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

Department of French, School of Languages, Literatures and Cultural Studies in collaboration with the School of Education

French for Teachers

Postgraduate Certificate/ Diploma

2025-26

Contents

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A note on this Handbook

This handbook applies to Year 1 students enrolled in the Postgraduate Certificate in French for Teachers 2025-2026. It provides a guide to what is expected of you on this programme, and the academic and personal support available to you.

Please retain for future reference.

The information provided in this handbook is accurate at time of preparation. Any necessary revisions will be notified to students via e-mail. Please note that in the event of any conflict or inconsistency between the General Regulations published in the University Calendar and information contained in course handbooks, the handbook does not supersede the University regulations in the College Calendar and the provisions of the General Regulations will prevail.

General Information and Programme overview

Course details:

The Postgraduate Diploma and Postgraduate Certificate in French for Teachers are designed as linked courses. Successful applicants are admitted directly to the one-year part-time Postgraduate Certificate of 30 ECTS in Year 1 and progress in Year 2 to another one-year part-time Postgraduate Diploma course.

Course Overview:

The course is fully funded by the Department of Education and students are not liable for any fees (except €55 application fee and language proficiency test). The course is designed for qualified, registered post-primary school teachers in Ireland who are not qualified or registered to teach French as a subject. The course allows the teacher participants to develop their language proficiency in French across all skills, to gain an in-depth knowledge of francophone cultures and to adapt and grow their pedagogical expertise and apply it to the teaching of French. Upon successful completion of the Postgraduate Diploma, teacher participants will meet Teaching Council curricular subject requirements to teach French to Leaving Certificate level.

Classes take place primarily online outside of school hours, in order for practising teachers to be able to attend. There are two in-person study days in Michaelmas Term and two in-person study days in Hilary Term.

Funded Immersive Language Experience:

The PG Dip includes funding for a compulsory immersive language programme in a francophone country in the summer between Years 1 and 2. The four-week experience allows the teacher participant to have an immersive experience in the language and to gain experience as independent users of French in a community-setting environment. The experience allows the teacher participants to develop a sense of belonging to a French-language community, particularly through interacting with native speakers of French. Details on the programme(s) offered will be shared with students as soon as partnerships are formalised.

Programme Content

Year 1

i. French Language 1 (Semesters 1 and 2)

Through a range of activities, this two-term module provides participants with the linguistic competence necessary to be at a minimum level of B1.2 by the end of Year 1.

ii. France Today (Semester 1)

Drawing on key aspects of French politics and culture, the participants will build linguistic and analytical skills to share with future students.

iii. Language Curriculum and Policy: A Plurilingual Perspective (Semester 1)

This module explores the curriculum and policy context for French language teaching and learning in Ireland where the student body in schools has become much more linguistically and culturally diverse over recent years.

iv. France on Screen (Semester 2)

This module develops appreciation of France's contribution to national and international culture through cinema and will equip with the skills to bring contemporary French culture to life in the classroom through film.

v. French Language Pedagogy 1: Planning for Inclusion (Semester 2)

The module enables students to explore how people learn languages, specifically French, what methods facilitate developing linguistic and intercultural competence, particularly in a classroom environment, and how to apply this knowledge in activities in diverse classrooms.

Funded Immersive Experience (Summer between Y1 and Y2)

To progress to Year 2, all participants must complete 4 weeks of an immersive learning experience in a francophone partner institution previously approved by the Programme Director.

Teacher participants who believe they meet the Teaching Council criteria for recognition of previous verifiable immersive educational experience may apply to have the immersion requirement waived. Evidence must be provided within the timeline stipulated. If approved by the Programme Review Panel, the requirement will be waived.

Should exceptional extenuating circumstances arise e.g. severe illness, students may apply for postponement of the immersion. The Teaching Council has indicated that for those deemed to have extenuating circumstances, 2 weeks of the immersion could be completed in the Alliance française in Dublin, but the other 2 weeks would still need to be in a Francophone country/institution approved by the Course Director.

i. French Language 2 (Semesters 1 and 2)

Through a range of activities, this two-term module provides participants with the linguistic competence necessary to be at a minimum level of B2.2 by the end of Year 2.

ii. The Francophone World (Semester 1)

This module develops participants' understanding of the history of the francophone world and its changing social context.

iii. Français langue étrangère : research, pedagogy and practice (Semesters 1 and 2)

This module interrogates the research evidence base in FLÉ (Francais Langue Étrangère) to integrate the learning across language and culture modules in order to design for lessons that optimise opportunities for meaningful language use and communication in the classroom context,

iv. Literature and Society (Semester 2)

This module explores the important role of the French in literary history and how French authors have engaged with shifting historical and social contexts across poetry, stage and text.

Programme Structure

Two years, part-time study only.

Year 1: Postgraduate Certificate

Year 2: Postgraduate Diploma

Classes are primarily online, with some pre-recorded, and some in-person study days.

Progression to PG Diploma and registration to teach French with the Teaching Council is dependent on the completion of 4 weeks of immersive learning in a francophone country.

The French Immersion requirement

The French Immersion requirement will be treated as a definite Fail/Pass separate Module (no credits attached). Progression to Year 2 is dependent on having passed the French Immersion module. A certificate of completion from the immersion institute (e.g. University or Alliance française certificate) must be submitted to the Course Administrator for the participant.

If the condition of the 4-week French immersion has not been satisfied, the student may not graduate with the Postgraduate Diploma in French for Teachers but only with Postgraduate

Certificate in French for Teachers on completion of year 1 of 30 ECTS. The Postgraduate Certificate will not qualify the student to register with the Teaching Council to teach French.

Further details on the Immersion Programme will be shared with students at the earliest opportunity.

