Department of English Language and Literature
Departmental Handbook
2021-2022

CONTENTS

Welcome 4
Departmental Staff and Details 6
Departmental Assistants 13
Undergraduate Courses 18
Module Overview for all 4 years 18
Detailed Module Outlines 18
COVID-19 Module and Assessment Changes 22
Referencing in a 5-Day Assignment 22
Module Outlines 24
EH4711 Introduction to Literature 1 First Year Semester 1 2021-2022 24
EH4713 The Development of Modern Drama Second Year 26
EH4734 The Novel in the 20th Century Second Year 28
EH4717 Literary Modernism Final Year 30
EH4727 Interpreting Literature Final Year 32
EH4727 Interpreting Literature 34
BEd Elective Semester 1 2021-2022 34
Assessment dates: 36
Essays 2021-2022 36
Classroom Tests / Online Assessments 36
Essay Writing Techniques and Tips 37
Useful websites to consult on essay writing: 37
Guide to Critical Writing 39
Essay and Undergraduate Dissertation Checklist 39
Citation and Plagiarism 40
Grade Descriptors 42
Undergraduate Dissertation 46
Choice of Texts 46
Undergraduate Dissertation Checklist 46
Structural Outline 46
Postgraduate Studies 48
Graduated Doctoral English Literature and Applied Linguistics Students 2004-2021 . 49
Postgraduate Employment Profile Department of English language and Literature ... 57
Taught Master of Arts in Modern English Literature 59
This is an online programme where all teaching is delivered via our online learning platforms 59
Module Outlines 59
Module Descriptions 60
Semester 1 60
Semester 2 61
Dissertation 63
Taught Master of Arts Programme in Applied Linguistics 64
Programme Structure 65
Module Descriptions 67

Semester 1: Elective modules (choose one) 68
Semester 2: Core Modules 69
Semester 2: Elective modules (choose one) 70
Structured PhD in Applied Linguistics 72
Publications and Research 75
Editorial Responsibilities 75
Recent Books 2015 – present 76
Recent Journal Articles and Chapters in Academic Books 2015 – present 80

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. Some 46% of all bachelor of Arts Students study English, as it is a very popular subject

At postgraduate level, we have graduated 58 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 (36 students graduated since 2015);
Structured PhD in Applied Linguistics, which began in 2016, and in which 19 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.
In this time of COVID-19, we have reoriented the Department to online modes of delivery. Our taught postgraduate programmes:

- Taught MA in Modern English Literature;
- Taught MA in Applied Linguistics;
- Structured PhD in Applied Linguistics;

are now **all** available online. We have also changed our own mode of module delivery across our undergraduate programmes, and all lectures and tutorials are now available online and will facilitate flexible learning for all students. It is our aim that no students are disadvantaged but the current pandemic and we will ensure that our lecturers are available to all students to guide them through this difficult period. In English, some 95% of our First Year students choose to continue studying with us in Second and Final Year.

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.

Head of Department

DEPARTMENTAL STAFF AND DETAILS

Dr Eugene O'Brien
Position: Senior Lecturer and Head of Department (on research leave for semester 1, 2021-2022)
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
Telephone: +353-61-204383
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/
Office: G15
Telephone: +353-61-204957
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 (acting Head of Department, Semester 1)
Research Interests: Contemporary Irish poetry; Ecocriticism; Postcolonial Studies; Irish literary fiction; Economics and literature; Affect 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: R221
Telephone: +353-61-204562
Email: Deirdre.Flynn@mic.ul.ie

Dr Marita Ryan
Position: Lecturer (Part-time) (Leave of Absence Semester 1)
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

Dr Ian Hickey
Position: Lecturer (Replacing Dr Eugene O'Brien who is on research leave for semester 1)
Research Interests: Seamus Heaney Studies; Contemporary Irish Poetry; Contemporary Irish Writing; Catholic Studies.
Email: Ian.Hickey@mic.ul.ie

Dr Ailbhe McDaid
Position: Lecturer (Replacing Dr Marita Ryan who is on leave for semester 1)
Research Interests: Contemporary Irish Poetry; Conflict Literature; Women's Writing; 21st-century Irish Writing; Memory Studies; Literatures of Migration
Email: Ailbhe.Mcdaid@mic.ul.ie

Dr Brian Clancy

Research interests: corpus pragmatics; language varieties; Irish English; intimate discourse; small corpora; academic writing; critical discourse analysis

Office: C3

Phone: +353-61-204951

Email: brian.clancy@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

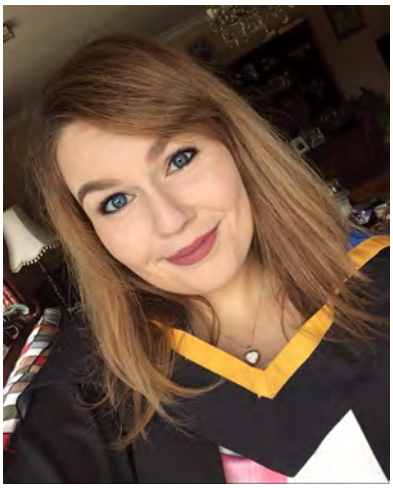
Email: Margaret.Healy@mic.ul.ie

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
Telephone: +353-61-204964
Email: Ilona.Costelloe@mic.ul.ie

Linda McGrath
Position: Departmental Administrator
Office: RG1 Arts Office
Telephone: +353-61-204525
Email: Linda.McGrath@mic.ul.ie

DEPARTMENTAL ASSISTANTS

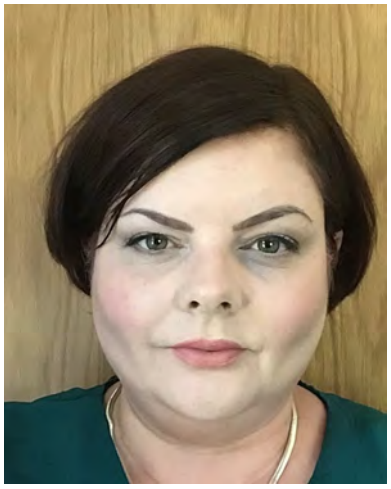
Name: Madie Taylor
Role: PhD student
Supervisors: Dr Marita Ryan and Dr Eugene O'Brien
Title: Departmental Assistant
Email: Madie.Taylor@mic.ul.ie
Thesis Title: The Mistreatment and Silencing of Women in the works of Irish women writers through a feminist lens
Research Interests: Gender studies, Psychoanalysis,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



Name: Hollie McDonnell
Role: PhD student
Supervisors: Dr Deirdre Flynn and Dr Eugene O'Brien
Title: Departmental Assistant
Email: Hollie.McDonnell@mic.ul.ie
Thesis Title: Betraying the Beholder: The Beauty, the Beast, and the Deconstruction

Research Interests: Feminist theory, deconstruction, structuralism, contemporary literature, world literature, fairy tales, adaptation

Name: Kate Doyle
Role: PhD student
Supervisor: Dr Eugene O'Brien
Title: Departmental Assistant
Email: Kate.Doyle@mic.ul.ie
Thesis Title: Deconstruction and Archetypes: A Poststructuralist comparison of society's paradigm of femininity: The representation of women in The Legend of Inanna, Sumerian Goddess and Dante's The Divine Comedy
Research Interests: World Literature, Deconstruction Theory, Ancient Literature, Feminist theory, Poetic Technique, Contemporary writing, Gender studies, Irish Literature.



