Department of English Language and Literature

Departmental Handbook

2019-2020
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Welcome

Welcome to the study of English Language and Literature here in Mary Immaculate College. In deciding to study this subject, you are joining a community of teachers, academics, scholars and researchers who are publishing to an international standard in their chosen areas of the discipline. We are very research-active and members of staff are widely published in national and international journals and by prestigious academic presses internationally.

At undergraduate level, the department studies the development of the English Language and Literature from the time of Shakespeare to the present, and we study a range of poems, plays, novels and dramas from representative periods of history. We are also heavily influenced by literary and cultural theory, and most of our modules will involve the study of the influence of theoretical areas such as Structuralism, Post-Structuralism, Deconstruction, Psychoanalysis, Postcolonial Theory, Postmodernism, Ecocriticism and cultural theory.

We also study the language of English in some detail, and our use of corpus linguistics, sociolinguistics and the area of applied linguistics in general, allow students to see how words and meaning evolve in the context of normally used words in discourse. We also offer modules in English as a Foreign Language (EFL), Teaching English as a Foreign Language (TEFL) and English for Academic Purposes.

At postgraduate level, we have graduated 53 PhD students over the last 16 years, and run very successful taught programmes:

- Taught MA in English Language and Literature (161 students graduated);
- Taught MA in Applied Linguistics (33 students graduated since 2015);
- Structured PhD in Applied Linguistics, which began in 2016, and in which 16 students are currently enrolled.

The department is also heavily involved in the Mary Immaculate College Institute for Irish Studies, and a number of the faculty have published in this area.

Whether you choose to study English for your entire undergraduate course, or
whether you choose to go on to postgraduate work with us, you are welcome. English has become the world language of science, research and the internet. To study this subject is to be at the centre of developments across a range of areas in the arts and sciences. Literature is a way of getting to know ourselves more fully. Learning to read literature is central to understanding what makes us human. It allows us to channel words as purveyors of ideas, feelings, emotions and desires; it allows us to access the unconscious parts of ourselves, which influence us, but of which we are only dimly aware. To study literature is to study ourselves, and to learn to read critically is to learn to understand the world and our place in it. This is especially true in the screen-centred world in which we live where we spend a lot of our days reading and writing words onto screens; and in a world where language has become increasingly reduced to slogans and catch-calls wherein nuance and meaning are attenuated. The construction and interpretation of meaning is ever more important in your journey in life as language and meaning will shape your future.

We will provide you with the tools to set out with confidence on this journey – the destination is up to you.

Eugene O’Brien

Head of Department
Departmental Staff and Details

Dr Eugene O'Brien

**Position:** Senior Lecturer and Head of Department

**Research Interests:** Literary and Cultural Theory, Literature and Ethics, Contemporary Irish Poetry, Literature and Irish Politics, Nationalism

**Office:** G65

**Telephone:** +353-61-204989

**Email:** Eugene.OBrien@mic.ul.ie

Dr John McDonagh

**Position:** Senior Lecturer

**Research Interests:** Contemporary Postcolonial literature and theory; Contemporary Irish Poetry; Translation studies; life and work of Brendan Kennelly and Paul Durcan

**Office:** N34

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**Email:** John.McDonagh@mic.ul.ie

Dr Anne O'Keeffe

**Position:** Senior Lecturer

**Research Interests:** Corpus linguistics; the discourse of Irish English; spoken media discourse; the grammar of spoken language; teaching spoken grammar; academic writing; English as a second language in Ireland.

**Director** of the [http://www.ivacs.mic.ul.ie/](http://www.ivacs.mic.ul.ie/)

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**Email:** Anne.OKeeffe@mic.ul.ie
Dr Kathryn Laing

**Position:** Lecturer

**Research Interests:** Late-19th /early-20th century Irish women’s writing; modernism and modernist women’s writing: Rebecca West, Virginia Woolf, Elizabeth Bowen; Editing Theory and History of the Book; South African fiction

**Office:** R223

**Telephone:** +353-61-204562

**Email:** Kathryn.laing@mic.ul.ie

Dr Eóin Flannery

**Position:** Lecturer

**Research Interests:** The gothic; postmodern and postcolonial literature and theory, film; visual cultures, Irish writing; Ecocriticism, cultural theory

**Office:** L108

**Telephone:** +353-61-204386

**Email:** Eoin.Flannery@mic.ul.ie

Dr Joan O'Sullivan

**Position:** Lecturer

**Research Interests:** Sociolinguistics; language ideology and advertising; multilingualism in advertising; corpus linguistics; pragmatics; digital technologies in language learning

**Office:** L207

**Telephone:** +353-61-204735

**Email:** Joan.OSullivan@mic.ul.ie

Dr Deirdre Flynn

**Position:** Lecturer

**Research Interests:** Contemporary world literature, Irish Studies, Drama and Theatre, Post-Celtic Tiger Fiction, Dystopian Literature, Urban Studies, Gender Studies.

**Office:** R223
Dr Marita Ryan

**Position:** Lecturer (Part-time)

**Research Interests:** Literary and Cultural Theory, French Feminist Theory especially the work of Luce Irigaray, Contemporary Irish Literature, and Modern American Fiction

**Email:** Marita.Ryan@mic.ul.ie

Margaret Healy

**Position:** Lecturer in TEFL, TEAL and EAP

**Research Interests:** Community of practice; corpus linguistics; hospitality discourse; classroom interaction; English for Academic Purposes; English as an Additional Language

**Office:** L103

**Telephone:** +353-61-204596

**Email:** Margaret.Healy@mic.ul.ie

Ilona Costelloe

**Position:** TEFL Tutor; Lecturer in TEAL and EFL

**Research Interests:** English as an Additional Language, IELTS, First Certificate and Cambridge Advanced examinations

**Office:** L110b

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Linda McGrath

**Position:** Departmental Administrator

**Office:** RG1 Arts Office

**Telephone:** +353-61-204525

**Email:** Linda.McGrath@mic.ul.ie
Departmental Assistants

Name: Madie Taylor  
Role: PhD student  
Title: Departmental Assistant  
Email: Madie.Taylor@mic.ul.ie  
Thesis Title: The Mistreatment and Silencing of Women in the works of Irish women writers through a feminist lens  
Research Interests: Gender studies, Psychoanalysis, Women's writing, Feminist theory, Irish literature, Contemporary writing

Name: Asmae Ourkiya  
Role: PhD student
Title: Departmental Assistant

Email: asmae.ourkiya@mic.ul.ie


Research Interests: Ecofeminism, Environmental Justice, Political Ecology, Climate Justice, Famine Literature, Gender Studies, Queer Ecofeminism.

Name: Paul McNamara

Role: PhD student

Title: Departmental Assistant

Email: Paul.McNamara@mic.ul.ie

Thesis Title: A Postcolonial Perspective on Disability Representation in a selection of Contemporary Popular Novels.

Research Interests: Disability Studies, Postcolonial Studies, Performance Poetry, Gender Studies, and Modern Irish Poetry and Theatre.
Name: Geraldine Brassil  
Role: PhD student  
Postgraduate Assistant Researcher, Irish Women’s Writing (1880-1920) Network  
https://irishwomenswritingnetwork.com  
Title: Departmental Assistant  
Email: Geraldine.Brassil@mic.ul.ie  
Thesis Title: A Study of Nineteenth-Century Irish Women Writers and their Literary and Publishing Networks (1857-1900): Sarah Atkinson, Rosa Mulholland, Katharine Tynan  
Research Interests: Mid-late Nineteenth Century Irish Women's Writing, Irish Periodical and Print Culture, Irish Women in History, the History of the Book.

Name: Rachel Clifford  
Role: PhD student  
Title: Departmental Assistant
Email: rachel.clifford@mic.ul.ie

Thesis Title: Changing Attitudes to Childhood Grief in Children's Literature

Research Interests: Children’s literature; childhood grief; literary trauma theory; displacement; absence.

Name: Felicity Gilbert

Title: PhD Student and Postgraduate Awardee

Email: Felicity.Gilbert@mic.ul.ie

Thesis Title: Eros and Thanatos: A Psychoanalytic-Feminist Approach to Human Understanding of Fear and Premature Death in Fantasy Literature and Science Fiction.

Research Interests: Feminist Literary Analysis, Psychoanalytic Literary Analysis, Fantasy and Science Fiction Literature, Gothic and Horror Fiction, Monster Theory, The Novel as Influenced by Victorian Ideology and Culture, Dystopian Fiction.
Name: Eileen O’Connor  
Role: PhD student  
Title: Departmental Assistant  
Email: Eileen.OConnor@mic.ul.ie  
Thesis Title: Gothic Trauma in the work of Eugene McCabe  
Research Interests: Irish Gothic; Gothic Folklore; the Big House novel; Literary theory; and Modern Drama

Name: Carleigh Garcia  
Title: Departmental Assistant  
Email: carleigh.garcia@mic.ul.ie  
Thesis Title: The Shame of the Irish: The Catholic Church and Shame in 20th Century to Current Irish Literature  
Research interests: Irish literature, Catholic Church, Shame, Affect Theory, Modern Literature
Name: Shane Barry
Role: PhD student
Title: Departmental Assistant
Email: shane.barry@mic.ul.ie
Thesis Title: The Irish Question: An investigation into Irish language self-efficacy beliefs in adults during periods of non- to low-use
Research interests: psycholinguistics, sociolinguistics, language policy, research methodologies

Name: Deborah Tobin
Role: PhD student
Title: Departmental Assistant
Email: Deborah.Tobin@mic.ul.ie
**Thesis title:** A Critical Discourse Analysis of the Self-Perceptions of English Language Teachers in the Private English-Language School Sector in the Republic of Ireland

**Research interests:** Authentic Materials in ELT, Communities of Practice in ELT, Core Features/Systems of the English Language, Critical Discourse Analysis, ELT Pedagogy, English as a Global Language, World Englishes.