Michaelmas Term (Autumn)

Module Code	Module Name	Module descriptor link
FRP1100Y	French Language 1	FRP1100Y_French Language 1_module descriptor.docx
FRP11001	France Today	FRP11001 - France Today_module descriptor.docx
FRP11011	Language Curriculum and Policy: A plurilingual perspective	FRP11011_Language Curriculum and Policy_A plurilingual perspective_module descriptor.docx

Hilary Term (Spring)

Module Code	Module Name	Module descriptor link
FRP1100Y	French Language 1	FRP1100Y_French Language 1_module descriptor.docx
FRP11022	France on Screen	FRP11022 - FRANCE ON SCREEN_module descriptor.docx
FRP11032	French Language Pedagogy 1: planning for inclusion	FRP11032_French Language Pedagogy 1_Planning for inclusion_module descriptor.docx

Course Learning Outcomes

Programme learning outcomes (on successful completion of the programme students will be able to:)	Framework structure programmes
1. Demonstrate proficiency in all 5 skills in French to align with Level B1.2 on the CEFR. (**Linguistic development**)	Postgraduate Certificate and Postgraduate Diploma
2. Demonstrate proficiency in all 5 skills in French to align with Level B2.2 on the CEFR. (**Linguistic development**)	Postgraduate Diploma
3. Display knowledge of French language curriculum and pedagogy and their implementation in practice, meeting the standards required to teach up to Leaving Cert. French. (**Pedagogical skills**)	Postgraduate Diploma and Postgraduate Cert.
4. Demonstrate sufficient knowledge of French and francophone culture, history and politics to teach to Leaving Cert. level in post-primary education. (**Cultural awareness**)	Postgraduate Diploma and Postgraduate Cert.
5. Articulate sufficient understanding and knowledge of French language texts (broadly defined) across the ages and francophone contexts to teach to	Postgraduate Diploma and Postgraduate Cert.

Leaving Cert level in post-primary education. (**Cultural awareness**)	
6. Display self-reflection skills and the competences required to promote the language and to develop positive attitudes to learning it. (**Promotion of French**)	Postgraduate Diploma

Key dates 2025-26

Please also see Trinity's [Academic Year Calendar 2025-2026.](#)

Michaelmas Term (SEP - DEC)
- 08/09/2025 - Postgraduate Orientation Week
- 15/09/2025 - Michaelmas teaching term begins
- 27/10/2025 - Study/Reading week
- 27/10/2025 - October bank holiday (College closed)
- 05/12/2025 - End of Michaelmas teaching term
- 19/12/2025 - Deadline for MT assignments

Winter Break (DEC - JAN)
- 24/12/2025 - Christmas period begins (College closed)
- 02/01/2026 - College opens

Hilary Term (JAN - APR)
- 19/01/2026 - Hilary teaching term begins
- 02/02/2026 - St. Bridgit's Day (College closed)
- 02/03/2026 - Study/Reading week
- 17/03/2026 - St Patrick's Day (College closed)
- 03/04/2026 - Good Friday (College closed)
- 06/04/2026 - Easter Monday (College closed)
- 10/04/2026 - End of Hilary teaching term

Trinity Term (APR-MAY)
- 20/04/2026 - Trinity Week
- 01/05/2026 - Deadline for HT assignments
- 04/05/2026 - May bank holiday (College closed)
- 29/05/2026 - End of Statutory Term (supervision ends)

Research Period (JUN - AUG)
- 01/06/2026 - June bank holiday (College closed)
- 03/08/2026 - August bank holiday (College closed)
- 24/08/2026 - Reassessment session starts

Regulations and Guidelines

Assignment Submission

Students are required to submit their assignments by the deadline indicated for each individual module.

The assignments for each module are submitted online, using the blackboard site for that module, in the format specified by the module convenor (MS Word or PDF).

Assignments for each module must be accompanied by a completed submission sheet.

Plagiarism

When writing or presenting your work, it is important always to avoid using others' ideas or words as if they were your own. At its worst, this is plagiarism, a form of intellectual dishonesty and fraud and as such is considered a very serious offence by TCD. You always have to credit and acknowledge all your sources of information (printed, virtual or listened to). It is clearly plagiarism if you simply transcribe (or cut and paste) somebody else's text (essay, translation, etc.) without specifying your source very clearly. The offence may not always be intentional, but even when it is not done deliberately, it can still count as an offence and you may be technically guilty ofplagiarism leading – at worst – to your expulsion from the College. The reasons for this and Trinity's policy on plagiarism are explained in an online repository, hosted by the Library.

Postgraduate students are required to complete the online tutorial Ready, Steady, Write (https://libguides.tcd.ie/academic-integrity/ready-steady-write), which contains some interesting analyses of borderline cases. In addition, all cover sheets, which you must complete when submitting assessed work, now contain the following declaration:

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

Generative AI tools and Assessed Coursework

Aligned with the College Statement on Artificial Intelligence and Generative AI in Teaching, Learning, Assessment & Research, 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 appropriate cited, as per Library guidelines on acknowledging and reference GenAI.
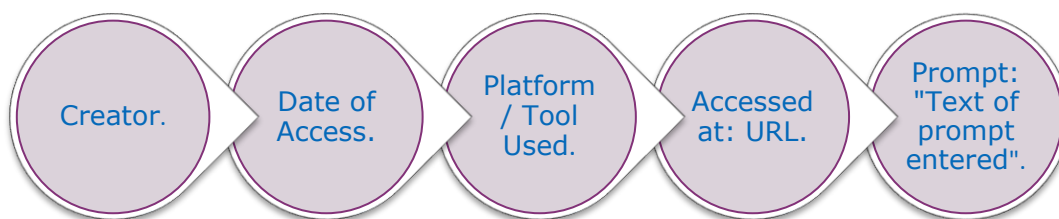
❖ If a student generates content from a GenAI tool and submits it as his/her/their own work, it is considered plagiarism, which is defined as academic misconduct in accordance with College Academic Integrity Policy.