Name: Rachel Clifford
Role: PhD student
Supervisor: Dr Eóin Flannery
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: Eileen O'Connor
Role: PhD student
Supervisor: Dr Eóin Flannery
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
Role: PhD student
Supervisor: Dr Eóin Flannery
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: Marie O'Brien
Role: Research MA student
Supervisor: Dr Eugene O'Brien
Title: Departmental Assistant
Email: Marie.OBrien@mic.ul.ie
Thesis Title: The Pursuit of Higher Consciousness: A Study of Childhood Cognition in the Literature of J. M. Barrie through a Psychoanalytical Lens
Research interests: Deconstruction, psychoanalytic theory and applying it to literature, psycholinguistics, grammar of both written and spoken language, gender studies

Name: Shane Barry
Role: PhD student
Supervisors: Dr John Perry; Professor Muiris O Laoire and Dr Joan O'Sullivan
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: Gerard O'Hanlon
Role: PhD student
Supervisor: Dr Anne O'Keeffe
Title: Departmental Assistant
Email: Gerard.OHanlon@mic.ul.ie
Thesis Title: Investigating second language pragmatic competence across proficiency level and first language, using a multi-modal corpus
Research interests: Corpus Linguistics, Second Language Acquisition, Pragmatics, English Language Teaching, Spoken Learner Language

UNDERGRADUATE COURSES

MODULE OVERVIEW FOR ALL 4 YEARS

	Autumn	Spring
First Year BA	EH4711 Introduction to Literature 1	EH4712 Introduction to Literature 2
Second Year BA	EH4713 The Development of Modern Drama EH4734 The Novel in the Twentieth Century	EH4754 Literature and Society EH4724 Irish Poetry and Prose in English in C19th and C20th
Second Year Elective BA	TL4713 Teaching English as a Foreign Language 1	TL4714 Teaching English as a Foreign Language 2
Third Year BA	EH4737 Undergraduate Dissertation	EH4738 Undergraduate Dissertation
Final Year BA	EH4717 Literary Modernism EH4727 Interpreting Literature	EH4718 Elizabethan-Jacobean Theatre: Shakespearean Drama and its Contexts EH4728 Romantic Literature in English
BEd	EH4727 Interpreting Literature BEd Elective	EH4728 Romantic Literature in English BEd Elective

DETAILED MODULE OUTLINES

English Literature

Module Code	Module Title	Brief Description

Autumn Semester – Year 1 [BA]

EH4711	Introduction to Literature 1	Introduction to the skills needed for responding to poetry, drama and prose fiction with pleasure and insight.

Autumn Semester – Year 2 [BA]

EH4713	The Development of Modern Drama	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.

EH4734	The Novel in the 20th Century	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.

Autumn Semester – Year 4 [BA]

EH4717	Literary Modernism	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.
EH4727	Interpreting Literature	The practice of literary criticism and the principal features of literary theory from classical to modern times: the classical debate: renaissance Neo-Platonism and neo-classicism: the Enlightenment: European romanticisms: New Criticism: Structuralism: Marxism: Feminism: Post-Structuralism and after. Applications of theoretical models to different texts and generic structures.

Spring Semester – Year 1 [BA]

EH4712	Introduction to Literature 2	Expansion and deepening of the knowledge of poetry, drama and fiction developed in EH4711.

Spring Semester – Year 2 [BA]

EH4754	Literature and Society	This module will introduce students to a range of historical and contemporary issues, including gender and sexuality; race; imperialism; memory; technology; globalization and environmentalism. Such an approach will foreground the processes of literary creation but will also enjoin students to self-reflect on their own implication in debates around (i) the politics of language and (ii) latter-day forms of cultural imperialism.
EH4724	Irish Poetry and Prose in 19th and 20th Centuries	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 and ideologies: the crises of identity: the language question.

Spring Semester – Year 4 [BA]

EH4718	Elizabethan-Jacobean Theatre: Shakespearean Drama and its Contexts	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.
EH4728	Romantic Literature in English	Selections from the literary and critical works of the principal writers of the Romantic movement, e.g., Wordsworth, Coleridge, Blake, Keats, Shelley, etc.

English Language

		Courses in English language are offered in both the Autumn and Spring semesters. These modules are designed to meet the language needs of intermediate to advanced non-native speakers of English studying at university level. Students are assigned to the appropriate module based on their language proficiency. Language needs analysis is conducted to tailor course content to respond to students' requirements. Each course is worth 6 ECTS.

Offered in Both Semesters

EF4721 [Autumn] EF4722 [Spring]	English as a Foreign Language	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.
EA4721 [Autumn] EA4722 [Spring]	English for Academic Purposes	The English for Academic Purposes [EAP] modules aim 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 [BA]

Module Code	Module Title	Brief Description
TL4713	Teaching English as a Foreign Language 1	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.

Spring Semester – Year 2 [BA]

Module Code	Module Title	Brief Description
TL4714	Teaching English as a Foreign Language 2	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.

B. Ed 3 – Arts Elective, Autumn Semester
B. Ed 4 – Education Elective, Spring Semester

Module Code	Module Title	Brief Description
TL4715	Teaching English as an Additional Language	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 how to overcome them.

COVID-19 MODULE AND ASSESSMENT CHANGES

Due to the restrictions placed on students due to the COVID-19 pandemic, we have made changes to our Modular assessment plans for Semester 1 2021-2022. In the literature section of the Department, each module will now be delivered online, while the tutorials will be delivered face to face. In the TEL and TEAL sections, lecturing will be blended (meaning some face-to-face and some online). **All marks for each module will be available online**.

All of these can be accessed through Moodle, and all tutorials will take place cross the Microsoft Teams platform or on Big Blue Button on Moodle.

Given the difficulties and constraints that the current situation places on students, the department is offering a flexible learning approach across the semester. Delivery will be asynchronous which means that you can download the lectures and play them back and listen to them at your own convenience.

Tutorials will be graded through exercises in a ***Tutorial Workbook*** which will be available on Moodle and which will be worth 10% over the full module. There will no longer be marks given for attendance at tutorials: the marks will be for completion of the 4 tutorial exercises. These can be completed in the student's own time and submitted at a set date. Each module will be assessed by an essay and by two 5-day assignments which are like classroom tests and will have less strict referencing conventions.

Lecturers and tutors will be available to answer any questions, and full details of how to complete and submit all assessments and exercise will be available on Moodle.

REFERENCING IN A 5-DAY ASSIGNMENT

Referencing conventions will be less strict in the 5-Day Assignments, which are more like Classroom tests. **Deadline/time limit:**

This is a timed task. This means that you will have 5 days to do the essay. It will be released at 9:00 am on Day 1 and your deadline for submission to Moodle will be 11.59 midnight on Day 3.

Submission method:

Each essay will be submitted online by uploading to Turnitin on Moodle. Each essay task will provide instruction on where on Moodle to submit.

Word limit:

1500 words

How many secondary sources?

3-5 academic sources: academic books, chapters in books, journal articles (no Spark notes etc.)

Marking:

It will be marked like an exam. Please see our marking scheme from the *Department Handbook 2021-2022*.

Style sheet:
Double spaced, Times New Roman, font 12
Use single quotation marks
Do not put quotes in italics
Indent quotes of more than 50 words and do not use quotation marks on an indented quote
Poem titles in quotation marks
'Death of a Naturalist' = poem
Book titles in italics
Death of a Naturalist = book
No need for 'Works Cited' section

References:
You are required to use references but only use author surnames without year (or page number) as we do in class tests. For example, use 'as Eliot said …' as opposed to (Eliot 1989, 21).
In essence, this is like an exam question except that you have longer to do it and can type the answer. You do not require page numbers in either primary or secondary sources.

Example of referring to in *Wuthering Heights* in a 5-day Assignment
There have been explanations of *Wuthering Heights* in terms of its relation to the motif of the fair-haired girl and the dark-haired boy in the Gondal poems; or by way of the motifs of doors and windows in the novel, as noted by Dorothy Van Ghent.

The book has been read, by C. P. Sanger, in terms of the symmetry of the family relations in the novel or of Emily Bronte's accurate knowledge of the laws of private property in Yorkshire.

David Cecil has seen the book as organised thematically and symbolically around the tropes of two cosmological forces, storm and calm.

J Hillis Muller sees the book as a' fictional dramatization of Emily Bronte's religious vision', while it has also been seen 'as a dramatization of the relation between sexuality and death', as 'the approbation of life all the way to death' (Georges Bataille).

The book has also been read from a feminist critical perspective, with Camille Paglia suggesting a 'possible subtext as or as the occult dramatization of Emily Bronte's lesbian passion for her dead sister, Maria, with Emily Bronte as Heathcliff'.

For Frank Kermode, 'the book is an overdetermined semiotic structure which is irreducibly ambiguous by reason of its excess of signs'.

MODULE OUTLINES

EH4711 INTRODUCTION TO LITERATURE 1 FIRST YEAR SEMESTER 1 2021-2022

(Dr John McDonagh, Dr Ian Hickey, Dr Eóin Flannery)

Lectures for this course will be delivered online on Moodle, and all assessments will be conducted online on the Turnitin platform on Moodle. Lectures will be asynchronous and lecturers will set up online chatrooms in Moodle to facilitate any questions that students may have. Instructions and guides will be made available separately. Lecturers will also have online hours where students can ask questions on Moodle or Teams (MIC will provide instructions and help on how to engage with these platforms). Tutorials will be delivered face to face in small groups.