**Name:** Rose O Loughlin

**Title:** Departmental Assistant

**Email:** rose.oloughlin@mic.ul.ie

**Thesis Title:** Irish English- A Corpus-based approach to the evolution of language

**Research interests:** Second Language Acquisition, Corpus Linguistics, Sociolinguistics, Pragmatics
Undergraduate Courses

Module Overview for all 4 years

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Autumn Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year BA</td>
<td>EH4711 Introduction to Literature 1</td>
<td>EH4712 Introduction to Literature 2</td>
</tr>
<tr>
<td>Second Year BA</td>
<td>EH4713 The Development of Modern Drama EH4734 The Novel in the Twentieth Century</td>
<td>EH4714 Neo-Classical Literature in English EH4724 Irish Poetry and Prose in English in C19th and C20th</td>
</tr>
<tr>
<td>Second Year Elective BA</td>
<td>TL4713 Teaching English as a Foreign Language 1</td>
<td>TL4714 Teaching English as a Foreign Language 2</td>
</tr>
<tr>
<td>Third Year BA</td>
<td>EH4737 Undergraduate Dissertation</td>
<td>EH4738 Undergraduate Dissertation</td>
</tr>
<tr>
<td>Final Year BA</td>
<td>EH4717 Literary Modernism EH4727 Interpreting Literature</td>
<td>EH4718 Elizabethan-Jacobean Theatre: Shakespearean Drama and its Contexts EH4728 Romantic Literature in English</td>
</tr>
<tr>
<td>BEd</td>
<td>EH4727 Interpreting Literature BEd Elective</td>
<td>EH4728 Romantic Literature in English BEd Elective</td>
</tr>
</tbody>
</table>

Detailed Module Outlines

English Literature

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Brief Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EH4711</td>
<td>Introduction to Literature 1</td>
<td>Introduction to the skills needed for responding to poetry, drama and prose fiction with pleasure and insight.</td>
</tr>
</tbody>
</table>
**Autumn Semester – Year 2 [B.A.]**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EH4713</td>
<td>The Development of Modern Drama</td>
<td>A study of the emergence of modern drama; innovatory trends and developments in 20th century theatre; Theatre of Realism; Theatre of the Absurd; modern tragicomedy; Irish dramatists.</td>
</tr>
<tr>
<td>EH4734</td>
<td>The Novel in the 20th Century</td>
<td>A study of the development of different aspects of the modernist and postmodernist novel form in the 20th century. Selections from Irish, European and American authors.</td>
</tr>
</tbody>
</table>

**Autumn Semester – Year 4 [B.A.]**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EH4717</td>
<td>Literary Modernism</td>
<td>An investigation into the nature of the major formal technical innovations in the twentieth century literature through an analysis of some notable primary texts: Modernism and the form of the novel; the gender of Modernism; Modernism and the poetic voice.</td>
</tr>
</tbody>
</table>

**Spring Semester – Year 1 [B.A.]**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EH4712</td>
<td>Introduction to Literature 2</td>
<td>Expansion and deepening of the knowledge of poetry, drama and fiction developed in EH4711.</td>
</tr>
</tbody>
</table>

**Spring Semester – Year 2 [B.A.]**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EH4724</td>
<td>Irish Poetry and Prose in 19th and 20th Centuries</td>
<td>The development of Irish poetry and prose, with special focus on the novel from before the Act of Union to the present day: cultural nationalism and romanticism: the retrieval of the Celtic past and the invention of Ireland: poetic and political mythologies</td>
</tr>
</tbody>
</table>
and ideologies: the crises of identity: the language question.

### Spring Semester – Year 4 [B.A.]

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Brief Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EH4718</td>
<td>Elizabethan-Jacobean Theatre: Shakespearean Drama and its Contexts</td>
<td>Drawing on selected texts, attention will be given to a range of the following: drama and society in the 16th and 17th centuries: Shakespeare as an Elizabethan-Jacobean playwright: Shakespeare and tragedy: dynamics of the comic form: presenting the female: patriarchal structures: political Shakespeare: power, ideology and theatrical representations: critical approaches, readings and interpretations of the plays and the formal properties of Shakespeare’s dramatic art.</td>
</tr>
<tr>
<td>EH4728</td>
<td>Romantic Literature in English</td>
<td>Selections from the literary and critical works of the principal writers of the Romantic movement, e.g., Wordsworth, Coleridge, Blake, Keats, Shelley, etc.</td>
</tr>
</tbody>
</table>

### English Language

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Brief Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EF4721 [Autumn] EF4722 [Spring]</td>
<td>English as a Foreign Language</td>
<td>The English as a Foreign Language [EFL] modules aim to provide students with the opportunities to develop their communication skills more accurately and fluently in both oral and written expressions of English. Grammar revision and vocabulary building are key components of these modules. Language skills are developed and practised, particularly through a variety of listening and speaking activities. Communicative competence is facilitated through interactive classroom participation.</td>
</tr>
</tbody>
</table>
The English for Academic Purposes [EAP] modules aims to assist students in improving their academic skills, particularly the productive skills of writing and speaking, in terms of structure, style, register and accuracy of expression. The Academic Word List (AWL, Coxhead 2000) will be examined for vocabulary extension, collocation and colligation. Grammatical structures for academic writing (topic sentences, paraphrasing, referencing, discourse markers) and lexical appropriacy will be investigated for both effective written and oral communicative modes.

**TEFL and TEAL Electives**

**Autumn Semester – Year 2 [B.A.]**

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Brief Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>TL4713</td>
<td>Teaching English as a Foreign Language 1</td>
<td>The programme locates English as a world language and covers core areas of English Language Teaching: language awareness and syntax; vocabulary teaching methodologies and techniques; phonology and phonetics; teacher education practice including teacher roles, learner profiles and learning strategies, classroom management, lesson planning; peer teaching and reflective practice.</td>
</tr>
</tbody>
</table>

**Spring Semester – Year 2 [B.A]**

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Brief Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>TL4714</td>
<td>Teaching English as a Foreign Language 2</td>
<td>As a continuation of TL4713, further language awareness including grammar teaching approaches; historical language teaching methodologies; skills development; error correction and testing; use and design of authentic materials and other resources for curriculum development; reflective practice.</td>
</tr>
</tbody>
</table>

**B. Ed 3 – Arts Elective, Autumn Semester**

**B. Ed 4 – Education Elective, Spring Semester**

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Brief Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>TL4715</td>
<td>Teaching English as an Additional Language</td>
<td>Challenges and supports for the non-native English speaker in the primary school classroom; methodologies for teaching English with emphasis on Communicative Language Teaching; language awareness development; strategies and techniques for teaching vocabulary, grammar, pronunciation and language skills; case studies centred around primary classroom challenges for the non-native learner and</td>
</tr>
</tbody>
</table>
Assessment Information: Semester, Repeat and I Grade information

Undergraduate Modules

Semester 1

EH4711  Introduction to Literature I
EH4713  Development of Modern Drama
EH4734  Novel in the Twentieth Century
EH4717  Literary Modernism
EH4727  Interpreting Literature

Semester 2

EH4712  Introduction to Literature 2
EH4714  Neo-Classical Literature in English
EH4724  Irish Poetry Prose in English
EH4718  Elizabethan- Jacobean Drama and its Contexts
EH4728  Romantic Literature

All undergraduate modules are assessed by a mixture of essays, class tests, tutorials and end of semester examinations.

All the relevant information for Repeat and I Grade assessments is to be found on the Course outlines.

These can all be found on the Departmental website as well as in the folder: \lecturenotes OBrienE

All details are also on Moodle.
Essay Writing Techniques and Tips

Planning
Always make a plan before you start writing.

Writing

Opening Paragraphs are better if they compel the reader’s attention. A vital element of any answer is the definition of terms that the title brings up. Any term that is used in an essay needs a brief definition – but most especially if that term is included in the title as it is clear in this case that understanding of that term is part of what is being examined. Whenever possible a definition is best done through a quotation from the relevant text, with a brief comment of your own. Using quotations can be persuasive; they indicate that you are using critical material thoroughly.