The use of GenAI in your assessed work is neither encouraged nor forbidden, as long as it is done within the rules outlined here:

- If you use GenAI the system used must be acknowledged like any other source.
- If you take information and/or ideas from it, you should indicate this just as if you were taking them from a published article.
- If you take wording from GenAI, this should be acknowledged and in quotation marks. As with any other source, long strings of quoted matter are not advisable.
- Failure to provide such acknowledgments constitutes a breach of the College plagiarism policy.

The reader should be left in no doubt as to where each piece of information in your work comes from. Markers will be on the lookout for suspect information and passages that demonstrate the particular weaknesses of GenAI. Incorrect and/or fabricated information will be penalised, while thorough and competent referencing will be rewarded.

❖ Citations of GenAI should follow this format:

Creator. → Date of Access. → Platform / Tool Used. → Accessed at: URL. → Prompt: "Text of prompt entered".

For example:

Open AI. Accessed 5th Jan 2023. ChatGPT. Accessed at:
https://openai.com/blog/chatgpt/. Prompt: "How reliable are the sources for
Enheduanna's poetry?"

If you used multiple prompts, there should be multiple citations.

While properly referencing GenAI will protect you from plagiarism, it will not protect you from the errors which it generates. You should independently verify information provided by GenAI.

The cover sheets for all assessed work in the School ask you to state whether you have used 'artificial intelligence' or not in producing the work. This question must be answered even if you have provided references for your prompts. Answering this question incorrectly will be counted as a breach of academic integrity.

- ❖ In the event that markers suspect unacknowledged/improper use of GenAI, you may be called to an investigative meeting, where you will be examined on both the form and content of the work in question, and on the general topic. In the event the markers still have concerns, these will be referred to the Junior Dean as a suspected breach of academic integrity.

Grading

The final degree only has three possible classifications: fail, pass, and distinction. However, each component of the degree is graded according to the university's general scale. The pass mark is 50%.

Excellent (70%>) / Good (50-69%) / Fail (<50%)

The two pass bands above are to be interpreted as follows:

Distinction	(70+)	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.
Pass	(50-69)	60-69 Demonstrates a full understanding of key issues and an ability to construct a detailed argument on the basis of that understanding. 50-59 Demonstrates an adequate understanding of key issues and an ability to construct a basic argument.
Fail	(0-49)	Demonstrates a lack of understanding of key issues and argument is weak.

Deadlines

Each assignment has a specific deadline associated with it. If this deadline is not clear to you, it is your responsibility to find out when the deadline is. After checking any written instructions you may have been given, including the blackboard site for the module, the most reliable way of finding out the deadline is to email the convenor of the module directly.

Occasionally, the unexpected can happen during your course. Extensions to deadlines can be issued in extreme circumstances if such unexpected things occur. Such cases are called "ad misericordiam appeals" (please see below).

❖ Normally the maximum extension that can be granted is two weeks in length. If a student encounters an issue that requires them to take more substantial amounts of time from their studies, they may apply to go off-books, which means they pause their studies where they are and resume them the following year.

Whether requesting an extension or an off-books application, the first port of call is the course director.

Late Submission Policy

There are penalties for late submission of coursework without an approved extension. Please note that all extensions must be approved by the Course Director *before* the deadline has passed (see

"Extensions and Ad Misericordiam Appeals" section). The penalties for submitting coursework late without an approved extension are as follows:

- 2% of the final mark will be deducted for each day an assignment is late;
- After 14 days the assignment will not be accepted for marking and a mark of zero will be awarded.

Ad Misericordiam Appeals

Ad misericordiam appeals must be able to demonstrate the impact of the timing of the event or circumstances on the specific assessment and must be supported with relevant documentary evidence and certification which refers specifically to the time period in question. Ad misericordiam appeals must be made directly to the course director <u>before</u> the deadline for the assignment has passed. Such appeals often take several working days to administer. Therefore, students are recommended to make their appeal as early as possible.

Below is a list of the categories of event that may warrant an ad misericordiam appeal:

- Significant accident or trauma affecting the student at the time of an assessment; or significant accident or trauma during preparation for it.
- An assault or other crime of which the student is the victim.
- Serious illness affecting the student at the time of the assessment; or an unanticipated deterioration in an ongoing illness or chronic medical condition. In the case of an ongoing illness or chronic medical condition, there is a reasonable expectation that it will have been disclosed in advance.
- Ongoing life-threatening illness or accident involving someone close to the student where it can be demonstrated that the relationship was close. This may include parents, friends, in-laws, grandparents and grandchildren. There is a reasonable expectation that the circumstances will have been disclosed in advance.
- Death of close family member, e.g. parent or guardian, child, sibling, spouse or partner, at the time of assessment. Where the bereavement has occurred prior to the assessment, there is a reasonable expectation that it will have been disclosed in advance.
- Death of someone close to the student, e.g., friends, in-laws, grandparents and grandchildren, during the time of assessment. Where the bereavement has occurred prior to the assessment there is a reasonable expectation that it will have been disclosed in advance. The student must be able to demonstrate that the relationship was close.

- Significant or abrupt change in serious ongoing personal, emotional or financial circumstances of the student e.g. domestic upheaval, divorce, fire, burglary, required court appearance at or near the time of the relevant assessment, loss of income.

- Diagnosis of Special Learning Difference, but only eligible when diagnosis is obtained prior to the assessment, but too late for reasonable adjustments to be made by way of special arrangements or in other ways (See Disability Office website).

- Bullying, harassment, victimisation or threatening behaviour where the student is the victim or the alleged perpetrator and where the student can provide evidence that such behaviour has occurred.

Trinity does not normally accept the following as grounds for an ad misericordiam appeal:

- Typical symptoms associated with exam stress e.g. anxiety, sleeping disturbances etc.