There will be no examination week in this semester, so each module will be assessed by an essay (2 weeks under normal conditions) and two 5-Day assignments. These are like class tests with a more limited form of referencing, and you will have 5 days to complete each one.

I Grades awarded for undelivered essays, unattended tests, examinations etc., and *all* failing grades, may be cleared only by the assessment procedures linked to the autumn examinations.

The repeat examination will consist of three sections, i.e. poetry, drama and fiction. There will be *no* marks for tutorials in these exams. Material that was formerly examined by essay will be examined by exam questions in the repeats. Repeating students must answer one question from each of the section in 2 hours 15 minutes: each question will be awarded 33.33% of the total final grade. I Grade students must answer one question from the section(s) for which they have an I Grade (45 minutes per question). Exams will either be on campus or online, as dictated by prevailing health guidelines.

Plagiarism, or any form of unreferenced copying, will be dealt with by the MIC policy on plagiarism.

An initial lecture will be available in person at these times in the following rooms: (maximum attendance 80).

It will be given 3 times to students who will be divided into groups of less than 80 by their surnames:

Week 1	**(September 27 to October 1)**	**Face to face**
Monday	**9.00 a.m.**	**T118 (Surnames A to F)**
Thursday	**9.00 p.m.**	**LG9 (Surnames G to P)**
Friday	**10.00 a.m.**	**LG9 (Surnames Q to Z)**
Weeks 2 to 12:	**(October 4 to December 18)**	**Online**
Monday	**9.00 a.m.**	**Online**
Thursday	**9.00 p.m.**	**Online**
Friday	**10.00 a.m.**	**Online**

Course runs from Monday September 27th to Friday December 18th

Lectures will be delivered online and can be accessed from Moodle.

They will be uploaded on the Moodle page. Each module will have its own Moodle page, and students will be given a Moodle key. All lectures can be downloaded.

Tutorials will generally be given face to face. They will begin in **Week 3 (October 11)**. All students must attend the tutorial group assigned them. Up to **10%** of the total final grade will be awarded to each student for the completion of 4 activities in a ***Tutorial Workbook***, which will be explained both in the online tutorials and also on the module's Moodle page. The marks are given for the completion of assignments and *not* for attendance at tutorials. In the present situation, students may have difficulties accessing tutorials and we do not want to discriminate against any students in such a situation.

POETRY COURSE

Weeks 1-4: Monday 27th September until **Friday 23rd October (Dr John McDonagh)**

This will be examined by an essay, set at 9am on Thursday 22nd October, and due back at 12 pm on Thursday 5th November. This essay **must** be submitted on the Turnitin platform on Moodle.

GENERAL ENGLISH DEPARTMENT RULE: Late essays: (a) if submitted within 24 hours of the above deadline, the essay may forfeit one University grade below the grade awarded the essay by the lecturer; (b) if submitted within 48 hours of the above deadline, the essay will forfeit two University grades below the grade awarded the essay by the lecturer. (c) If not submitted within 48 hours of the above deadline, the essay will not be accepted for grade.

FICTION COURSE

Weeks 5-8: Monday 26th October until **Friday 20th November (Dr Ian Hickey)**

The fiction course (for 30% of the total final grade) will be examined in a 5-day assignment.
Dates: Monday 15th November at 9pm to Friday 20th November at 11.59pm.

DRAMA COURSE

Weeks 9-12: Monday 23rd November until **Friday 18th December (Dr Eoin Flannery)**

The drama course (for 30% of the total final grade) will be examined in a 5-day assignment.
Dates: Monday 13th December at 9am to 11.59 on Friday 18th December.

EH4713 THE DEVELOPMENT OF MODERN DRAMA SECOND YEAR
SEMESTER 1 2021-2022

(Dr John McDonagh, Dr Ian Hickey, Dr Ailbhe McDaid)

Lectures for this course will be delivered online on Moodle, and all assessments will be conducted online on the Turnitin platform on Moodle. Lectures will be asynchronous and lecturers will set up online chatrooms in Moodle to facilitate any questions that students may have. Instructions and guides will be made available separately. Lecturers will also have online hours where students can ask questions on Moodle or Teams (MIC will provide instructions and help on how to engage with these platforms).

There will be no examination week in this semester, so each module will be assessed by an essay (2 weeks under normal conditions) and two 5-Day assignments. These are like class tests with a more limited form of referencing, and you will have 5 days to complete each one.

I Grades awarded for undelivered essays, unattended tests, examinations etc., and *all* failing grades, may be cleared only by the assessment procedures linked to the autumn examinations.

The repeat examination will consist of three sections. There will be *no* marks for tutorials in these exams. Material that was formerly examined by essay will be examined by exam questions in the repeats. Repeating students must answer one question from each of the section in 2 hours 15 minutes: each question will be awarded 33.33% of the total final grade. I Grade students must answer one question from the section(s) for which they have an I Grade (45 minutes per question). Exams will either be on campus or online, as dictated by prevailing health guidelines.

Plagiarism, or any form of unreferenced copying, will be dealt with by the MIC policy on plagiarism.

Course runs from Monday 6th September to Friday 26th November

Lectures will be delivered online and can be accessed from Moodle.

They will be uploaded on the Moodle page. Each module will have its own Moodle page, and students will be given a Moodle key. All lectures can be downloaded.

Tutorials will generally be given face to face. They will begin in **Week 3**. All students must attend the tutorial group assigned them. Up to **10%** of the total final grade will be awarded to each student for the completion of 4 activities in a ***Tutorial Workbook***, which will be explained both in the online tutorials and also on the module's Moodle page. The marks are given for the completion of assignments and *not* for attendance at tutorials. In the present situation, students may have difficulties accessing tutorials and we do not want to discriminate against any students in such a situation.

There will not be marks given for attendance.

Lectures as follows: **(all online)**

Tuesday	**3.00 p.m.**	**Online**
Tuesday	**4.00 p.m.**	**Online**
Thursday	**12.00 p.m.**	**Online**

Weeks 1-4: Monday 6th September until **Friday 1st October** **Dr John McDonagh (McDonagh and O'Neill)**

The area of the course (for 30% of the total final grade) will be examined in a 5-day assignment.

Dates: Monday 4th October at 9am to Friday 9th October at 11:59pm.

Weeks 5 – 8: Monday 4th October until **Friday 29th October** **Dr Ian Hickey**
(Ibsen and Synge)

This will be examined by an essay, set Tuesday 26th October at 9am, and will be due at 12pm on Thursday 3rd December.

This essay **must** be submitted on the Turnitin platform on Moodle.

GENERAL ENGLISH DEPARTMENT RULE: Late essays: (a) if submitted within 24 hours of the above deadline, the essay may forfeit one University grade below the grade awarded the essay by the lecturer; (b) if submitted within 48 hours of the above deadline, the essay will forfeit two University grades below the grade awarded the essay by the lecturer. (c) If not submitted within 48 hours of the above deadline, the essay will not be accepted for grade.

Weeks 9-12: Monday 1st November until **Friday 26th November** **Dr Ailbhe McDaid**
(Beckett and Churchill)

The area of the course (for 30% of the total final grade) will be examined in a 5-day assignment.

Dates: This assignment will be set on Monday 13th December at 9 am and will be due on Friday 17th December at 11:59 pm

EH4734 THE NOVEL IN THE 20TH CENTURY SECOND YEAR
Semester 1 2021-2022

(Dr Deirdre Flynn, Dr John McDonagh, Dr Kathryn Laing)

Lectures for this course will be delivered online on Moodle, and all assessments will be conducted online on the Turnitin platform on Moodle. Lectures will be asynchronous and lecturers will set up online chatrooms in Moodle to facilitate any questions that students may have. Instructions and guides will be made available separately. Lecturers will also have online hours where students can ask questions on Moodle or Teams (MIC will provide instructions and help on how to engage with these platforms).

There will be no examination week in this semester, so each module will be assessed by an essay (2 weeks under normal conditions) and two 5-Day assignments. These are like class tests with a more limited form of referencing, and you will have 5 days to complete each one.

I Grades awarded for undelivered essays, unattended tests, examinations etc., and *all* failing grades, may be cleared only by the assessment procedures linked to the autumn examinations.

The repeat examination will consist of three sections, i.e. poetry, drama and fiction. There will be *no* marks for tutorials in these exams. Material that was formerly examined by essay will be examined by exam questions in the repeats. Repeating students must answer one question from each of the section in 2 hours 15 minutes: each question will be awarded 33.33% of the total final grade. I Grade students must answer one question from the section(s) for which they have an I Grade (45 minutes per question). Exams will either be on campus or online, as dictated by prevailing health guidelines.