Paragraphs A paragraph must be:
   a) focused around one central point
   b) be of sufficient length to have developed the point adequately, but not too long either
   c) contribute in an obvious and constructive way to the development of the argument of the essay
   d) is best planned out in advance of writing to ensure this measure of relevance and style

Quotations must be integrated fully into the essay by adequate discussion. To quote is not enough. It is better to select few quotes carefully, and devote adequate space to the commentary on each quote – elucidating its relevance to the argument.

Selection is a central to essay planning and essay writing. A careful and thoroughly planned argument is being looked for, so spend time on the planning, and plan the essay out paragraph by paragraph before starting any writing.
Revision is another important aspect of essay writing. Revise your essay for technical errors like misspelling or incorrect syntax or punctuation and also revise sentences for possible improvements in wording and length. Finally, ensure the argument follows through logically from start to finish, and ask yourself if the opening and closing paragraphs are sufficiently engaging and convincing.

Useful websites to consult on essay writing:

Study advice service: [http://www.hull.ac.uk/studyadvice/](http://www.hull.ac.uk/studyadvice/)

The website of the Study Advice Service at the University of Hull, while primarily aimed at on-campus students, has plenty of open access resources of use to any researcher or student needing advice and guidance on their academic writing style. Downloadable as PDF or Word files, the resources available include topics such as: the correct use of apostrophes and capital letters; advice on critical thinking; essay writing tips; and help on preparing for examinations and dissertations. Some topics are designed as quizzes and video material is also available, with advice on: time-management; referencing; and the risks of plagiarism. There is a very wide coverage of topics from the simplest confusions in grammar and punctuation to more complex and high-level problems. The site is aimed at students at undergraduate and post-graduate levels. This is a comprehensive and very well considered resource. It is also easy to use.


Essay Writing advice and glossary quizzes

[http://www/owl.english.purdue.edu](http://www.owl.english.purdue.edu)

Very helpful website offering advice and guidance on: essay writing, problem areas in relation to punctuation, sentence construction etc., plagiarism and much more

[http://www.sussex.ac.uk/s3/?id=130](http://www.sussex.ac.uk/s3/?id=130)

Includes sample essays and tutor feedback, amongst other things
Guide to Critical Writing

Essay and Undergraduate Dissertation Checklist

Before handing in your essay or Undergraduate Dissertation, you must ensure that your work conforms to the departmental style checklist:

Text should be in Times New Roman, double-spaced and justified on both sides.

1. The names of all books, films, TV programmes are in italics without any quotation marks:

   *Preoccupations* not ‘Preoccupations’

2. The titles of poems and stories in a collection are in single quotation marks, and not in italics:

   ‘Digging’ in *Death of a Naturalist*.

3. All quotations should be in single quotation marks:

   As Heaney said, ‘between my finger and my thumb’ (Heaney 1966, p. 4)

4. After every quote, you need the name of the author, the year of publication and the page:

   ‘Between my finger and my thumb’ (Heaney 1966, p. 4)

   This is the **ONLY** method of referencing accepted: a comma after the date, and then the page number. If you are citing two pages, it looks like this: (Heaney 1966, pp. 7-8)

5. Do not put the words in quotation marks in italics:

   ‘Between my finger and my thumb’

   **NOT**

   *‘Between my finger and my thumb’*

6. If there is a quote within another quote, the inner quote is in double quotation marks. This is the only time you use these.

   ‘As Stephen entered the room, his father shouted at him “Get out of here immediately”, he said’.

7. The style used in an Undergraduate Dissertation is a formal one. Avoid the colloquial:
Use one instead of you: ‘one feels that the poet is correct when she says....’

Avoid contractions, for example:
‘cannot’ NOT ‘can’t’;
‘do not’ NOT ‘don’t’;
‘it is’ NOT ‘it’s’;
‘will not’ NOT ‘won’t’.

8. In a sentence where there is a quote, the full stop comes at the end AFTER the brackets:
Heaney, as a located subject of his time, is voiced as well, as he says how it ‘is difficult to extend full sympathy to the predicament of that million among us who would ask the other half-million to exalt themselves by being humbled’ (Heaney 1980, p. 32).

9. If you have a quote that is over 40 words long, indent it and do not use quotation marks. All such quotes are introduced by a colon:
However, he is also aware of how the actions of members of that minority may cause similar ‘twists’ in the minds and heart of the majority, and he describes it in a manner which underscores the point made earlier in our discussion about the impossibility of language attempting to access aspects of the real:

But to stop here would be to acquiesce to the political and ideological givens that have created his subjectivity, and this would not be allowing the complexity and plurality of response that the poetically-sanctioned field of force can enable deeper levels of signification to be fully understood. (Heaney 1980, p. 32)

So, Heaney’s point here is that poetic language has some form of privileged access to areas of experience that are not fully accessible to the normal language of the Symbolic order.

10. All quotes and style norms are in Cite It Right 4, which can be downloaded from Moodle, the LAN or the College website.

11. Ensure you have an accurate Works Cited section at the end of the dissertation
Citation and Plagiarism

Citing: referring to sources you quote within your document. This brief citation refers the reader to the exact place in your reference list or bibliography where you will provide the extended details of the source.

Reference list: the detailed list of sources that have been cited within the text. Every reference must have enough information for the reader to find the source again.

Works Cited: a list of all references cited in preparing the document. This is an example of in-text citing (citations are in bold for demonstration only):

This is significant for Lacan, as he has often spoken about the aspect of reality that escapes signification in language, which he termed the ‘real.’ It, like the unconscious, can only be accessed in oblique ways by language, and his notion of ‘full speech’ is a type of speech that will in some way enunciate aspects of this real: ‘this full speech in which its base in the unconscious should be revealed’ (Lacan 1991: 52), and the language of poetry is a possible source of such revelation. As Michael Lewis asks: ‘would full speech be speech that did not elide or ignore the material density of language, something like poetry?’ (Lewis 2008: 41).

This is how the entries would look in your reference list:

Author’s name, date, title, place of publication, publisher


Plagiarism

In accordance with the aims outlined in the MIC Academic Integrity Policy http://www.mic.ul.ie/academicintegrity/Documents/MICAcademicIntegrityPolicy.pdf

The Department takes an active role in policing any and all forms of cheating, plagiarism and syndication.

The department uses Turnitin software for all essays, dissertations and projects.
A database of older essays is on file in this software so that plagiarism from within the corpus of student essays is also addressed.

Cases of plagiarism are dealt with by the head of department on an individual basis in consultation with the Assistant Registrar. The established protocol is a meeting between the student, the lecturer involved in assessing the module and the head of department. The President of the Students’ Union is also in attendance.

Penalties vary in accordance with the degree of plagiarism and/or syndication, as well as the intent to cheat. These penalties include failing the portion of the module, failing the module, or being referred to the student status disciplinary committee.

As well as overt plagiarism, the department also stresses the use of **peer-reviewed essays and articles** as core to referencing. The College library has access to a number of academic repositories of peer-reviewed journals as well as a significant number of electronic texts. These are the resources that are required for referencing: JStor, Literature Online; Project Muse or any peer-reviewed material that can be located by the College’s generic search engine ‘Summon’. The following sources are indicative of what the department does **not** consider to be adequate sources for reference.

Students will lose marks by adverting to these websites or to similar ones (this is an indicative and not an exhaustive list):

**Unsuitable Websites:**

- [http://www.about.com](http://www.about.com)  [http://www.allhonours.ie](http://www.allhonours.ie)
- [http://www.skool.ie](http://www.skool.ie)  [http://www.sparknotes.com](http://www.sparknotes.com)
Grade Descriptors

