadline?

An assignment submitted without an extension within seven days of the deadline will automatically have its grade reduced by 10 marks. Once seven days after the deadline have passed, if an extension has not been granted, a fail mark (0) will be returned for the assignment.

What happens if I exceed the wordcount?

Penalties will apply to essays which exceed the word count. If an essay exceeds the prescribed word count by 10% or more, five marks will be deducted. Where the word limit is expressed as a

range (e.g. 2000-2500 words), the penalty will be applied if the upper limit has been exceeded by 10% or more. The word count includes footnotes but not the bibliography.

What if I fail an assessment?

In the event of failing an assessment, you should contact your Tutor, who will be able to advise you about the courses of action available to you.

How and when can I take a year abroad?

You can choose to take a year or a semester abroad as part of the School's Erasmus programme. Erasmus exchanges normally take place in JS, but exceptions to this are possible. If you are a JH student, we strongly advise you to contact the Study Abroad Coordinator (Outgoing) in each of your subjects to check if there are any issues or restrictions you should be aware of before you apply. JH students are free to apply for exchanges arranged by either of their departments, but must have the approval of both departments to participate in an exchange, and will be required to keep both departments informed about the modules studied abroad. Please note that, in order to be eligible for an Erasmus exchange, you must attain at least a II.2 grade in your annual examinations in English.

The Director of Global Relations (incl. VS and Study Abroad)is Dr Ema Vyroubalova: ([vyroubae@tcd.ie)](vyroubae@tcd.ie). She will advise you about Erasmus programmes in your Junior Sophister year.

What if I'm unhappy with my mark?

Once essays have been marked and returned, students are encouraged to discuss their performance with the marker concerned. If you believe the mark given to an essay is inappropriate, you should discuss your work with the marker. Once you have done this, if you still feel that the mark is inappropriate, you can make your case to the Director of Undergraduate Teaching and Learning, Dr Mark Faulkner: (mark.faulkner@tcd.ie). The DUTL may arrange for another marker to review the essay. In order to make your case, you must explain in 300-500 words why you consider the mark inaccurate. **Students are warned that in the case of any essay that is assessed by another marker, the mark can go down as well as up. Students must submit such a request to the DUTL within one week of receiving the mark for their essay.**

Who is the School contact for an application to Student Cases?

In some instances, your Tutor may require this information to make an application on your behalf. The School contact for English is the School Administrative Manager, Ruth Archbold (archbolr@tcd.ie).

I have been selected for the world clay pigeon shooting championships, and it clashes with my Irish Writing tutorial. How do I get permission to miss a class?

If you need to miss a classes in special circumstances, you should contact the Undergraduate Co-Ordinator .

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