Plagiarism, or any form of unreferenced copying, will be dealt with by the MIC policy on plagiarism.

Lectures as follows: (all online)

Monday	**12.00 p.m.**	**Online**
Monday	**1.00 p.m.**	**Online**
Thursday	**1.00 p.m.**	**Online**

Course runs from Monday 6th September to Friday 26th November

Lectures will be delivered online and can be accessed from Moodle.

They will be uploaded on the Moodle page. Each module will have its own Moodle page, and students will be given a Moodle key. All lectures can be downloaded.

Tutorials will generally be given face to face. They will begin in **Week 3**. All students must attend the tutorial group assigned them. Up to **10%** of the total final grade will be awarded to each student for the completion of 4 activities in a ***Tutorial Workbook***, which will be explained both in the online tutorials and also on the module's Moodle page. The marks are given for the completion of assignments and *not* for attendance at tutorials. In the present situation, students may have difficulties accessing tutorials and we do not want to discriminate against any students in such a situation. There will not be marks given for attendance.

Weeks 1-4: Monday 6th September until Friday 1st October Dr Deirdre Flynn

Nineteen Eighty-Four; *The Parable of the Sower*

This will be examined by an essay, set on Monday 4th October at 9am and due in on Monday 18th

October at 12pm.

This essay **must** be submitted on the Turnitin platform on Moodle.

GENERAL ENGLISH DEPARTMENT RULE: Late essays: (a) if submitted within 24 hours of the above deadline, the essay may forfeit one University grade below the grade awarded the essay by the lecturer; (b) if submitted within 48 hours of the above deadline, the essay will forfeit two University grades below the grade awarded the essay by the lecturer. (c) If not submitted within 48 hours of the above deadline, the essay will not be accepted for grade.

Weeks 5 – 8: Monday 4th October until **Friday 29th October** **Dr John McDonagh**

Paddy Clarke Ha Ha Ha, *Catcher in the Rye*,

This area of the course (for 30% of the total final grade) will be examined in a 5-day assignment.

Dates: Monday 1st November at 9 am to Friday 5th November at 11:59 pm

Weeks 9-12: Monday 1st November until **Friday 26th November** **Dr Kathryn Laing**

Purple Hibiscus; Nervous Conditions

This area of the course (for 30% of the total final grade) will be examined in a 5-day assignment.

Dates: Set on Monday 6th December at 9 am to Friday 10th December at 11:59 pm.

EH4717 LITERARY MODERNISM FINAL YEAR
Semester 1 2021-2022

(Dr Deirdre Flynn, Dr Kathryn Laing, Dr Eóin Flannery)

Lectures for this course will be delivered online on Moodle, and all assessments will be conducted online on the Turnitin platform on Moodle. Lectures will be asynchronous and lecturers will set up online chatrooms in Moodle to facilitate any questions that students may have. Instructions and guides will be made available separately. Lecturers will also have online hours where students can ask questions on Moodle or Teams (MIC will provide instructions and help on how to engage with these platforms).

There will be no examination week in this semester, so each module will be assessed by an essay (2 weeks under normal conditions) and two 5-Day assignments. These are like class tests with a more limited form of referencing, and you will have 5 days to complete each one.

I Grades awarded for undelivered essays, unattended tests, examinations etc., and *all* failing grades, may be cleared only by the assessment procedures linked to the autumn examinations.

The repeat examination will consist of three sections, i.e. poetry, drama and fiction. There will be *no* marks for tutorials in these exams. Material that was formerly examined by essay will be examined by exam questions in the repeats. Repeating students must answer one question from each of the section in 2 hours 15 minutes: each question will be awarded 33.33% of the total final grade. I Grade students must answer one question from the section(s) for which they have an I Grade (45 minutes per question). Exams will either be on campus or online, as dictated by prevailing health guidelines.

Plagiarism, or any form of unreferenced copying, will be dealt with by the MIC policy on plagiarism.

Lectures as follows: **(all online)**

Tuesday	**1.00 p.m.**	**Online**
Wednesday	**5.00 p.m.**	**Online**
Thursday	**11.00 a.m.**	**Online**

Course runs from Monday 6th September to Friday 26th November

Lectures will be delivered online and can be accessed from Moodle.

They will be uploaded on the Moodle page. Each module will have its own Moodle page, and students will be given a Moodle key. All lectures can be downloaded.

Tutorials will generally be given face to face. They will begin in **Week 3**. All students must attend the tutorial group assigned them. Up to **10%** of the total final grade will be awarded to each student for the completion of 4 activities in a ***Tutorial Workbook***, which will be explained both in the online tutorials and also on the module's Moodle page. The marks are given for the completion of assignments and *not* for attendance at tutorials. In the present situation, students may have difficulties accessing tutorials and we do not want to discriminate against any students in such a situation. There will not be marks given for attendance.

Weeks 1-4: Monday 6th September until Friday 1st October Dr Deirdre Flynn

Heart of Darkness; The Turn of the Screw and Other Stories

This area of the course (for 30% of the total final grade) will be examined in a 5-day assignment.

Dates: Monday 4th October at 9am to Friday 9th October at 11:59pm.

Weeks 5 – 8: Monday 4th October until **Friday 29th October** **Dr Kathryn Laing**

The Return of the Soldier; Mrs. Dalloway

This will be examined by an essay, set on Tuesday 26th October at 9 am and due back on Tuesday 9th November at 2 pm.

This essay **must** be submitted on the Turnitin platform on Moodle.

GENERAL ENGLISH DEPARTMENT RULE: Late essays: (a) if submitted within 24 hours of the above deadline, the essay may forfeit one University grade below the grade awarded the essay by the lecturer; (b) if submitted within 48 hours of the above deadline, the essay will forfeit two University grades below the grade awarded the essay by the lecturer. (c) If not submitted within 48 hours of the above deadline, the essay will not be accepted for grade.

Weeks 9-12: Monday 1st November until **Friday 26th November** **Dr Eóin Flannery**

Modernist Poetry ***Norton Anthology***

This area of the course (for 30% of the total final grade) will be examined in a 5-day assignment.

Dates: Monday 13th December at 9am to Friday 17th December at 11.59 pm.

EH4727 INTERPRETING LITERATURE FINAL YEAR
Semester 1 2021-2022

(Dr Ian Hickey, Dr Ailbhe McDaid, Dr Deirdre Flynn)

Lectures and tutorials for this course will be delivered online on Moodle, and all assessments will be conducted online on the Turnitin platform on Moodle. Lectures will be asynchronous and lecturers will set up online chatrooms in Moodle to facilitate any questions that students may have. Instructions and guides will be made available separately. Lecturers will also have online hours where students can ask questions on Moodle or Teams (MIC will provide instructions and help on how to engage with these platforms).

There will be no examination week in this semester, so each module will be assessed by an essay (2 weeks under normal conditions) and two 5-Day assignments. These are like class tests with a more limited form of referencing, and you will have 5 days to complete each one.

I Grades awarded for undelivered essays, unattended tests, examinations etc., and *all* failing grades, may be cleared only by the assessment procedures linked to the autumn examinations.

The repeat examination will consist of three sections, i.e. psychoanalysis, feminism and critical race theory. There will be *no* marks for tutorials in these exams. Material that was formerly examined by essay will be examined by exam questions in the repeats. Repeating students must answer one question from each of the section in 2 hours 15 minutes: each question will be awarded 33.33% of the total final grade. I Grade students must answer one question from the section(s) for which they have an I Grade (45 minutes per question). Exams will either be on campus or online, as dictated by prevailing health guidelines.

Plagiarism, or any form of unreferenced copying, will be dealt with by the MIC policy on plagiarism.

Course runs from Monday 6th September to Friday 26th November

Lectures will be delivered online and can be accessed from Moodle.

They will be uploaded on the Moodle page. Each module will have its own Moodle page, and students will be given a Moodle key. All lectures can be downloaded.

Tutorials will generally be given face to face. They will begin in **Week 3**. All students must attend the tutorial group assigned them. Up to **10%** of the total final grade will be awarded to each student for the completion of 4 activities in a ***Tutorial Workbook***, which will be explained both in the online tutorials and also on the module's Moodle page. The marks are given for the completion of assignments and *not* for attendance at tutorials. In the present situation, students may have difficulties accessing tutorials and we do not want to discriminate against any students in such a situation. There will not be marks given for attendance..