In essays or dissertations, marks will be deducted for incorrect use of the departmental reference scheme as outlined in this handbook and in *Cite it Right 4*. This is not an issue for examinations or classroom tests, where reference to the author of a book or article will be the norm.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Award level</th>
<th>QPV</th>
<th>Description</th>
</tr>
</thead>
</table>
| A1    | 1<sup>st</sup> | 4.00 | Exceptional  
An original and reflective answer, which shows the ability to synthesise text, critics and an original argument.  
Exceptionally clear, well-developed and comprehensive response to the question.  
Exceptional knowledge and understanding of the text evidenced through quotation and reference.  
Exemplary coverage of content and theory.  
Integrates strong levels of extra outside reading beyond the suggested critical and theoretical readings.  
Exceptional levels of analysis and interpretation.  
Extremely clear, fluent and accurate writing style.  
Grammar, spelling and punctuation are exceptional.  
Extremely well structured and clear argument. |
| A2    | 1<sup>st</sup> | 3.60 | Excellent  
A coherent answer, which makes effective use of text, critics and argument.  
A clear, developed and thorough response to the question.  
Excellent knowledge and understanding of the text evidenced through quotation and reference.  
Very good coverage of content and theory.  
Integrates extra outside reading beyond the suggested critical and theoretical readings.  
Excellent levels of analysis and interpretation.  
Extremely clear, fluent and accurate writing style.  
Grammar, spelling and punctuation are excellent.  
A logical, coherently structured and clear argument. |
<table>
<thead>
<tr>
<th>Grade</th>
<th>Band</th>
<th>Score</th>
<th>Range</th>
<th>Description</th>
</tr>
</thead>
</table>
| B1    | 2.1  | 3.20  | 69% - 65% | Very Good  
A strong answer, which makes very good use of text, critics and argument.  
A very good and accurate response to the question.  
Very good knowledge and understanding of the text evidenced through quotation and reference.  
Very good coverage of content and theory.  
A good integration of outside reading beyond the suggested critical and theoretical readings.  
Very good levels of analysis and interpretation.  
Very clear, fluent and accurate writing style.  
Grammar, spelling and punctuation are excellent.  
A very well structured and clear argument. |
| B2    | 2.1  | 3.00  | 64% - 60% | Good  
A competent answer, which makes good use of text, critics and argument.  
A good response to the question.  
Good knowledge and understanding of the text evidenced through good levels of quotation and reference.  
Very good coverage of content and theory.  
A good use of the suggested critical and theoretical readings.  
Very good levels of analysis and interpretation.  
A good writing style with some errors.  
Grammar, spelling and punctuation are good, with some errors.  
A structured and reasonably clear argument, with some gaps. |
| B3    | 2.2  | 2.80  | 59% - 55% | Reasonably Good  
An adequate answer, which makes some use of text, critics and argument.  
A good general response to the question.  
Good knowledge and understanding of the text with use of quotation and reference.  
Good coverage of content and theory.  
Some use of the suggested critical and theoretical readings.  
Reasonable levels of analysis and interpretation.  
A writing style which is clear, through with errors.  
Grammar, spelling and punctuation are reasonable, with errors.  
A coherent argument, with some gaps. |
| C1 | 2.2 | 2.60 | Competent  
A limited answer, which makes some use of text.  
54%  
A general and unfocused response to the question.  
-  
Tendency towards summary of the texts in the answer.  
50%  
Sparse and uneven coverage of content and theory.  
No suggested critical or theoretical readings.  
Summary of text with little analysis and interpretation.  
A writing style that is clear, through with errors.  
Grammar, spelling and punctuation are reasonable, with errors.  
A coherent argument, with some gaps in the coverage of the material.  
The work is still of sufficient standard to merit a second class honours award, but may have more errors than a B3 answer. |
|---|---|---|---|
| C2 | 3rd | 2.40 | Adequate  
A general address to the area but not the question.  
49%  
A basic response to the question.  
-  
Summary of the texts with no quotation or reference.  
45%  
Poor coverage of content and theory.  
No use of suggested critical or theoretical readings.  
Summary of text with some inaccuracies.  
A writing style which is basic, with significant errors.  
Grammar, spelling and punctuation are poor with errors.  
Serious gaps in knowledge of the texts. |
| C3 | 3rd | 2.00 | Fair  
A poor answer which is vague and general.  
44%  
A poor and vague response to the question.  
-  
Summary of the texts with no quotation or reference, and some errors in knowledge.  
40%  
No real analysis.  
Very weak coverage of content and theory.  
No use of suggested critical or theoretical readings.  
Poor summary of text with inaccuracies.  
A writing style which is not adequate to this level of discourse.  
Grammar, spelling and punctuation riddled with errors.  
Very serious gaps in knowledge of the texts. |
<table>
<thead>
<tr>
<th>Grade</th>
<th>Comp</th>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
</table>
| D1    | Comp Fail | 1.60 | Unsatisfactory  
A poor answer which does not address the question.  
Summary of the texts with no quotation or reference, and some errors in knowledge.  
No real analysis.  
Very weak coverage of content and theory.  
No use of suggested critical or theoretical readings.  
Poor summary of text with inaccuracies.  
A writing style which is not adequate to this level of discourse.  
Grammar, spelling and punctuation riddled with errors.  
Very serious gaps in knowledge of the texts.  
No evidence of satisfactory engagement with the module. |
| D2    | Comp Fail | 1.20 | Poor  
No attempt to answer the question  
Little knowledge of the texts.  
Very little content and theory.  
No examples, references or quotes.  
Brief answer.  
Summary instead of analysis and interpretation.  
Poor writing skills.  
No evidence of engagement with the module. |
| F     | Fail     | 0.00 | Fail  
Very poor knowledge of texts with no quotes or references.  
No external reading.  
Poor writing in terms of quality and depth.  
No analysis or interpretation.  
No evidence of work done. |
Undergraduate Dissertation

English is one of the most popular subjects for undergraduate dissertations. We allow students, in consultation with their chosen supervisor, to select their own topics from a broad range of areas. Personal interest in a topic, author or text is the necessary starting point for a strong UGD. Students are expected to take responsibility for their own work by arranging a meeting with their chosen supervisor and explaining what they hope to do. The more contact that students have with their supervisors, the better they will be able to access the necessary advice and skills required to complete a good quality UGD. The structural outline (below) forms a strong structural spine for the project, and students are encouraged to complete it and then discuss it with their supervisors.

Undergraduate Dissertation Checklist

Before handing in any drafts of your Undergraduate Dissertation, you must ensure that your work conforms to the departmental style checklist above on p. 18.

Structural Outline

Introduction: 1000 words

- What you are studying
- Why it is important
- Reasons for your choice of texts
- Thesis statement – what you hope to prove
- The approach you are taking
- A theoretical approach:
  
  1. What theoretical concepts are used in the research? What hypotheses, if any, are you using?
  2. Why have you chosen this theory?
  3. What are the implications of using this theory?
4. How does the theory relate to the existing literature, your problem statement and your epistemological and ontological positions? How has this theory been applied by others in similar contexts? What can you learn from them and how do you differ?

5. How do you apply the theory and measure the concepts (with reference to the literature review/problem statement)?

- A chapter outline
- A brief review of the literature

**Chapter Structure:**

Either:

- Introduction 1000 words
- Chapter One 2000 words
- Chapter Two 2000 words
- Chapter Three 2000 words
- Conclusion 500 words

Or

- Introduction 1000 words
- Chapter One 1500 words
- Chapter Two 1500 words
- Chapter Three 1500 words
- Chapter Four 1500 words
- Conclusion 500 words

These will be organised around any of the following:

- A single text each
- Comparison or contrast of 2 or 3 texts in each chapter
- A specific theme in each chapter
- Different theoretical perspective in each chapter
- Specific aspects of texts – character, tone, theme, context, plot
Works Cited:

- List of primary texts
- List of secondary (critical) texts
- List of websites – use academic journals or essays on the web – not just websites

Evidence of reading, of both primary and secondary texts, is necessary if you are looking for a high mark.
Postgraduate Studies

The department is very active on the postgraduate area having graduated 53 PhD students since 2004.

Our Taught MA in Literature programme has graduated over 161 students and we have graduated a further 10 research MA students.

We also offer a Taught MA in Applied Linguistics (33 students graduated since 2015) as well as a Structured PhD in Applied Linguistics, which began in 2016, in which 16 students are currently enrolled.

Our postgraduate students have found employment across a range of third level institutions, including the following:

Oxford Brookes University;
Edge Hill University, Liverpool
Mater Dei Institute of Education, Dublin
Dun Laoghaire Institute of Art, Design and Technology, Dublin
Dublin City University
Aarhus University, Denmark
University of Limerick
Département des Langues, Ecole Normale Superieure de Lyon, France
Mary Immaculate College
University of Edinburgh, UK
University of Aberdeen, UK
University of Oman
Shannon Collage of Hotel Management
University of Lancaster, UK
University College Dublin
Limerick Institute of technology
Waterford Institute of Technology
Marion Court College, Massachusetts, USA
Liverpool Hope University, UK
Federal University of São João, São João del Rei, Brazil