- Exam stress or panic attacks not supported by medical evidence

- Minor illness such as a common cold, aches, pains, sore throats and coughs where these are not symptoms of a more serious medical condition

- Relationship difficulties

- Commuting and transport issues

- Misreading the timetable for assessments or otherwise misunderstanding the requirements for assessment including submission deadlines

- English is the second language

- Multiple assessments in a short time i.e. assessments that are scheduled close together or on the same day, or that clash, due to incorrect registration by the student

- Failure to plan study schedule

- Paid Employment, Voluntary Work, Sporting and College Society commitments, election/campaigning commitments

- Other Extra-curricular activities/events, such as weddings, holidays during the academic year, family occasions (holy communions, christenings etc.)

- Statement of a medical condition without reasonable evidence (medical or otherwise) to support it, or a medical condition supported by 'retrospective' medical evidence, i.e. evidence which is not in existence at the same time as the illness e.g. a doctor's certificate which states that the student was seen after the illness occurred and declared that they had been ill previously

- Medical circumstances outside the relevant assessment period

- Long term health condition for which student is already receiving reasonable or appropriate accommodations
- Late disclosure of circumstances on the basis that the student 'felt unable – did not feel comfortable' confiding in a staff member about their exceptional circumstances
- Temporary self-induced conditions e.g. hangovers, ill-effects from the use of recreational or performance-enhancing drugs, whether legal (e.g. caffeine, energy drinks) or illegal.

Ad misericordiam appeals should be directed in the first instance to the director of the course. Further information on the nature of the evidence required in each case can be found here: Evidence_Support_ad_mis_Appeal_19-04-2017.pdf

Appeal process

Trinity recognises that in the context of its examination and assessment procedures, a student may wish to appeal a decision made in relation to their academic progress. The appeals procedure may be used only when there are eligible grounds for doing so and may not be used simply because a student is dissatisfied with the outcome of a decision concerning their academic progress. In general, eligible grounds centre around a reasonable suspicion that the student's treatment has been unfair. Full guidelines are found here.

Compensation and Reassessments

There is no compensation permitted across modules or across assessment components within modules. Students who fail to achieve a minimum of 50% in an assessment component may resubmit with a deadline for resubmission of one month from the publication of the initial (provisional) results. Only one resubmission will be allowed per assessment component, and the maximum mark awarded for the resubmitted component is 50%.

Going Off-Books

In the event that a serious, documented issue occurs which substantially delays a student for several weeks, particularly during the later stages of the programme, the student may apply to go "off-books". If a student goes off-books, they effectively pause their studies for one year and return to complete the programme once the issue has passed. Students wishing to go off-books should discuss the issue with the Course Director in the first instance. The course director is required to make a case for the student to go off-books to the Dean of Graduate Studies, which requires documentary evidence of a similar nature to an Ad Misericordiam appeal (above).

❖ Therefore, students are well advised to seek medical certificates or the other pertinent documentation to support their case as early as possible.

Making the case for a student to go off-books generally takes around a week.

Please see this webpage for more information: Off-Books - Academic Registry - Trinity College Dublin.

Resources and Facilities for Students

Trinity Student ID Card

As a Trinity student, you will be issued with a multi-purpose identity card. It serves as a membership ID card for the Library and will also grant you access to the Trinity Centre for Literary and Cultural Translation.

Email

You will be provided with a Trinity email account. This is the main way that members of staff will communicate with you during the course. For that reason, you should check your Trinity email account regularly (at least once per weekday): MyZone Home (tcd.ie).

VLE/Blackboard

Trinity makes use of a Virtual Learning Environment (VLE) called Blackboard. Most, but not all of the modules make extensive use of this VLE, posting reading lists, schedules, messages, and exercises. Some also require you to submit your assignments via Blackboard.

You can access Blackboard at: https://tcd.blackboard.com. You will be prompted for your login details which are the same as those issued to you at registration to access your Trinity email account.

Once you have gained access to Blackboard, you will see a list of the modules on which you are registered. If you click on the individual modules, you will be taken to the content for that module.

Internet

While on campus, you can also access the Trinity WIFI. The login details are the same as the ones you use to access your Trinity email account. For further information, see this page: https://www.tcd.ie/itservices/our-services/student-wi-fi/.

If you have any issues with your Trinity email account or WIFI connection, or if you require any other technical assistance, please contact the IT Service Desk.

Internet connections are also available at the Trinity Centre for Literary and Cultural Translation. However, as there are currently no computers allocated for student use, you are recommended to bring your own laptop to the Centre.

College Guidelines on Good Research Practice

College provides guidelines on good research practice. Please look at this at the beginning of term and raise any issues necessary with the Course Director in good time: https://www.tcd.ie/about/policies/assets/pdf/Good-Research-Practice-1.1.pdf.

Learning Development

Very often, postgraduate students discover that they do not have certain skills that they require to flourish on their course. There is no shame in this. A taught postgraduate course is intense and demanding. Also, what is expected in a taught postgraduate course at Trinity is almost certainly very different from what you have learnt is expected at your previous university and in your previous course.

For international students especially, it is highly recommended that you study this page: https://student-learning.tcd.ie/international/, which gives a brief introduction of key aspects of the Trinity academic culture.

If you find that you are struggling with some aspect of the course, such as managing your study time and meeting deadlines, writing in the way that is expected of you, planning your essays, or taking notes, it is highly recommended that you undertake one of the workshops that is organised to target these issues as soon as possible. Do not wait and expect the problem to get better by itself. The course is very short and expects a lot. For that reason, its marking structure can be unforgiving for those who struggle to understand the expectations. You can find details of the services available to help you through such situations here: https://student-learning.tcd.ie/services/

Postgraduate Advisory Service

The Postgraduate Advisory Service (PAS) is a free and confidential service available to all registered postgraduate students in Trinity College. PAS offers a comprehensive range of academic, pastoral and professional supports including one-to-one appointments, workshops and trainings, and emergency financial assistance.

PAS exists to ensure that all postgraduates students have a dedicated, specialist service independent of the School-system to whom they can turn for support and advice during their time at Trinity. Common concerns students present to PAS include stress; financial worries; queries about regulations or services available at Trinity; supervisor-relationship concerns; academic progression issues; academic appeals.