Lectures as follows: **(all online)**

Monday	**1.00 p.m.**	**Online**
Tuesday	**2.00 p.m.**	**Online**
Thursday	**12.00 p.m.**	**Online**

Weeks 1-4: Monday 6th September until Friday 1st October Dr Ian Hickey

Psychoanalysis: Freud and Lacan

This will be examined by an essay, set on Monday 4th October and due back on Monday 18th October at 12 pm.

This essay **must** be submitted on the Turnitin platform on Moodle.

GENERAL ENGLISH DEPARTMENT RULE: Late essays: (a) if submitted within 24 hours of the above deadline, the essay may forfeit one University grade below the grade awarded the essay by the lecturer; (b) if submitted within 48 hours of the above deadline, the essay will forfeit two University grades below the grade awarded the essay by the lecturer. (c) If not submitted within 48 hours of the above deadline, the essay will not be accepted for grade.

Weeks 5 – 8: Monday 4th October until **Friday 29th October** **Dr Ailbhe McDaid**
Feminism: Irigaray, Cixous and Kristeva
This area of the course (for 30% of the total final grade) will be examined in a 5-day assignment.
Dates: The assignment will be set on Monday 1st November at 9am and it will be due on Friday 5th November at 11.59pm.

Weeks 9-12: Monday 1st November until **Friday 26th November** **Dr Deirdre Flynn**
Critical Race Theory
This area of the course (for 30% of the total final grade) will be examined in a 5-day assignment.
Dates: Monday 6th December at 9am to Friday 10th December at 11:59pm.

EH4727 INTERPRETING LITERATURE
BED ELECTIVE SEMESTER 1 2021-2022

(Dr Ailbhe McDaid)

Lectures and tutorials for this course will be delivered face to face, and all core assessments will be submitted online on the Turnitin platform on Moodle. The lecturer will also have online hours where students can ask questions on Moodle or Teams (MIC will provide instructions and help on how to engage with these platforms).
This module will be assessed by an essay (2 weeks under normal conditions) and one 5-Day assignment. These are like class tests with a more limited form of referencing, and you will have 5 days to complete the assignment.
I Grades awarded for undelivered essays, unattended tests, examinations etc., and *all* failing grades, may be cleared only by the assessment procedures linked to the autumn examinations.
The repeat examination will consist of two sections, i.e Section one will cover the material delivered in weeks 1 -6 and section two will cover the material delivered in weeks 7 to 11. There will be *no* marks for tutorials in these exams. Material that was formerly examined by essay will be examined by exam questions in the repeats. Repeating students must answer one question from each section in 90 minutes: each question will be awarded 50% of the total final grade. I Grade students must answer one question from the section(s) for which they have an I Grade (45 minutes per question). Exams will either be on campus or online, as dictated by prevailing health guidelines.
Plagiarism, or any form of unreferenced copying, will be dealt with by the MIC policy on plagiarism.

Course runs from Monday 6th September to Friday 26th November
Lecturer: Dr Ailbhe McDaid **Email**: Ailbhe.McDaid@mic.ul.ie
Lectures will be delivered face to face.
Any PowerPoint slides used in these lectures will be uploaded on the Moodle page following the lecture. Each module will have its own Moodle page, and students will be given a Moodle key.
Course Texts: All reading resources will be made available on Moodle prior to each lecture so no texts will need to be purchased.
Tutorials will also be delivered face to face in a ***Tutorial Workbook***, and they will begin in **Week 3**. All students must attend the tutorial group assigned them. Up to **10%** of the total final grade will be awarded to each student for the completion of the assigned tutorial material to the satisfaction of the tutor.

Weeks 1-6: Monday 6th September until Friday 15th October
Structuralism, Deconstruction and Feminism
This section will be examined by an essay (for 50% of the total final grade), set on Thursday 14th October and due back on Thursday 28th October at 11.59pm.
This essay **must** be submitted on the Turnitin platform on Moodle. (Word count 1300 words.)
GENERAL ENGLISH DEPARTMENT RULE: Late essays: (a) if submitted within 24 hours of the above deadline, the essay may forfeit one University grade below the grade awarded the essay by the lecturer; (b) if submitted within 48 hours of the above deadline, the essay will forfeit two University grades below the grade awarded the essay by the lecturer. (c) If not submitted within 48 hours of the above deadline, the essay will not be accepted for grade.

Weeks 7-12: Monday 18th October until **Friday 26th November**
Postcolonialism, Ecocriticism and Ecofeminism
This area of the course (for 40% of the total final grade) will be examined in a 5-day assignment. (Word count 1000 words).
Dates: The assignment will be set on Monday 22nd November at 9am and it will be due on Friday 26th November at 11.59pm.

ASSESSMENT DATES:

Each of the literature modules will be assessed across three examination points, each worth 30% (one or two modules may offer different weightings) and 4 tutorial assignments, each worth 2.5%.

ESSAYS 2021-2022

Module	Set Date	Due Date
EH4711 Introduction to Literature **John**	Thursday 21st October at 9 am	Thursday 4th November at 11:59 pm
EH4713 Modern Drama **Jade**	Tuesday 26th October at 9 am	Tuesday 9th November at 11:59 pm
EH4734 Novel in 20th Century **Deirdre**	Monday 4th October at 9 am	Monday 18th October at 11:59 pm
EH4717 Literary Modernism **Kathryn**	Tuesday 26th October at 9 am	Tuesday 9th November at 11:59 pm
EH4727 Interpreting Literature **Eugene**	Monday 4th October at 9 am	Monday 18th October at 11:59 pm
	Word Count 1500 words	**Marks 30%**
EH4727BEd Interpreting Literature **Ailbhe**	Thursday 14th October at 9 am **word count 1300 words and marks 50%**	Thursday 28th October at 11:59 pm

CLASSROOM TESTS / ONLINE ASSESSMENTS

Module	5-Day Assessment 1	5 -Day Assessment 2
EH4711 Introduction to Literature	Monday 15th November at 9 am to Friday 19th November at 11.59 pm	Monday 13th December at 9 am to Friday 17th December at 11:59 pm
EH4713 Modern Drama	Monday October 4h at 9 am to Friday October 9th at 11:59 pm	Monday 13th December at 9 am to Friday 17th December at 11:59 pm
EH4734 Novel in 20th Century	Monday 1st November at 9 am to Friday 5th November at 11:59 pm	Monday 6th December at 9 am to Friday 10th December at 11:59 pm
EH4717 Literary Modernism	Monday October 4h at 9 am to Friday October 9th at 11:59 pm	Monday 13th December at 9 am to Friday 17th December at 11:59 pm
EH4727 Interpreting Literature	Monday 1st November at 9 am to Friday 5th November at 11:59 pm	Monday 6th December at 9 am to Friday 10th December at 11:59 pm
	Word Count 1000 words	**Marks 30%**
EH4727BEd Interpreting Literature	N/A	Monday 22nd November at 9 am to Friday 26th November at 11:59 pm **Marks 40%**

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/

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.
http://www.wwnorton.com/college/english/litweb05/writing/welcome.asp
Essay Writing advice and glossary quizzes
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
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. 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.

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 ***Works Cited*** list:

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

Lacan, J. (1991) *Seminar 1 Freud's Papers on Technique 1953-1954*, translated by Forrester J., London: W. W. Norton.

Lewis, M. (2008) *Derrida and Lacan: Another Writing*, Edinburgh: Edinburgh University Press.

For Full details, download the **Cite It Right** PDF from the opening page of the departmental website, where all of these rules are explained, with examples.
Department of English Language and Literature Website

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.allreaders.com
- http://www.antiessays.com/
- http://www.cheathouse.com/
- http://www.cliffnotes.com
- http://www.cummingsstudyguides.net/
- http://www.echeat.com
- http://www.essay.org/
- http://www.skoool.ie
- http://www.suite101.com/
- http://www.allhonours.ie
- http://www.answers.com/
- http://bookstove.com
- http://www.clicknotes.com
- http://www.cosmoetica.com/
- http://www.cyberessays.com/
- http://www.enotes.com
- http://essay-blog.com/
- http://www.sparknotes.com
- http://www.themodernword.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.

Grade	Award level	QPV	Description
A1	1st	4.00 75%+	Exceptional An original and reflective answer, which shows the ability to synthesise text, critics and an original argument. Extremely 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	1st	3.60 74% - 70%	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.