Graduated Doctoral English Literature and Applied Linguistics Students
2004-2019

Graduated Doctoral English Literature and Applied Linguistics Students 2004-2019

<table>
<thead>
<tr>
<th>Degree</th>
<th>Graduated</th>
<th>Name</th>
<th>Thesis Title</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>External Examiner:</strong> Dr Christian Jones, University of Liverpool, UK</td>
</tr>
<tr>
<td>Name</td>
<td>Year</td>
<td>Supervisor</td>
<td>Title</td>
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<tr>
<td>Eugene O’Brien</td>
<td>2019</td>
<td>Adele Hannon</td>
<td>The Untold Story of the Monster: Providing the Anamorphic Perspective through a Psychoanalytical Lens</td>
</tr>
<tr>
<td>Eugene O’Brien</td>
<td>2019</td>
<td>Ian Hickey</td>
<td>Marx and Spectres: A Hauntological Exploration of the Poetry of Seamus Heaney through the lens of Jacques Derrida’s ‘Specters of Marx’</td>
</tr>
<tr>
<td>Eugene O’Brien</td>
<td>2018</td>
<td>Terry Devlin</td>
<td>‘Rivers of Ink’: Searching for Authentic Representations of the Holocaust – Words, Pictures and the Stories they Tell</td>
</tr>
<tr>
<td>Eugene O’Brien, Anne O’Keeffe and Muiris Ó Laoire</td>
<td>2018</td>
<td>Caitríona Breathnach</td>
<td>Cad a spreagann rogha laethúil teanga sa Ghaeltacht – Anailís ar an Rogha Teanga i nGaeltacht na nDéise</td>
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<tr>
<td>Eugene O’Brien</td>
<td>2018</td>
<td>Rory Feehan</td>
<td>The Genesis of the Hunter Figure: A study of the Dialectic between the Biographical and the Aesthetic in the Early Writings of Hunter S. Thompson</td>
</tr>
<tr>
<td>John McDonagh</td>
<td>2017</td>
<td>John Harnett</td>
<td>Negotiating Multimodality in Graphic Narratives - An Exploration of Stream of Consciousness Techniques in ‘Batman - The Dark Knight Returns’, ‘Watchmen’, and ‘From Hell’</td>
</tr>
<tr>
<td>Eugene O’Brien</td>
<td>2016</td>
<td>Tony Fleming</td>
<td>The Gravity of Oppositions: Contradictions and Conflicts in the Life and Art of Thomas Hardy</td>
</tr>
</tbody>
</table>
| Kathryn Laing |  | of William Trevor through the lens of Simone de Beauvoir  
**External Examiner:** Dr Paul Delaney, Trinity College Dublin |
| Anne O’Keeffe and Michael McCarthy | Kieran Harrington | Anything but the Ideal Speaker Listener in Anything but a Homogenous Speech Community – A Study of Communication through the Medium of lingua franca English  
**External Examiner:** Professor Steve Walsh, Newcastle University, UK |
| John McDonagh | Brian Devaney | ‘What Lies Beneath’: An Exploration of the Unseen in John B. Keane's ‘The Field’  
**External Examiner:** Professor Vic Merriman, Edge Hill University, UK |
| Eugene O’Brien | Miriam Walsh | Once Upon an Ideology: Exploring the Ideologies and Identities of Female Figures through a Selection of Classic and Contemporary Fairy Tales  
**External Examiner:** Professor Donald Haase, Wayne State University, Detroit, USA |
**External Examiner:** Professor Andrew J. Auge, Loras College, Dubuque, Iowa, USA |
**External Examiner:** Dr Catherine Spooner, Lancaster University, UK |
| Eugene O’Brien | Donna Mitchell | From Dolls to Demons: Exploring Subversions of Female Agency and Identity in Gothic Literature through a Selection of Nineteenth and Twentieth Century Texts  
**External Examiner:** Dr Monica Germanà, University of Westminster, London, UK |
**External Examiner:** Professor Charles Armstrong, University of Agder, Norway |
<table>
<thead>
<tr>
<th>Name</th>
<th>Year</th>
<th>Supervisor</th>
<th>Title</th>
<th>External Examiners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eugene O’Brien</td>
<td>2014</td>
<td>Deirdre Flynn</td>
<td>Literature’s Postmodern Condition: The Search for Identity and Connection in the Novels of Haruki Murakami</td>
<td>Professor Mathew Streicher, Winona State University, Minnesota, USA</td>
</tr>
<tr>
<td>Eugene O’Brien</td>
<td>2014</td>
<td>Michelle Kennedy</td>
<td>‘The Distant Skin’: A Deconstructive Analysis of Women and Polysemic Touch in the Writing of John McGahern and Anne Enright</td>
<td>Dr Eamon Maher, Institute of Technology, Tallaght</td>
</tr>
<tr>
<td>Eugene O’Brien</td>
<td>2013</td>
<td>Kristen Butler</td>
<td>War of the Words: Invasion, Colonization and the Political Gothic</td>
<td>Dr Sara-Patricia Wasson, Edinburgh Napier University, UK</td>
</tr>
<tr>
<td>Anne O’Keeffe and Michael McCarthy</td>
<td>2013</td>
<td>James Binchy</td>
<td>Apparent Randomness and Chaotic Non-linearity: Changes over Time in the Essays of a Cohort of Philosophy Undergraduates</td>
<td>Professor Svenja Adolphs, University of Nottingham, UK, Professor Paula Buttery, Cambridge University, UK</td>
</tr>
<tr>
<td>Anne O’Keeffe and Michael McCarthy</td>
<td>2013</td>
<td>Tania Fahey Palma</td>
<td>Investigating Communicative Strategies in Novice Professional Communities of Practice: A Comparative Study of Engineering and Marketing Meetings”</td>
<td>Professor Michael Handford, University of Tokyo, Japan</td>
</tr>
<tr>
<td>John McDonagh</td>
<td>2013</td>
<td>Conor Farnon</td>
<td>‘A Moral Map?’ A Thematic Study of the poetry of Paul Durcan</td>
<td>Dr Kathleen McCracken, University of Ulster, Belfast</td>
</tr>
<tr>
<td>John McDonagh</td>
<td>2013</td>
<td>Dearbhla McCarthy</td>
<td>The Examined Life: The Construction of Identity in the Works of Contemporary Irish Novelist, Michael Curtain</td>
<td>Dr Eibhear Walsh, University College Cork</td>
</tr>
<tr>
<td>John McDonagh</td>
<td>2013</td>
<td>Louise Liebherr</td>
<td>Reimagining Tolkien: A Post-colonial Perspective on The Lord of the Rings</td>
<td>Professor Adam Roberts, Royal Holloway, London, UK</td>
</tr>
<tr>
<td>Eugene O’Brien</td>
<td>2012</td>
<td>Matteo Cullen</td>
<td>‘Vagabonds of the Western World(s): Continuities, Tensions and the Development</td>
<td></td>
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<tr>
<td>Name</td>
<td>Year</td>
<td>Supervisor</td>
<td>Title</td>
<td>External Examiner</td>
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<tr>
<td>Eugene O’Brien</td>
<td>2012</td>
<td>Clare McGrail</td>
<td>Mapping the Terrain of Identity: An Exploration of Postcolonial Gothic in Modern Irish Fiction</td>
<td>Professor Neil Murphy, Nanyang Technological University, Singapore</td>
</tr>
<tr>
<td>Eugene O’Brien</td>
<td>2012</td>
<td>Stephanie Hannon</td>
<td>Gender Violence in Contemporary Literature, Film and Television</td>
<td>Dr Stephanie Raines, NUI Maynooth</td>
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<tr>
<td>John McDonagh</td>
<td>2012</td>
<td>Catherine O’Brien</td>
<td>Refusing to Masquerade: Notions of Truth in the novels and short stories of William Trevor</td>
<td>Dr Derek Hand, Saint Patrick’s College, Dublin</td>
</tr>
<tr>
<td>John McDonagh</td>
<td>2012</td>
<td>Louise Brett</td>
<td>‘Between the Poem and the Reader’: An Exploration of the Liminal Spaces and Figures in the poetry of Sinead Morrissey and Colette Bryce</td>
<td>Dr Catriona Clutterbuck, University College Dublin</td>
</tr>
<tr>
<td>Eugene O’Brien</td>
<td>2011</td>
<td>Brian Walsh</td>
<td>Being Neither Here Nor There: Seamus Heaney’s Poetic Phenomenologies of the Spirit</td>
<td>Professor Irene Gilsenan-Nordin, University of Dalarna, Sweden</td>
</tr>
<tr>
<td>Eugene O’Brien</td>
<td>2011</td>
<td>Mary Ryan</td>
<td>Feminism for the Chick Lit Generation: Irish Chick Lit and Feminist Theory</td>
<td>Professor Imelda Whelehan, University of Tasmania, Australia</td>
</tr>
<tr>
<td>Eugene O’Brien</td>
<td>2011</td>
<td>Clare Gorman</td>
<td>‘Towards the Undecidable’: A Reading of the Texts of James Joyce, Sean O’Casey and Paul Howard through the Deconstructive Lens of Jacques Derrida</td>
<td>Professor Thomas F Halloran, Marian Court College, Massachusetts, USA</td>
</tr>
<tr>
<td>John McDonagh</td>
<td>2010</td>
<td>Leah Harte</td>
<td>The Negotiation of Identity in the Fiction of Jhumpa Lahiri: Borderlands, Translations</td>
<td></td>
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<tr>
<td>Name</td>
<td>Year</td>
<td>Supervisor</td>
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<tr>
<td>Eugene O’Brien</td>
<td>2010</td>
<td>Bridget Wallace</td>
<td>Depictions of Female Characters in the Works of Blyton, Nesbit and Rowling</td>
<td>Dr Celia Keenan, Saint Patrick's College, Dublin City University</td>
</tr>
<tr>
<td>Anne O’Keeffe and Michael McCarthy</td>
<td>2010</td>
<td>Barbara Malveira Orfano</td>
<td>The Confluence of Culture: Conflict and Commitment in Modern Palestinian Poetry 1948-1993: A Postcolonial Perspective</td>
<td>Professor Rasheed El Enany, University of Exeter, UK</td>
</tr>
<tr>
<td>Anne O’Keeffe and Michael McCarthy</td>
<td>2010</td>
<td>Brian Clancy</td>
<td>‘Hurry up baby son all the boys is finished their breakfast’: A Socio- Pragmatic Analysis of Irish Settled and Traveller Family Discourse</td>
<td>Professor Ronald Carter, University of Nottingham, UK</td>
</tr>
<tr>
<td>John McDonagh</td>
<td>2009</td>
<td>Margaret Page</td>
<td>From the ‘Heart of Sickness’ to the ‘Singing Wound’: A Study of Connectedness in the Works of Brendan Kennelly</td>
<td>Dr Lucy Collins, University College Dublin</td>
</tr>
<tr>
<td>Paula Murphy</td>
<td>2009</td>
<td>Lillian Burke</td>
<td>The Language of Selfhood: An Examination of Schizophrenia through Philosophy, Psychoanalysis and Postmodernism</td>
<td>Professor Hugh Silverman, Stony Brook University, New York, USA</td>
</tr>
<tr>
<td>Paula Murphy</td>
<td>2009</td>
<td>Marita Ryan</td>
<td>‘Difference Becomes Us’: Understanding Difference in a Multicultural Irish Society</td>
<td>Professor Gerardine Meaney, University College Dublin</td>
</tr>
<tr>
<td>Anne O’Keeffe and Michael McCarthy</td>
<td>2009</td>
<td>Elaine Vaughan</td>
<td>‘Just say something and we can all argue then’: Community and Identity in the Workplace Talk of English Language Teachers</td>
<td>Dr Joan Cutting, University of Edinburgh, Scotland, UK</td>
</tr>
</tbody>
</table>