The Postgraduate Advisory Service is led by the Postgraduate Student Support Officers who provide frontline support for all Postgraduate students in Trinity. These Support Officers will act as your first point of contact and a source of support and guidance; they can also put you in touch with or recommend other services, depending on your needs.

For an appointment, please e-mail postgrad.support@tcd.ie.

Website: https://www.tcd.ie/Senior_Tutor/postgraduateadvisory/.

To keep up to date with the supports and events for postgraduate please check out the regular PAS newsletter sent to all postgraduates via email or follow PAS on Instagram @TCDPGAdvisory.

Medical Issues

For issues of a medical nature, there is a Health Service in Trinity for students and staff. It is likely a cheaper option than going to a local doctor or hospital for many non-emergency issues. There is no charge for student consultations, which must be made by appointment. However, if tests are required, fees may apply. https://www.tcd.ie/collegehealth/.

Student Counselling

Student Counselling Service offers free, confidential and non-judgemental support to registered students of Trinity College Dublin who are experiencing personal and/or academic concerns. The Trinity Counselling Service operates a hybrid service model. This involves a blend of in-person, video and telephone formats. Please email student-counselling@tcd.ie to request an appointment. For more information, please visit https://www.tcd.ie/Student_Counselling/about/.

Postgraduate Supports for Students with Disabilities

Postgraduate students who have disabilities are encouraged to apply to the disAbility Service for reasonable accommodation. Supports for Postgraduate Students includes:
- Academic Support
- Assistive Technology
- Occupational Therapy

- Support on Placements and Internships

An application can be made through my.tcd.ie via the 'My Disability Service' tab. Additional information is available in a step-by-step How to apply for Reasonable Accommodations guide.

Any postgraduate student in Trinity is welcome to contact the disAbility Service to informally discuss their needs prior to making a formal application. Please email askds@tcd.ie or visit the Trinity disAbility Service Contact page.

You can find out more information here: https://www.tcd.ie/disability/support-and-resources/.

Students' Union

The Students' Union represents all students in College, having five full-time officers (President, Publicity Officer, Education Office, Welfare Office, and Entertainments Officer). It has two shops on campus, and a travel office (DUST, Dublin University Student Travel) is located in House 6. Contact frontoffice@tcdsu.org or visit https://www.tcdsu.org/ for more information.

Trinity Careers Service

Trinity students have access to information, support and guidance from the professional team of Careers Consultants throughout their time at Trinity and for a year after they graduate. The support offered includes individual career guidance appointments, CV and LinkedIn profile clinics, practice interviews and mentoring.

Visit https://www.tcd.ie/Careers/ for career, further study and job search advice.

Sign into MyCareer to book appointments, find information about vacancies and bursaries, and book your place on upcoming employer events.

Timetabling

Timetables are available on our website. These may change occasionally, where a change is made, students will be contacted by email.

Reference/Source: My TCD

Class Cancellation and Public Holidays

Class cancellations can happen for many reasons, including national holidays, unforeseeable weather events, as well as lecturer illness. Where cancellations are predictable ahead of time, for example, because of national holidays, efforts are made to schedule classes to avoid the need for

cancellation. In all other cases of classes being cancelled, normal College practice is not to make up the classroom contact time with additional classes, but for the same amount of material to be spread over the remaining classroom time.

At the taught postgraduate level, class time is conceptualised primarily as an opportunity to solidify learning, rather than as a medium for the transmission of information. In addition, because students' and lecturers' timetables are complex, organising makeup classes that do not create a clash for one or another is generally not feasible. Module convenors take predictable breaks in the schedule, such as national holidays into account when they plan the module, prior to the start of term, in order to ensure that the same amount of material is covered, even if one or more weeks' classes cannot run.

Academic Registry

Most of the academic administration of the course, such as admissions, fees and registration, graduation, certificates, and transferring/withdrawing is handled by the Academic Registry. You can find the Academic Registry in the **Watts Building**, on campus, around 5 minutes' walk from the Centre. However, it is highly recommended that you try to find your issue on their website before dropping in, to increase the likelihood of getting the advice you require: https://www.tcd.ie/academicregistry/. Please note that some issues are only managed in consultation with the course director.

Transcripts and Letters

Students can self-generate a registration and visa letter from my.tcd.ie portal.

Graduate Letters, Translations and Duplicate of Degree Parchments can be issued by the Academic Registry. More information and guidelines can be found on the Academic Registry website: https://www.tcd.ie/academicregistry/service-desk/documents-and-forms/letters-and-documentation/.

For other letters and transcripts, please email your Course Administrator at french.teacher.diploma@tcd.ie.

- ❖ Please note that although letters certifying student progress and achievements to date can be issued at any time, programme transcripts are not issued until after the Courts of Examiners for a given year, unless a student presents specific and documented requirement for something with more detail.

- Courts of Examiners for Framework Students on the Postgraduate Certificate and Postgraduate Diploma routes will likely take place in August.
- Courts of Examiners for MPhil students normally take place in December following the submission of the dissertation.

Department of French, School of Languages, Literatures and Cultural Studies

The Programme is delivered by the [Department of French](#), [School of Languages, Literatures and Cultural Studies,](#) in partnership with the [School of Education](#). The Department of French is a vibrant department with a committed and dynamic staff who have a wide range of teaching and research interests in the area of French studies. The French department is part of the School of Languages, Literatures and Cultural Studies, which is ranked 39th in the world by the QS World University Rankings.

The School of Languages, Literatures and Cultural Studies is the body that runs the course, and that manages it day to day. The School Office is located in Room 5042 of the Arts Building. The Course Administrator's office is Room 5038 in the Arts Building. The School is your first port of call for academic transcripts and day-to-day queries. Generally, issues handled by the School are done so in consultation with the Course Director. Any emails to the School can be directed to french.teacher.diploma@tcd.ie.