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 54% - 50%	Competent A limited answer, which makes some use of text. A general and unfocused response to the question. Tendency towards summary of the texts in the answer. 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 49% - 45%	Adequate A general address to the area but not the question. A basic response to the question. Summary of the texts with no quotation or reference. 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 44% - 40%	Fair A poor answer which is vague and general. A poor and vague response to 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.

D1	Comp Fail	1.60 39% - 35%	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 34% - 30%	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 29%-	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.

CHOICE OF TEXTS

You cannot choose any text which is on the Mary Immaculate College English Literature courses as a text to study in your dissertation. You may choose another text by the same author. For example, you cannot write about *Should have Got Off At Sydney Parade*, by Paul Howard as it is in the course of EH4711 Introduction to English 1. However, you can write about other books in the Ross O'Carroll Kelly series.

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 has 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 57 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 2004-2021

Graduated Doctoral English Literature and Applied Linguistics Students 2004-2021

Supervisor	Graduated	Name	Thesis Title
Joan O'Sullivan; Tom Morton	2021	Jane Brennan Seely	*Teacher Talk at Three Stages of English Language Teacher Career Development: A Corpus-Aided Study* **External Examiner:** Professor Steve Walsh, Newcastle University, UK and Professor Svenja Adolphs, University of Nottingham, UK
Eugene O'Brien	2020	Jade Dillon	*Breaking Through The Looking-Glass: (Re)Imagining Alice Through Visual Representation* **External Examiner:** Professor Zoe Jaques, Homerton College, University of Cambridge, UK
John McDonagh	2020	Holly Fitzmaurice	*With Great Power Comes Great Responsibility': The Impact of the Parent-Child Relationship on the Development of the Superhero* **External Examiner:** Professor Christopher Murray, University of Dundee, UK
Anne O'Keeffe and Michael McCarthy	2020	Justin McNamara	*'Take him to the cleaners and make him do his homework': A corpus-based analysis of lexical structures used by English Language Learners.* **External Examiner:** Professor Ivor Timmis, Leeds Beckett University, UK

Anne O'Keeffe and Michael McCarthy	2020	Abdullah Almuhaya	*Exploring Co-Presence in Virtual Classroom Discourse: A Corpus-Pragmatic Study* **External Examiner:** Dr David Oakey, University of Liverpool, UK
Anne O'Keeffe and Michael McCarthy	2019	Graham Burton	*The Canon of Pedagogical Grammar for ELT: A Mixed Methods Study of its Evolution, Development and Comparison with Evidence on Learner Output* **External Examiner:** Dr Christian Jones, University of Liverpool, UK
Eugene O'Brien	2019	Adele Hannon	T*he Untold Story of the Monster: Providing the Anamorphic Perspective through a Psychoanalytical Lens* **External Examiner:** Professor Andrew Smith, University of Sheffield, UK
Eugene O'Brien	2019	Ian Hickey	*Marx and Spectres: A Hauntological Exploration of the Poetry of Seamus Heaney through the lens of Jacques Derrida's 'Specters of Marx'* **External Examiner:** Professor Stephen Regan, University of Durham, UK
Eugene O'Brien	2018	Terry Devlin	'*Rivers of Ink*': *Searching for Authentic Representations of the Holocaust – Words, Pictures and the Stories they Tell* **External Examiner:** Professor Gary Weissman, University of Cincinnati, USA
Eugene O'Brien, Anne O'Keeffe and Muiris Ó Laoire	2018	Caitríona Breathnach	*Cad a spreagann rogha laethúil teanga sa Ghaeltacht – Anailís ar an Rogha Teanga i nGaeltacht na nDéise* **External Examiners:** Dr Stiofán Ó Cadhla, University College Cork; Professor Dónall Ó Baoill, Queens University Belfast, UK
Eugene O'Brien	2018	Rory Feehan	*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* **External Examiner:** Professor William McKeen, Boston University, USA
John McDonagh	2017	John Harnett	*Negotiating Multimodality in Graphic Narratives - An Exploration of Stream of Consciousness Techniques in 'Batman - The Dark Knight Returns', 'Watchmen', and*

			'From Hell' **External Examiner:** Dr David Huxley, Manchester Metropolitan University, UK
Eugene O'Brien	2016	Tony Fleming	*The Gravity of Oppositions*: *Contradictions and Conflicts in the Life and Art of Thomas Hardy* **External Examiner:** Dr Rebecca Welshman, University of Liverpool, UK
Eugene O'Brien and Kathryn Laing	2016	Ann Nash	*An examination of female characterisation in a selection of the novels and short stories of William Trevor through the lens of Simone de Beauvoir* **External Examiner:** Dr Paul Delaney, Trinity College Dublin
Anne O'Keeffe and Michael McCarthy	2016	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	2016	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	2015	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
Eugene O'Brien	2015	Daniela Panzera	*Dantean Returns*: *Intertextuality in the Works of Seamus Heaney, Thomas Stearns Eliot and Eugenio Montale* **External Examiner:** Professor Andrew J. Auge, Loras College, Dubuque, Iowa, USA
Eugene O'Brien and Maria Beville	2015	Tracey Fahy	*Resurrection: The Return of the Gothic Home in Contemporary Irish Art (1990-2015)* **External Examiner:** Dr Catherine Spooner, Lancaster University, UK
Eugene O'Brien	2014	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
Eugene O'Brien	2014	Aibhlín Ní Dubhghaill	*'The Whole Man': A Discussion of the Influence of Aspects of the Occult and of German Philosophy on Yeats's Dramatic Theory and Performance* **External Examiner:** Professor Charles Armstrong, University of Agder, Norway
Eugene O'Brien	2014	Deirdre Flynn	*Literature's Postmodern Condition*: *The Search for Identity and Connection in the Novels of Haruki Murakami* **External Examiner:** Professor Mathew Strecher, Winona State University, Minnesota, USA
Eugene O'Brien	2014	Michelle Kennedy	*'The Distant Skin': A Deconstructive Analysis of Women and Polysemic Touch in the Writing of John McGahern and Anne Enright* **External Examiner:** Dr Eamon Maher, Institute of Technology, Tallaght
Eugene O'Brien	2013	Kristen Butler	*War of the Words*: *Invasion, Colonization and the Political Gothic* **External Examiner:** Dr Sara-Patricia Wasson, Edinburgh Napier University, UK
Anne O'Keeffe and Michael McCarthy	2013	James Binchy	*Apparent Randomness and Chaotic Non-Linearity: Changes over Time in the Essays of a Cohort of Philosophy Undergraduates* **External Examiner:** Professor Svenja Adolphs, University of Nottingham, UK Professor Paula Buttery, Cambridge University, UK
Anne O'Keeffe and Michael McCarthy	2013	Tania Fahey Palma	*Investigating Communicative Strategies in Novice Professional Communities of Practice: A Comparative Study of Engineering and Marketing Meetings"* **External Examiner:** Professor Michael Handford, University of Tokyo, Japan
John McDonagh	2013	Conor Farnon	*'A Moral Map?' A Thematic Study of the poetry of Paul Durcan* **External Examiner:** Dr Kathleen McCracken, University of Ulster, Belfast
John	2013	Dearbhla	*The Examined Life: The Construction of*

McDonagh		McCarthy	*Identity in the Works of Contemporary Irish Novelist, Michael Curtain* **External Examiner:** Dr Eibhear Walsh, University College Cork
John McDonagh	2013	Louise Liebherr	*Reimagining Tolkien: A Post-colonial Perspective on The Lord of the Rings* **External Examiner:** Professor Adam Roberts, Royal Holloway, London, UK
Eugene O'Brien	2012	Matteo Cullen	*`Vagabonds of the Western World(s): Continuities, Tensions and the Development of Irish Rock Music, 1968-78* **External Examiner:** Dr Gerry Smyth, John Moores University, Liverpool, UK
Eugene O'Brien	2012	Clare McGrail	*Mapping the Terrain of Identity*: *An Exploration of Postcolonial Gothic in Modern Irish Fiction* **External Examiner:** Professor Neil Murphy, Nanyang Technological University, Singapore
Eugene O'Brien	2012	Stephanie Hannon	*Gender Violence in Contemporary Literature, Film and Television* **External Examiner:** Dr Stephanie Raines, NUI Maynooth
John McDonagh	2012	Catherine O'Brien	*Refusing to Masquerade: Notions of Truth in the novels and short stories of William Trevor* **External Examiner:** Dr Derek Hand, Saint Patrick's College, Dublin
John McDonagh	2012	Louise Brett	*'Between the Poem and the Reader': An Exploration of the Liminal Spaces and Figures in the poetry of Sinead Morrissey and Colette Bryce* **External Examiner:** Dr Catriona Clutterbuck, University College Dublin
Eugene O'Brien	2011	Brian Walsh	*Being Neither Here Nor There*: *Seamus Heaney's Poetic Phenomenologies of the Spirit* **External Examiner:** Professor Irene Gilsenan-Nordin, University of Dalarna, Sweden
Eugene O'Brien	2011	Mary Ryan	*Feminism for the Chick Lit Generation: Irish Chick Lit and Feminist Theory* **External Examiner:** Professor Imelda