*External Examiner* refers to the examiner associated with the research for their input and feedback during the completion of the research.
| Eugene O’Brien       | 2008 | Maria Beville | A Study of Gothic Postmodernism in Fiction and Film  
**External Examiner:** Professor Tabish Khair, University of Aarhus, Denmark |
|----------------------|------|---------------|------------------------------------------------------------------------------------------------------|
| Eugene O’Brien       | 2008 | Arthur Bloomfield | A Deconstructive Reading of Maria Edgeworth and the Matter of Ireland  
**External Examiner:** Professor Martin McQuillan, University of Leeds, UK |
| Paula Murphy         | 2008 | Kathleen O’Dwyer | The Possibility of Love: An Interdisciplinary Analysis  
**External Examiner:** Professor Dermot Moran, University College Dublin |
| Eugene O’Brien       | 2007 | Maeve Tynan    | Postcolonial Theory: Ireland and the Caribbean – Cases in Comparison  
**External Examiner:** Professor Maria Fumagalli, University of Essex, UK |
| Eugene O’Brien       | 2006 | Cathy McGlynn  | ‘Were Their Differences Similar?’ Joyce, Derrida and Deconstruction Avant la Lettre  
**External Examiner:** Dr Scott Brewster, University of Salford, UK |
| John McDonagh        | 2006 | Damian Shortt  | ‘The State of the Nation’: Nation, Gender and Religion in the Work of Dermot Bolger  
**External Examiner:** Dr Gerry Smyth, John Moores University, UK |
| Anne O’Keeffe and Michael McCarthy | 2006 | Bróna Murphy | ‘The Hand of Time’: A Corpus-Based Lexico-Grammatical Analysis of the Influence of Age, as a Sociolinguistic Variable, on All-Female Talk  
**External Examiner:** Professor Anna-Brita Stenström, University of Bergen, Norway |
| Eugene O’Brien       | 2005 | Ivana Milivojvic | The Reflection of James Joyce’s Narrative Art in the Writing of Danilo Kis  
**External Examiner:** Professor Zoran Mulitinovic, School of Slavonic Studies, University of London, UK |
| Eugene O’Brien       | 2005 | Paula Murphy   | The Post-Millennial Self: Transitory Identities in Contemporary Irish Studies  
**External Examiner:** Professor Anne Fogarty, University College Dublin |
| Anne O’Keeffe and Michael McCarthy | 2005 | Maria Palma Fahey | A Cross-Cultural Discourse and Pragmatic Analysis of Two Soap Operas: ‘Fair City’ and ‘Amores del Mercado’ compared  
**External Examiner:** Professor Vicente Lopez |
<table>
<thead>
<tr>
<th>Name</th>
<th>Year</th>
<th>Supervisor</th>
<th>Title</th>
<th>External Examiner</th>
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<tbody>
<tr>
<td>Eugene O’Brien</td>
<td>2004</td>
<td>Eoin Flannery</td>
<td>Fanon’s One Big idea: Ireland and Postcolonial Studies</td>
<td>Professor Luke Gibbons, University of Notre Dame, USA</td>
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<tr>
<td>Anne O’Keeffe</td>
<td>2004</td>
<td>Radka Obrtelová</td>
<td>The Same and The Other, European and non-European, Western and Eastern: Critical Discourse Analysis of the Conference FORUM 2000</td>
<td>External examination Committee, Palacký University Olomouc, Slovakia</td>
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</table>
Taught Master of Arts in Modern English Literature  
*(offered in the academic year 2020-2021)*

**Module Outlines***

<table>
<thead>
<tr>
<th>Autumn</th>
<th>Spring</th>
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</thead>
<tbody>
<tr>
<td>EH5741 Modernism Texts and Contexts</td>
<td>EH5712 Poetics and Politics of Irish Identity</td>
</tr>
<tr>
<td>EH5732 Postcolonial Literature and Theory</td>
<td>EH5742 Modern American Fiction</td>
</tr>
<tr>
<td>EH5721 The Value of Literary and Cultural Theory</td>
<td>EH5792 World Literature</td>
</tr>
<tr>
<td>EH5761 Research Methodology 1 (Pass / Fail)</td>
<td>EH5761 Research Methodology 2 (Pass / Fail)</td>
</tr>
<tr>
<td>EH5751 Dissertation</td>
<td>EH5752 Dissertation</td>
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</tbody>
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* Modules subject to change as courses are revised*
Module Descriptions

EH5741 Modernism Texts and Contexts
This course will explore the emergence and development of what has retrospectively been defined as ‘modernism’ or ‘modernisms’, mainly through the work of selected women writers. The transformations of society during the late nineteenth and early twentieth century, effected by changes in science, technology, philosophy and more, and especially by the shifts in perception of gender and gender roles, had a specific impact on a range of artists and art. The impact of these changes and the subsequent experiments in fiction form the focus of this course, with attention being paid to a range of writing by novelists such as Virginia Woolf, Rebecca West, Dorothy Richardson and more. Areas for discussion in this module include an examination of the shaping of modernist texts through the ways in which they were published. Recent scholarship in areas such as history of the book and textual and editorial theory has offered scholars new ways of approaching literary texts. A general introduction to these fields and an examination of specific texts will highlight another context for the ‘making of modernism’, and opens up new possible interpretations of the set texts.

EH5732 Postcolonial Literature and Theory
With the collapse of global colonial empires in the early decades of the twentieth century, post-colonial theory has emerged as one of the most important critical theories attempting to articulate a response to centuries of colonial occupation. Both in literature and critical theory, post-colonialism seeks to explore the complex matrix of linguistic, historic and nationalistic discourses that has emerged in the wake of the colonial exercise. Writers such as Margaret Attwood, Salmon Rushdie and J.M. Coetzee exemplify the post-colonial quest for self–realisation within a dual tradition, and this trait can also be clearly seen in the work of writers from Ireland, Africa, Australia, and the Middle East. Post-colonial theory, exemplified in the writings of Edward Said, Homi K. Bhabha, Gayatri Spivak, Ngugi Wa Thiong’o, Stuart Hall and Declan Kiberd, amongst
others, provide crucial insights into the development of contemporary post-colonial ideologies and provide an essential platform for the analysis of the literature of post-colonial cultures.

**EH5721 The Value of Literary and Cultural Theory**
A chronological and intellectual progression through the motivating ideas of formalism, structuralism, post-structuralism, feminism, postmodernism and psychoanalysis. A significant number of individual theorists are also studied. The course will examine the operation of these concepts in texts. The module will take a very broad definition of texts to include written, filmic, cultural, political and visual texts. As well as looking at individual theoretical positions, the course will also examine parallels and adequations of different aspects of the chosen theories in order to provide more comprehensive readings of texts. There will be a focus on the application of theoretical points to real-world situations and the ethical underpinning of theory will be a developmental thread within the course.

**EH5712 Poetics and Politics of Irish Identity**
A comparative and contrastive investigation of the poetic construction of a selected number of contemporary Irish texts. Issues of genre-specific construction will be addressed in poetry, the novel and the short story. Texts will span a continuum of high and popular cultural registers, as well as modes of close reading. The imbrication of texts and contexts, will also be a central focus of the analysis. Genre-specific modes of critical inquiry will be used and different critical perspectives, such as psychoanalytic criticism, postmodernist theory and deconstruction will be used as lenses to liberate different areas of meaning in the texts.

**EH5792 World Literature**
The module will introduce students to a major new field of literary and cultural inquiry, asking them to engage with contemporary literary and cultural theory and to participate
in advanced training in academic writing skills including bibliographic skills, the use electronic research tools for sourcing, storing and presenting research materials. This module provides a study of modern and contemporary literature in varieties of English and in translation, from a diverse range of national and regional cultures. Two central aims of the module are 1) to explore the relationship between socio-cultural context and literary genre and form, and 2) to consider the developments, appropriations and re-formations of the English language across the world. Students will investigate semantic and other issues involved in literary translation and will develop knowledge and insight into diverse philosophies, religions, ideologies and cultural movements. The module will be interdisciplinary in form and content, and will theorize and historicise key contemporary texts, across genres, from Asia, Africa, Europe, and the Americas.