Course Director

The Course Director is the individual responsible for the smooth running of the course. The current Director is Professor Sarah Alyn Stacey, who can be reached by emailing salynsta@tcd.ie. The Director manages your journey through the course, your supervisors, the marking and moderating of your assignments, and a variety of other activities not covered by any of the other bodies mentioned here.

- ❖ The Director takes the place of the Tutor in undergraduate courses and is available for meetings to discuss issues of all kinds, ranging from academic performance to pastoral issues students may encounter.

Meetings should be organised in advance by sending an email that briefly outlines the nature of the issue.

Dr Ashley Harris is your first and most frequent point of contact for questions or concerns. If you wish to organise a meeting with her, you can email harrisa6@tcd.ie briefly outlining the nature of the issue.

For administrative matters (e.g. module assignment, timetabling issues, transcripts, etc.), students should contact the Course Administrator at french.teacher.diploma@tcd.ie

Teaching Staff

Professor Ann Devitt, devittan@tcd.ie

Dr Ashley Harris, harrisa6@tcd.ie

Ms Celia Riego-Liron, criegoli@tcd.ie

Professor Sarah Alyn Stacey, salynsta@tcd.ie

Student Representation

Each year, the class nominates one or more representatives from among the students. These representatives attend meetings each term and act as the student voice on behalf of the whole cohort. If you would like to act as a representative, you should approach the course Director early in the academic year.

Appendix I: House Style for Submission of Written Work

This description is the default for core modules and dissertations in the PG Programme in Digital Humanities and Culture. Some optional modules may have different requirements. Please be sure to check the requirements for your modules. All submitted work should be word-processed.

Layout

Font:	Calibri
Font size:	12pt
Line Spacing:	1.5
Page size:	A4
Dates:	Use the DD/MM/YYYY format for short dates (e.g. 30/09/2000) Use the dddd/mmmm/yyyy format for long dates (e.g. 30th September 2000) For decades, do not include an apostrophe (e.g. 1990s, not 1990's) For centuries, spell out the name (e.g. 'nineteenth century', not '19th century').
Punctuation:	Do not put a space in front of a question mark, or in front of any other closing quotation mark. Use single spaces after full-stops.
Spelling:	Any English spelling convention is acceptable, as long as it is used consistently.
Title:	Use bold for your assignment title, with an initial capital letter for any proper nouns.
Headings:	Please indicate the level of the section headings in your assignment: First-level headings (e.g. Introduction, Conclusion) should be in bold, with an initial capital letter for any proper nouns. Second-level headings should be in bold italics, with an initial capital letter for any proper nouns.
Tables and figures:	Tables and figures must be properly titled and numbered consecutively. Do not use bold or capitals in the titles of tables and figures.
Quotations:	Fewer than 40 words: in the body of the text, in single quotation marks ('…'). 40 words or more: size 10, indented 2.54cm on left and right, on a new line, with no quotation marks.

	If a quotation contains a quote, this is marked with double quotation marks ('… "…"…').
Bold:	Bold text should only be used to identify section or chapter titles.
Italics:	Use italics for titles of books, journals, newspapers, plays, films, long poems, paintings and ships. Extensive use of italics for emphasis should be avoided.
Underlining:	Underlining should not be used.
Translation examples:	Gloss in English any translation examples from other languages.
Gender-neutral language:	Do not use either masculine or feminine terms when the intention is to cover both genders.
Abbreviations and technical terms:	When using abbreviations, the following conventions should be followed: When the abbreviated form ends with the same letter as the full form, no full stop is used (e.g. Mr, Dr, Mrs, vols, St) Other abbreviations take a full stop (e.g. Esq., vol., p., no.) Where the initial letters of each word of a title of a journal are used as an abbreviated title, full stops are omitted (e.g. MLR, PMLA, RHLF, TLS) Abbreviated Technical terms must normally be explained in the text. However, if numerous abbreviations are used, they may be listed separately after the text of the assignment.
Numerals:	In general, spell out numbers under 100; but use numerals for measurements (e.g. 12km) and ages (e.g. 10 years old). Insert a comma for both thousands and tens of thousands (e.g. 1,000 and 20,000).
Notes:	Use footnotes, rather than endnotes, consecutively numbered, with reference numbers appearing in the relevant place in the text body. Notes should be kept to a minimum and should not include any material that could appear in the text body.
Appendices:	Large bodies of data, such as transcripts and tables may be placed into an appendix at the end of the assignment. Appendices do not count for the purposes

of the assignment's word count. However, the marker also does not have to consider them. Therefore, sufficient and consistent reference to the contents of any appendices must be made in the body of the text using the same techniques as for referencing any other body of research, (e.g. '(see Appendix 1: 5-7)).

Pagination:

Pages should be numbered consecutively, centred in the footer.

No blank pages should be included.

Student Number:

The student number should appear in the header of each page of the assignment and in the name of the document for work submitted electronically. e.g. (1234567.pdf)

The most recent Chicago Manual of Style should be consulted for all further details.

Referencing and Bibliographies

Referencing

The referencing style used is the **Author–Date System**, as described in the Chicago Manual of Style 18 (also check this quick citation guide).