			Whelehan, University of Tasmania, Australia
Eugene O'Brien	2011	Clare Gorman	'*Towards the Undecidable*': *A Reading of the Texts of James Joyce, Sean O'Casey and Paul Howard through the Deconstructive Lens of Jacques Derrida* **External Examiner:** Professor Thomas F Halloran, Marian Court College, Massachusetts, USA
John McDonagh	2010	Leah Harte	*The Negotiation of Identity in the Fiction of Jhumpa Lahiri: Borderlands, Translations and Narrativisations* **External Examiner:** Professor Susan Bassnett, University of Warwick, UK
Eugene O'Brien	2010	Bridget Wallace	*The Confluence of Culture: Conflict and Commitment in Modern Palestinian Poetry 1948-1993: A Postcolonial Perspective* **External Examiner:** Professor Rasheed El Enany, University of Exeter, UK
Anne O'Keeffe and Michael McCarthy	2010	Barbara Malveira Orfano	*A Corpus-Based Study of the Representation of Spoken Language in Sitcom Discourse* **External Examiner:** Professor Ivor Timmis, Leeds Beckett University, UK
Anne O'Keeffe and Michael McCarthy	2010	Brian Clancy	*'Hurry up baby son all the boys is finished their breakfast': A Socio- Pragmatic Analysis of Irish Settled and Traveller Family Discourse* **External Examiner:** Professor Ronald Carter, University of Nottingham, UK
John McDonagh	2009	Margaret Page	*From the 'Heart of Sickness' to the 'Singing Wound': A Study of Connectedness in the Works of Brendan Kennelly* **External Examiner:** Dr Lucy Collins, University College Dublin
Paula Murphy	2009	Lillian Burke	*The Language of Selfhood: An Examination of Schizophrenia through Philosophy, Psychoanalysis and Postmodernism* **External Examiner:** Professor Hugh Silverman, Stony Brook University, New York, USA
Paula Murphy	2009	Marita Ryan	*'Difference Becomes Us': Understanding Difference in a Multicultural Irish Society* **External Examiner:** Professor Gerardine Meaney, University College Dublin

Anne O'Keeffe and Michael McCarthy	2009	Elaine Vaughan	'*Just say something and we can all argue then': Community and Identity in the Workplace Talk of English Language Teachers* **External Examiner:** Dr Joan Cutting, University of Edinburgh, Scotland, UK
Eugene O'Brien	2009	Lesley-Ann Colgan	*Depictions of Female Characters in the Works of Blyton, Nesbit and Rowling* **External Examiner:** Dr Celia Keenan, Saint Patrick's College, Dublin City University
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 Milivoijevic	*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 Folgado, Universidad de Cordoba, Spain
Eugene O'Brien	2004	Eóin Flannery	*Fanon's One Big idea*: *Ireland and Postcolonial Studies* **External Examiner:** Professor Luke Gibbons, University of Notre Dame, USA
Anne O'Keeffe	2004	Radka Obrtelová	*The Same and The Other, European and non-European, Western and Eastern: Critical Discourse Analysis of the Conference FORUM 2000* **External Examiner:** External examination Committee, Palacký University Olomouc, Slovakia

POSTGRADUATE EMPLOYMENT PROFILE DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

Literature:
Aarhus University, Denmark
Ard Scoil Rís Secondary School, Limerick
Ballotable Arts Centre
Département des Langues, École Normale Supérieure de Lyon
Dublin City University
Dun Laoghaire Institute of Art, Design and Technology, Dublin
Edge Hill University, Liverpool
Facebook Ltd
Glenstal Abbey, Limerick, secondary level school
Irish Civil Service, Department of Foreign Affairs
Kedara International, Huelva, Spain
Laurel Hill, Limerick, secondary level school
Limerick College of Art and Design
Limerick Institute of Technology
Lime Tree Theatre Company
LinkedIn Ltd
Liverpool Hope University
Marian court college Swampscott Massachusetts
Mary Immaculate College, Faculty of Arts
Mary Immaculate College, faculty of Education
Ministry of Education, Dubai
New York Institute of technology, Abu Dhabi
Northern Trust
Norwegian University of Science and Technology (NTNU), Trondheim, Norway
NUI Galway
Oscail Irish Distance Learning Project
Oxford Brookes University
Oxford University Press
Scoil Carmel, Limerick
Stage Arts Academy
Technological University of the Shannon - Midlands and Mid-West
University College Dublin
University of Edinburgh
University of Limerick
Waterford Institute of Technology
Workday, Ltd

Applied Linguistics:
Beijing Academy of Creative Arts

Federal University of Minas Gerais, Brazil
Free University of Bozen-Bolzano, Italy
Galway Cultural Institute
IELTS tutor, ELTA, Dublin
Imam Muhammad ibin Saud Islamic University, Saudi Arabia
King Fahd University of Petroleum and Minerals, Saudi Arabia; Shizuoka Institute of Science & Technology, Japan
Limerick Language Centre
Limerick/Clare Education and Training Board
Mary Immaculate College
NED Training Centre
Shannon Collage of Hotel Management
St Angela's College , NUI , Galway
St Cillian's Primary School, Dublin.
Teacher trainer: Kaplan International Language School, Dublin
Technical University, Dortmund, Germany
Universiade Federal de São João del-Rei, Brazil
University College Dublin
University of Aberdeen
University of Lancaster
University of Limerick
University of Turin
Upton International Institute of Education, Ulaanbaatar, Mongolia.

TAUGHT MASTER OF ARTS IN MODERN ENGLISH LITERATURE

THIS IS AN ONLINE PROGRAMME WHERE ALL TEACHING IS DELIVERED VIA OUR ONLINE LEARNING PLATFORMS

MODULE OUTLINES

Autumn	Spring
EH5712 Poetics and Politics of Irish Identity	EH5742 Modern American Fiction
EH5741 Modernism Texts and Contexts	EH5732 Postcolonial Literature and Theory
EH5771 Migration and Biopolitics in the 21st Century	EH5782 World Literature
EH5761 Research Methodology 1 (Pass / Fail)	EH5782 Research Methodology 2 (Pass / Fail)
EH5751 Dissertation	EH5752 Dissertation

MODULE DESCRIPTIONS

SEMESTER 1

EH5712 Poetics and Politics of Irish Identity

This module will explore conscious and unconscious aspects of identity across a range of contemporary Irish narrative and poetic texts. It will explore how different and singular aspects of identity are voiced and created in a contemporary Irish context. Looking at the chosen texts through the lenses of deconstructive, psychoanalytic and presentist theoretical paradigms, the module will explore how fictive voices can often access and express truths that are not available to normative discourses. It will also historicise the modes of identity within which these texts were produced, as well as demonstrating how the works deconstruct and interrogate such notions of identity. A comparative and contrastive investigation of the poetic construction of a selected number of contemporary Irish texts will also be offered. Issues of genre-specific construction will be addressed in poetry and the novel. Texts will span a continuum of high and popular culture, looking at issues of symbolic, cultural and social capital, and modes of close reading, as well as the imbrication of texts and contexts, will be used as critical tools, along with theoretically-driven readings. The course will look at 21st century poetry and novels, in order to offer a critique of current poetic and political imbrications of identity. Among the texts taught are: Sean Hewitt, *Tongues of Fire* (2020); Stephen Sexton, *If All the World and Love Were Young* (2019); Sally Rooney, *Normal People* (2018); Naoise Dolan, *Exciting Times – A Novel* (2020); Anne Enright, *The Gathering*, (2007) and Paul Howard, *Braywatch*, (2020).