**EH5742 Modern American Fiction**

A study of selected modern American novels, situated within their fictional and socio-cultural contexts. The novels are studied in terms of their structural and linguistic characteristics, and are also read against a contrastive and comparative background. The sub-genres of science fiction, the campus novel and the postmodern gothic are studied in terms of how they reflect the complex and transformative American experience. Aspects of character, plot, symbolisation, narrative perspective and construction are explored. The texts are also seen as enunciations of specific aspects of the American cultural experience. The connection between the real and the representations of that real are teased out through the course, as are aspects of the psychological constitution of the narrative voices and the characters.

**EH5792 World Literature**

This module provides students with the opportunity to recognize and to understand the fundamental issues in the study of literary fiction within diverse historical and cultural contexts. Over the duration of the module students demonstrate knowledge of, and an ability to apply, critical, linguistic and historical concepts and approaches in the study of
a wide variety of texts in English, as well as define characteristics of a range of literary forms and employ critical vocabularies through the use of close-reading skills for the critical analysis of a wide range of texts. The module introduces students to a major new field of literary and cultural inquiry, asking them to engage with contemporary literary and cultural theory, and to participate in advanced training in academic writing skills including bibliographic skills, the use electronic research tools for sourcing, storing and presenting research materials. This module provides a study of modern and contemporary literature in varieties of English and in translation, from a diverse range of national and regional cultures. Two central aims of the module are 1) to explore the relationship between socio-cultural context and literary genre and form, and 2) to consider the developments, appropriations and re-formations of the English language across the world. The module is interdisciplinary in form and content, and students learn to theorize and historicise key contemporary texts, across genres, from Asia, Africa, Europe, and the Americas.
Taught Master of Arts Programme in Applied Linguistics

This course was set up in 2015-2016 as a blended learning option to add to the department’s suite of postgraduate offerings. It is aimed primarily at Language Teachers and other language professionals. The Masters in Applied Linguistics aims to provide a broad-based course of study in language description (language systems: grammar, lexis and phonology), theories of Applied Linguistics, theories of Second Language Acquisition, frameworks for the study of discourse, sociolinguistics, as well as specialist research skills for the empirical analysis of language in context.

To offer the optimum flexibility, the course is offered in three possible delivery formats: face-to-face on campus, fully online or blended (a combination of face-to-face and online delivery).
Programme Structure

Typically, the course runs over three 12 week semesters. Typically, Semesters 1 and 2 will each have four taught modules (lectures and course work). Semester 3 will be dedicated to the writing of a dissertation. The three semesters can be taken back-to-back in one calendar year (September – August), using the summer period for the dissertation module. Alternatively, the course can be taken over one and a half years. Part-time options are also available. Each module will involve ongoing assessment, such as essays and oral presentations. For those students opting for the blended and online delivery formats, the assessments will have online options for completion.
# Programme outline

## Full-time course structure

<table>
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<tr>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Semester 3/Summer period</th>
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<tbody>
<tr>
<td>AL7711: Core Features of Language: grammar, vocabulary and phonology</td>
<td>AL7712 Approaches to Language in Context</td>
<td>AL6721: Dissertation</td>
</tr>
<tr>
<td>AL7731: Academic Writing: Lexicogrammar and Discourse</td>
<td>EH5782: Advanced Research Methodology</td>
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</tr>
<tr>
<td>Elective options*: (Choose one) AL7741: Introduction to Sociolinguistics AL7751: Second Language Acquisition or AL7761: Classroom and Learner Discourse or AL7771: Introduction to Irish English</td>
<td>Elective options*: (choose one) AL7732: Corpus Linguistics and Language Teaching or AL7742: Phonetics and phonology or AL7752: Discourse and Pragmatics or AL7762: Analysing Media Discourse</td>
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</tbody>
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*Elective modules will run subject to adequate uptake.

Students must meet the normal registration deadlines in accordance with academic regulation 1.3 (*UL Handbook*).

Students exiting the programme, having successfully completed 60 ECTS, not including the dissertation (30 credits), can do so with a Graduate Diploma in Applied Linguistics (level 9 on the NQF). Students who meet the progression requirements including
required grade average on the MA programme will be given the option of transferring to Year 2 of the Structured PhD in Applied Linguistics.

**Module descriptions**

**Semester 1: Core Modules**

**Core Features of Language: grammar, vocabulary and phonology**

**Syllabus:**
The interrelationship between grammar, vocabulary (lexis) and phonology as a language system will be explored. The module will describe the formal systems of English, examining the individual building blocks of lexis (e.g. morphemes, collocation, colligation, semantic relations), syntax (e.g. word classes, phrases, clauses, tenses, modality) and phonology (phonemes, intonation patterns, features of connected speech), and the ways in which these work together and are used to create meanings in context. It will also examine the notion of fixed multi-word units, both integrated and fragmented, which form collocational and colligational patterns. There will be a strong focus on how grammar, vocabulary and phonology interplay with discourse and how this can be explored in naturally-occurring spoken and written language.

**Research Methods in Applied Linguistics**

**Syllabus:**
The module will focus on methodological paradigms and experimental designs typically used in Applied Linguistics, including both qualitative, quantitative and mixed methods approaches so that students can choose an appropriate methodology for a particular research question in a particular context of language use. The course will also cover practical methodological steps and procedures for research in Applied Linguistics, including the identification of a research question, finding sources for a literature review using appropriate databases, the practicalities of questionnaire and interview design, speaker information sheets, recording protocols, transcription and coding procedures. The ethical issues that arise in research within Applied Linguistics will also be discussed,
as well as the clearance procedures that are required. The course will also focus on appropriate analytical frameworks for the analysis of quantitative and qualitative data from recordings, questionnaires or other empirical sources. The module will also prepare students to write a research proposal suitable for an MA dissertation.

**Academic Writing: lexicogrammar and discourse**

**Syllabus:***

The module will cover the defining features of the formal institutionalised genre of academic writing, from lexical to discourse level. At a lexical level, the Academic Word List (AWL) (an empirically-derived baseline, Coxhead, 2000) will be compared with other empirical samples of language in terms of profiling the different lexical distribution of the genre. At a grammatical level, the module will examine key features which characterise academic writing, such as pre-noun-head modification (e.g. evaluative adjectives, adverb + adjective coordination, compound adjectives); post-noun-head modification and complementation (e.g. prepositional phrases, embedded prepositional phrases, non-finite clauses); nominalisation (including nouns which express verb-type meanings and adjective-type meanings); textual signalling through impersonal pronoun *it* and the demonstrative pronouns *this* and *that*, the verb phrase; the use, and changes, of tense in abstracts, reporting procedures, summarising findings, and paraphrase and citation; modal verbs and other modal expressions; active and passive voice, and so on. At a discourse level, the module will look at text organisation through anaphoric and cataphoric reference. It will also address the key role of hedging, boosting and intensification, especially in reporting results. It will also entail a discourse level comparison of expository, comparative and argumentative texts structures. The academic corpora (over 2.5 million words of data) held by MIC, in partnership with Cambridge University Press, will form the basis of hands-on empirical sampling for lexicogrammatical pattern analysis as part of this module.
Semester 1: Elective modules (choose one)

Elective Option 1: Introduction to Sociolinguistics

Syllabus:
The module covers key concepts in sociolinguistics, including terminological and definitional issues in relation to language, dialect, variety and standard. It will also explore language variation and change; social networks; sociolinguistics of speech communities; diglossia, code choice, -mixing and -switching; regional, social and gender variation and linguistic variables; language contact; bilingualism and multilingualism; globalisation of language; style and register; language attitudes and ideologies. It also examines approaches, methods and applications in the study of sociolinguistics.

Elective Option 2: Second Language Acquisition

Syllabus:
This module provides an introduction to fundamental concepts and approaches in Second Language Acquisition (SLA). An understanding of how the competing models of how languages are learnt is a core requirement for action research in language learning and language acquisition processes. This module will provide a solid grounding in these models and related debates. It will explore an interdisciplinary approach to learning from linguistic, psychological and social perspectives. Another key purpose of the modules is to explore the implications of SLA theories and research for second language teaching and learning practice.

Elective Option 3: Classroom and Learner Discourse

Syllabus:
The module focuses on the interactional structure of teacher and learner discourse, looking empirically at the interactions between teacher and learners and between learners (peer-to-peer). It seeks to develop understandings of the key interactional features and competencies of classroom discourse using analytical paradigms of conversation analysis (CA), discourse analysis (DA) and critical discourse analysis (CDA),
underpinned by corpus linguistic (CL) methodological tools. The module also focuses on learners’ language in assessment (e.g. oral exams, essays) in the context of linguistic and interactional competencies. A key facet of the module will be to enable participants to transcribe, code and analyse empirical classroom and learner data so as to better understand this teaching and learning context and the linguistic and interactional competencies which it demands.