Placement:	Sources are cited in the text, usually in parentheses, by the author's surname, the publication date of the work cited, and a page number if present. Full details are given in the bibliography. Place the reference at the appropriate point in the text; normally just before punctuation. If the author's name appears in the text, it is not necessary to repeat it in the parenthetical citation, but the date should follow immediately:
	Jones and Green (2012) did useful work on this subject.
	Khan's (2012) research is valuable.
	If the reference is in parentheses, use square brackets for additional parentheses:
	(see, e.g., Khan [2012, 89] on this important subject).
Citing multiple works at a time:	No punctuation appears between author and date. Separate the references with semicolons. The order of the references is flexible, so this can be alphabetical, chronological, or in order of importance. If citing more than one work by one author, do not repeat the name:
	(Smith 2010, 2012; Khan 2012)
	(Smith 2010, 2012, 84; Khan 2012, 54–60)
	(Smith 2012a, 2012b, 82; Khan 2012, 9)
Repeat mentions in the same paragraph:	Include a full reference every time a work is cited, even if it is cited multiple times in a single paragraph. You may use 'ibid' where exactly the same text has been cited in the same paragraph:
	(Smith 2010, 9)

(ibid, 25)

Citation of the source normally follows a quotation, but may be placed before the quotation to allow the date to appear with the author's name:

With a quotation:	As Smith (2012, 67) points out, "quoted text."
	As Smith points out, "quoted text" (2012, 67).
	After a displayed quotation, the source appears in parentheses after the final punctuation. No period either precedes or follows the closing parenthesis:
	end of displayed quotation. (Smith 2012, 67)
Page number or other locator:	(Smith 2012, 6–10) (Jones 2012, vol. 2)
One author:	Smith (2012) or (Smith 2012)
Two authors:	Smith and Jones (2012) or (Smith and Jones 2012)
	For more than two authors, only the name of the first author is used, followed by *et al.* (and others). Note that *et al.* is not italicized in text citations.
	Smith, Jones, and Khan (2012) or (Smith, Jones, and Khan 2012)
	Smith et al. (2012) (Smith et al. 2012)
More than two authors:	If the reference list contains two publications in the same year that would both shorten to the same form (e.g. Smith et al. 2012), cite the surnames of the first author and as many others as necessary to distinguish the two references, followed by comma and et al. (NB: you cannot use et al. unless it stands for two authors or more.).
	(Smith, Baker, et al. 2012)
	(Smith, Brooks, et al. 2012)
	If this would result in more than three names having to be used, cite the first author plus a short title:

(Smith et al., "Short Title," 2012)

(Smith et al., "Abbreviated Title," 2012)

<u>Authors with same surname:</u>	G. Smith 2012 and F. Smith 2008
<u>No author name:</u>	Cite first few words of title (in quotation marks or italics depending on journal style for that type of work), plus the year. In the text: (*True and Sincere Declaration* 1610) In the reference list: *A True and Sincere Declaration of the Purpose and Ends of the Plantation Begun in Virginia, of the Degrees Which It Hath Received, and Means by Which It Hath Been Advanced*. 1610. London.
<u>Organization as author:</u>	The organization can be listed under its abbreviation so that the text citation is shorter. If this is the case, alphabetise the reference under the abbreviation rather than the full. In the text: (BSI 2012) In the reference list: BSI (British Standards Institution) 2012. Title …
<u>Author with two works in the same year:</u>	Put a, b, c after the year (Chen 2011a, 2011b)
<u>Secondary source:</u>	When it is not possible to see an original document, cite the source of your information on it; do not cite the original assuming that the secondary source is correct. Smith's diary (as quoted in Khan 2012)
Classical work:	Classical primary source references are given in the text, not in the reference list.

<u>Personal communicatio n</u>:	References to personal communications are cited only in the text: A. Colleague (personal communication, April 12, 2011)
Unknown date:	(Author, n.d.) (Author, forthcoming)
Two dates:	List the original date first, in square brackets: Author ([1890] 1983) Multivolume works: (Author 1951–71)

Bibliography/Works Cited/References

List all primary and secondary sources consulted, using the <u>Chicago Manual of Style 18</u> conventions.

General

<u>Order:</u>	Alphabetically by last name of author. If no author or editor, order by title. Follow Chicago's letter-by-letter system for alphabetizing entries. Names with particles (e.g. de, von, van den) should be alphabetized by the individual's personal preference if known, or traditional usage. A single-author entry precedes a multi-author entry that begins with the same name. Successive entries by two or more authors when only the first author is the same are alphabetized by co-authors' last names. If references have the same author(s), editor(s), etc., arrange by year of publication, with undated works at the end. If the reference list contains two or more items by the same author in the same year, add a, b, etc. and list them alphabetically by title of the work: Green, Mary L. 2012a. *Book Title*. Publisher. Green, Mary L. 2012b. *Title of Book*. Publisher.
Form of author name:	Generally, use the form of the author name as it appears on the title page or head of an article, but this can be made consistent within the reference list if it

is known that an author has used two different forms (e.g. Mary Louise Green and M. L. Green), to aid correct identification.

Punctuation:	Headline-style capitalization is used. In headline style, the first and last words of title and subtitle and all other major words (nouns, pronouns, verbs, adjectives, adverbs) are capitalized. For non-English titles, use sentence-style capitalization.

Books

Place of publication	Use the first-listed city on the title page or, if no city is listed there, refer to the copyright page and cite the city where the publisher's main editorial offices are located. City names are followed by a colon. If the city is not available, leave it out. Joyce, James. *Ulysses*. Paris: Shakespeare and Company, 1922.
One author:	Smith, John. 2012. *Book Title: The Subtitle*. Abingdon: Routledge. Smith, J. J. 2012. *Book Title*. Abingdon: Routledge.
Two authors:	For a book with two authors, only the first-listed name is inverted in the reference list. Both last names are included in the text. Smith, John, and Jane Jones. 2012. *Book Title: The Subtitle*. Abingdon: Routledge. Smith, J. J., and J. B. Jones. 2012. *Book Title*: The Subtitle. Abingdon: Routledge.
More than two authors:	For a book with more than two authors or editors, list up to six authors in the reference list; if there are more than six, list only the first three, followed by "et al." In the text, list only the first author, followed by "et al." Smith, John, Jane Jones, and Mary Green. 2012. *Book Title: The Subtitle*. Abingdon: Routledge.
Organization as author:	University of Chicago Press. *The Chicago Manual of Style*. 18th ed. Chicago: University of Chicago Press, 2024.
No author:	Begin the bibliography entry with the title, and ignore "the", "a" or "an" for the

purposes of alphabetical order.

Stanze in lode della donna brutta. Florence, 1547.

Chapter in a single-author book:

Green, Mary. 2012. "Chapter Title." In *Style Manual,* edited by John Smith. Abingdon: Routledge.

Chapter:	Chapter in a multi-author book: In citations of a chapter or similar part of an edited book, include the chapter author; the chapter title, in quotation marks; and the editor. Precede the title of the book with *In*. It is not necessary to record a page range for the chapter. Jones, Sam. 2012. "Chapter Title." In *Book Title*, edited by John Smith. Abingdon: Routledge.
Edited:	Smith, John, ed. 2012. *Collected Style Manuals*. Abingdon: Routledge. Smith, John, and Jane Jones, eds. 2012. *Collected Style Manuals*. Abingdon: Routledge.
Edition:	University of Chicago Press. 2012. *The Chicago Manual of Style*. 16th ed. Chicago: University of Chicago Press.
Reprinted work:	Maitland, F. W. (1898) 1998. *Roman Canon Law in the Church of England*. Reprint, Union, NJ: Lawbook Exchange.
Multivolume work:	Green, M. L. 2012. *Collected Correspondence*. Vol. 2 of The Collected Correspondence of M. L. Green. Abingdon: Routledge, 2000–. Khan, Lisa. 2009–12. Collected Works. 2 vols. Abingdon: Routledge.
Translated:	Do not abbreviate *Translated by*. Smith, John. 2012. *Collected Style Manuals*. Translated and edited by Jane Jones. Abingdon: Routledge.
Not in English:	If the text is not in, an English translation of the title is needed. It follows this style: Piaget, J., and B. Inhelder. 1951. *La genèse de l'idée de hasard chez l'enfant* [The Origin of the Idea of Chance in the Child]. Paris: Presses Universitaires de

France.

Online:	If you used an online version, cite the online version, include the URL or DOI: Smith, John. 2012. *Book Title: The Subtitle*. Abingdon: Routledge. doi:xxxxxxxxxx. Smith, John. 2012. *Book Title: The Subtitle*. Abingdon: Routledge. http://xxxxxxxxx/.
Place of publication:	Use the first-listed city on the title page or, if no city is listed there, refer to the copyright page and cite the city where the publisher's main editorial offices are located. City names are followed by a colon. Joyce, James. *Ulysses*. Paris: Shakespeare and Company, 1922.
	Where two cities are given, include the first one only. If the city could be confused with another, add the abbreviation of the state, province, or country: Cambridge, MA: Harvard University Press Cambridge: Cambridge University Press Oxford: Clarendon Press New York: Macmillan Englewood Cliffs, NJ: Prentice Hall Washington, DC: Smithsonian Institution Press When the publisher's name includes the state name, the abbreviation is not needed: Chapel Hill: University of North Carolina Press
Publisher:	Omit initial "the", and "Inc.", "Ltd", "Co.", "Publishing Co.", etc.

Journals

Online versions:	If you used an online version, cite the online version, include a DOI (preferably) or URL. Kwon, Hyeyoung. 2022. "Inclusion Work: Children of Immigrants Claiming Membership in Everyday Life." *American Journal of Sociology* 127 (6): 1818–59.

https://doi.org/10.1086/720277.

One author:	Smith, John. 2012. "Article Title: The Subtitle." *Journal Title in Full* 10 (1): 30–40. doi:xxxxxxxxxxx. Smith, J. 2012. "Article Title: The Subtitle." *Journal Title in Full* 10 (1): 30–40. doi:xxxxxxxxxxx.
Two authors	Smith, John, and Lisa Khan. 2012. "Article Title: The Subtitle." *Journal Title in Full* 10 (1): 200–210. doi:xxxxxxxxxxx. Smith, J. J., and L. M. Khan. 2012. "Article Title: The Subtitle." *Journal Title in Full* 10 (1): 200–210. doi:xxxxxxxxxxx.
Three or more authors:	For three or more authors, list up to six in the reference list. Smith, John, Jane Jones, and Mary Green. 2012. "Article Title: The Subtitle." *Journal Title in Full* 10 (1): 33–39. doi:xxxxxxxxxxx. Smith, J. J., J. P. Jones, and M. G. Green. 2012. "Article Title: The Subtitle." *Journal Title in Full* 10 (1): 33–39. doi:xxxxxxxxxxx.
More than six authors:	For more than six authors, list the first three, followed by "et al." ("and others"). In the text, list only the first, followed by "et al."
Translated:	Khan, Lisa. 2012. "Article Title in Hindi." [Title in English.] *Journal Title in Full* 10 (3): 10–29. doi:xxxxxxxxxxx.
Not in English:	Capitalize sentence-style, but according to the conventions of the relevant language.
Other article types:	Smith, John. 2012. "Title of Book Review." Review of *Book Title*, by Lisa Khan. Journal Title in Full 10 (1): 33–39. doi:xxxxxxxxxxx.
Issue numbers:	The issue number can be omitted if the journal is paginated consecutively through the volume (or if month or season is included), but it is not incorrect to include it. When volume and issue number alone are used, the issue number is within parentheses. If only an issue number is used, it is not within parentheses: *Journal Title*, no. 25: 63–69.

	If using month, abbreviate as Jan., Feb., etc. If using season, spell out in full.
Online first publication:	Use year of online publication and include 'Advance online publication'. Remove any version type, eg Rapid online or epub, e.g.: Yoon, Ee-Seul. 2015. "Young people's cartographies of school choice: the urban imaginary and moral panic." *Children's Geographies*. Advance online publication. doi: 10.1080/14733285.2015.1026875. If you can update the reference to include published volume and issue numbers before publication, please do so.

Other kinds of media

You should use non-peer reviewed forms of media extremely sparingly (or not at all), and mostly as primary data, rather than as secondary sources of authoritative information. Each form of media has its own citation conventions. The various media include: Theses and Dissertations, Interviews, News or Magazine Articles, Book Reviews, Websites, Social Media Content, and Personal Communications.