**Elective Option 4: Introduction to Irish English**

**Syllabus:**
The module outlines the history and development of the English language in Ireland from its arrival in the twelfth century to the language shift from Irish to English and more recent developments in the form of the so called ‘vowel-shift’ in the late twentieth century. Features of Irish English grammar, vocabulary and phonology are examined as well as the pragmatics of particular Irish English constructions. The relationship of Irish English to the Irish language is explored and questions of substratum and superstratum influences are considered. Additionally, the module focuses on issues of language and identity (in relation to Irish English) and the notion of language ideologies and authenticity in relation to the use of Irish English are explored, drawing particularly on the context of literature and the media. Participants are introduced to methodologies and approaches to the study of Irish English. Given the movement away from the largely descriptive linguistic approach to empirical methodologies based on corpus linguistics, students are given hands-on experience in the use of corpora to investigate features of Irish English using the UL-MIC Limerick Corpus of Irish English.

**Semester 2: Core Modules**

**Approaches to Language in Context**

**Syllabus**
This module will introduce approaches to the study of spoken language such as the
Birmingham school of discourse analysis (DA) and the ethnomethodology-based approach of conversation analysis (CA). In addition, approaches that can be applied to both spoken and written texts such as critical discourse analysis (CDA), pragmatics and genre analysis will also be explored. The module will consider these approaches in light of developments in spoken and written corpus linguistics. These models will be investigated through practical analytic tasks using authentic spoken and written discourse from a variety of different discourse contexts (for example, family discourse, academic discourse, workplace discourse, etc.). The module will also explore models to best analyse the ‘new discourses’ such as blogs, wikis, Twitter and other electronic texts.

**Issues in Applied Linguistics**

**Syllabus:**
This module introduces students to the key issues and debates in Applied Linguistics and serves to provide students with a broad understanding of these core concerns. Models of language teaching will be critically appraised and dominant paradigms of second language acquisition will be evaluated. Notions of linguistic competence will be examined, including inter-cultural pragmatic competence in the context of cross-cultural and variational pragmatics. The module will also address issues of multilingualism and language in a global context, including debates about teaching English as a Lingua Franca (ELF), the appropriacy of Content and Language Integrated Learning (CLIL) as a model, as well as bilingualism versus biculturalism. Other key debates include the definition of Applied Linguistics; which English should be taught; authenticity in language teaching materials; spoken versus written language. Within each area of the module, students will be introduced to a range of perspectives, allowing them to critically evaluate different stances in respect of the debates that currently occupy Applied Linguists.

**Advanced Research Methodology**

**Syllabus:**
This module builds on the Research Methods in Applied Linguistics module by looking at
aspects of the dissertation such as augmentative structure, self-editing and self-regulation techniques and the development of more honed research questions and hypotheses as part of the proposal writing process.

Research seminars with members of faculty and individual meetings with supervisors during the semester are seen as part of the thesis proposal writing process. The structural outline which was prepared in the previous module (Research Methods in Applied Linguistics) is now used to create a timeline and a chapter word-count target. The management of time in terms of reading, note-taking, drafting and evaluating and writing for research is analysed through seminars, workshops and meetings with supervisors. A schedule of meetings, with appointed tasks and timelines is set up in this module, all leading to a smooth transition from the module into the thesis drafting and writing stage of the programme.

**Semester 2: Elective modules (choose one)**

**Elective Option 1: Corpus Linguistics and Language Teaching**

**Syllabus:**

The module will explore the contribution of corpus linguistics to language learning and teaching and will examine the opportunities offered by corpus linguistics to the learner and the teacher. The module will not only focus on how the teacher can use corpus linguistics in the classroom to create materials but also on how students can be encouraged to use corpora themselves (data-driven learning). There will be a focus of the applications and output of corpus linguistics for language teaching and this will be done by thoroughly familiarising students with corpus software applications and core findings from the field of corpus linguistics. Skills in building small corpora for pedagogical purposes will be developed. Learner corpora will also be used in order to perform cross-cultural contrastive analyses. The data-driven learning approach will be critically reviewed. Therefore, the limitations of using corpora in language teaching and the potential pitfalls arising from their uncritical use will also be explored.
Elective Option 2: Phonetics and Phonology

Syllabus
This module will focus on the core elements of phonetics and phonology. Specifically, in relation to phonetics, the module will explore the physiology of speech, including the points and manner of articulation and the transcription of speech sounds, using the International Phonetic Alphabet (IPA). In terms of phonology, it will examine the speech sound patterns, connected speech processes (such as assimilation, coalescence, elision, liaison) and the distinction between the segmental and suprasegmental features of speech. Core to this module is the contextualising of phonology in terms of discourse intonation in relation to lexis, grammar, discourse and pragmatics in spoken language. Additionally, the module will foster the skills needed for the application of phonetic and phonological knowledge and expertise in the analysis, diagnosis and remediation of L2 speech (i.e. learner pronunciation).

Elective Option 3: Discourse and Pragmatics

Syllabus:
Core issues of concern in Pragmatics such as deixis, implicature, politeness, speech act theory and historical pragmatics will be outlined, discussed and evaluated critically. The module will also explore notions of universality by considering pragmatics from both inter- and cross-cultural viewpoints. Central to this module is the consideration of naturally-occurring data in the study of Pragmatics. Traditional data collection methods in Pragmatics (involving elicitation), such as discourse completion tests, role-plays and interviews will be assessed. However, Corpus Pragmatics, a relatively recent methodological development, will be the primary analytical framework proposed. Corpus Pragmatics allows for the interpretation of spoken or written meaning, with an emphasis on providing empirical evidence for this interpretation.

Elective Option 4: Analysing Media Discourse
**Syllabus:**

The module will explore how mediated discourse has changed rapidly with the advent of new media. To this end, Goffman’s Participation Framework will be used as an overarching model for the study of media discourse and change. It will form the basis for the exploration of how participation frameworks have altered with the advent of virtual and social media, in particular. The module will explore, through empirical texts, how different models of discourse analysis can be deployed in the study of media discourse, including the Birmingham School of Discourse Analysis, Conversation Analysis and, especially, Critical Discourse Analysis. The critical study of language and power, within the framework of Critical Discourse Analysis, will also be aided by the use of Corpus Linguistics, which will facilitate the largescale empirical analysis of media discourse, especially in the context of news media.
Structured PhD in Applied Linguistics

The doctoral programme in Applied Linguistics, launched in September 2016, is a four-year fulltime programme, which includes a combination of taught modules (in year 1 of the programme) and individual research, the principal component being the doctoral thesis. The core educational principle of the programme is that it will be research-led and will entail engaging with cutting-edge research across a range of sub-fields of Applied Linguistics. A range of pedagogical strategies will be deployed to promote active research-led learning and scholarship. Residential summer schools will also be a key component of the programme and will allow students to engage with high profile Applied Linguists and also to present their own research, with the aim of fostering their development as independent researchers.

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<th>Stage 1</th>
<th>Programme outline</th>
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<td><strong>Year 1 (90 credits)</strong></td>
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<td><strong>Semester 1 - Taught and Research</strong></td>
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<td>Core Modules*: 21 ECTS</td>
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<td>Elective Modules*: 9 ECTS</td>
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<td><strong>Year 2 (90 ECTS)</strong></td>
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**Year 3 (90 ECTS)**

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<th>Semester 5</th>
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**Year 4 (90 ECTS)**

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<th>Semester 7</th>
<th>Semester 8</th>
<th>Summer Year 4</th>
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<td>Individual doctoral thesis work under supervision of designated supervisor and Doctoral Studies Panel; transferrable skills courses</td>
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<td>skills courses</td>
<td>Total: 30 ECTS</td>
<td>skills courses; summer school</td>
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*The taught component of the Structured PhD in Applied Linguistics is as outlined in the MA in Applied Linguistics programme i.e. both programmes have a common syllabus with regard to core and elective taught modules. Elective modules will run subject to adequate uptake.*
Whether you choose to take English for one year, or whether you wish to stay with us to PhD level, we hope you will enjoy the experience that we offer here in Mary Immaculate College, and that you will leave us with a more open mind and with a greater love of, and understanding of, English language and literature.
Sample Publications of the Department

Recent Books 2015 – present
Recent Journal Articles and Chapters in Academic Books 2015 – present


Eugene O’Brien (2016) “‘Desidero ergo sum (I desire therefore I am)”: Towards a
Psychoanalytic Reading of the Advertising of Perfume’, Irish Communications Review, volume 15, issue 1, 201-236.


Anne O’Keeffe, Caines, A and McCarthy, M.J. (2016) ‘Spoken language corpora and


Kathryn Laing and Faith Binckes (2019) ‘Was this ‘the most gifted woman Ireland ever produced?’: Hannah Lynch (1859-1904) in the Irish Times Online: Fri, Jul 26, 2019. Available at: https://www.irishtimes.com/culture/books/was-this-the-most-gifted-woman-ireland-ever-produced-1.3966980


Environment, edited by Christine Cusick and Derek Gladwin, Manchester University Press.