EH5741 Modernism Texts and Contexts

This module introduces a range of experimental writing by novelists and short story writers and explores ways in which these works reflect the multiple transformations of society during the late nineteenth and early twentieth century. A specific area of enquiry in this module is an examination of the emergence of modernist aesthetics and the shaping of modernist texts though shifts in print culture and publishing practices. Recent scholarship in the digital literary humanities and intersections with book history, print and periodicals culture as well as in editing theory has offered modernist scholars, through new digital technologies, multiple ways in which to access and understand modernist literary texts. Engaging with these different fields including the digital literary humanities will develop new skills, fresh approaches to the set texts and a broader understanding of the modernist period. Among the texts to be studies are: Katherine Mansfield's *Selected Stories*; Olive Schreiner's *Story of an African Farm*; Oscar Wilde's *The Picture of Dorian Gray*; *The Young Rebecca: Writings of Rebecca West 1911-1917*; *Virginia Woolf: Selected Short Stories* and Virginia Woolf's *Orlando.*

EH5771 Migration and Biopolitics in 21st Century Literature

This module will explore questions of displacement, migration, and belonging in the 21st Century. Through analysis of a range of novels and short stories from 2000 to present

this module will determine how cultural production is responding to some of the most important sociological questions of contemporary life. This weekly seminar will analyse how literature is asking us to engage with contemporary discourses of borders, national security, global mobility, diaspora, and identity. It will analyse detailed knowledge of a diverse range of contemporary world literature detailing the experience of migrations and movements, and offer an understanding of some of the theoretical tenets fundamental to contemporary literary production and critical interpretation. It will formulate an awareness of the political and cultural complexities involved in the study of issues such as: ethnicity; globalisation; migration, borders, biopolitics, nation, and poverty and inequality. As countries close their borders COVID-19 has heightened our awareness of the relevance of biopolitics in healthcare and movement. Among the texts studied are: Zadie Smith, *White Teeth* (2000); Chika Unigwe, *On Black Sisters' Street: A Novel* (2012); Chimamanda Ngozi Adichie, *Americanah* (2013); Vladimir Lorchenkov, *The Good Life Elsewhere* (2014); Mohsin Hamid, *Exit West* (2017); Viet Thanh Nguyen, *The Refugees* (2017) and Melatu Uche Okorie, *This Hostel Life* (2018).

EH5761 Research Methodology 1

The aim of the two research methods module is to prepare students for the thesis component of the course. The first module will focus on the selection of a research question, the structuration of the argument and the development of a critical matrix through which to analyse the argument. Research seminars with members of staff and with doctoral students in which issues of subject and topic-selection, referencing conventions, the balanced use of theoretical paradigms and the development of structural and argumentative skills will be analysed. Interview and discussions will facilitate the choosing of a thesis supervisor, who will help with the other sections of the module. A planned structural outline will be developed, along with an outline bibliography of both hard copy and electronic resources. The University of Limerick variant of the Harvard referencing style will be used, and the referencing of electronic media, such as websites and electronic books will be studied. Use of bibliographical tools such as RefWorks and Endnote will also be modelled. A detailed dissertation outline structural form will be completed by each student at the end of this module. Students are also encouraged to attend selected sessions of the department's postgraduate seminar, delivered online.

SEMESTER 2

EH5742 Modern American Fiction

This module will study a range of work by American authors writing in the genres of the novel and the short story. It will explore the diversity of experience reflected in these texts in terms of a changing socio-cultural context for their writing from the 1930s to the 21st century as well as exploring experimentation in narrative style. These texts will also be read through a theoretical lens including postmodernism, feminist theory, race theory and trauma theory. The texts being studied cover this particular timespan in

order to chart a changing literary response to cultural upheavals in a society defined by contradiction and diversity. This course aims to provide students with an insight into a range of those diverse voices and diverse responses to profound challenges associated with race, gender, and class to name but a few. Among the texts to be studied are: Zora Neale Hurston, *Their Eyes Were Watching God*; Raymond Chandler, *The Big Sleep*; Ernest Hemingway *The Snows of Kilimanjaro And Other Stories*; Walter Mosley *Devil in a Blue Dress*; *A Good Man is Hard to Find and Other Stories*; Toni Morrison, *Beloved*; Don DeLillo, *Falling Man* (2007) and Richard Ford's *The Granta Book of the American Short Story* (Vol 2).

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. Among the texts studied are: Jean Rhys, *Voyage in the Dark* (1934); V.S. Naipaul, *A House for Mister Biswas* (1961); Jorge Luis Borges, *Labyrinths: Selected Stories and Other Writings* (1962); Arundhati Roy, *The God of Small Things* (1997); W.G. Sebald, *Austerlitz* (2001); David Mitchell, *Cloud Atlas* (2004); Chimananda Ngozi Adiche *Half of a Yellow Sun* (2006); Nadeem Aslam, *The Wasted Vigil* (2008); Yiyun Li, *The Vagrants* (2009) and Colum McCann, *Let the Great World Spin* (2009).

EH5732 Contemporary 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, Ngũgĩ 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. Among the texts to be studied are: Benedict Anderson, *Imagined Communities*; Bill Ashcroft, Gareth Griffiths and Helen Tiffin, *The Post-Colonial Studies Reader*; Homi K. Bhabha, *Nation and Narration*; Edward Said, *Orientalism*; Ngũgĩ wa Thiong'o, *Decolonising the Mind*; and Gayatri Chakravorty Spivak, 'Can the Subaltern Speak?'

EH5782 Research Methodology 2 Pass/Fail

Research seminars with members of staff, and individual meetings with advisors during the semester are seen as part of the dissertation writing process. The structural outline which was prepared in the previous module is now used to create a timeline and a chapter word-count target. The management of time in terms of reading, note-taking and drafting individual chapters is analysed through seminars, workshops and attendance at the Departmental postgraduate Seminar, presented online. A schedule of meetings, with appointed tasks and timelines is set up in this module, all leading to a smooth transition from the modules into the thesis-drafting and writing stage of the programme.

DISSERTATION

EH5751 & EH5752 Dissertation

This module is one wherein self-directed research is conducted under the guidance and supervision of a faculty member. The skills learned in EH5761 Research Methodology 1, and in EH5782 Research Methodology 2 are utilised to bring this project to fruition. The dissertation is an individual project which asks and addresses a central research question, or questions; engages with primary material through dialogue with secondary and critical sources; as well as being guided by a theoretically-informed reading practice. A number of iterations are produced which, with editorial and argumentative emendations by the supervisor, and with learned self-editing and peer-editing input, will lead to a completed piece of research of between 15,000 and 20,000 words. Over the course of these 4 research method and output modules, students will:

- learn how to write a research thesis of between 15,000 and 20,000 words;
- develop skills in working with an academic supervisor and taking guidance and advice;
- become proficient in synthesising theoretical and critical opinions with their own argument;
- gain proficiency in the use of referencing software such as RefWorks or Endnote, and in the application of the UL/MIC *Cite It Right* stylesheet;
- develop good self-editing and communication qualities;
- enable the completion of a long project through efficient time-management and drafting processes.

Final submission of the dissertation is in Late July 2022.

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 two possible delivery formats: 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

Semester 1	Semester 2	Semester 3/Summer period
AL7711: Core Features of Language: grammar, vocabulary and phonology	AL7712 Approaches to Language in Context	AL6721: Dissertation
AL7721: Research Methods in Applied Linguistics	AL7722: Issues in Applied Linguistics	
AL7731: Academic Writing: Lexicogrammar and Discourse	EH5782: Advanced Research Methodology	
Elective options*: (Choose one) AL7741: Introduction to Sociolinguistics AL7751: Second Language Acquisition or AL7761: Classroom and Learner Discourse or AL7771: Introduction to Irish English	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	

*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.

	Programme outline		
Stage 1	**Year 1 (90 credits)**		
	Semester 1 - Taught and Research	**Semester 2 – Taught and Research**	**Summer Year 1**
	Core Modules*: 21 ECTS Elective Modules* 9 ECTS **Total: 30 ECTS**	Core Modules*: 21 ECTS Elective Modules*: 9 ECTS **Total: 30-ECTS**	Individual doctoral thesis work under supervision of designated supervisor and Doctoral Studies Panel; transferrable skills courses; summer school **Total: 30-ECTS**
Stage 2	**Year 2 (90 ECTS)**		
	Semester 3	**Semester 4**	**Summer Year 2**
	Individual doctoral thesis work under supervision of designated supervisor and Doctoral Studies Panel; transferrable skills courses **Total: 30 ECTS**	Individual doctoral thesis work under supervision of designated supervisor and Doctoral Studies Panel; transferrable skills courses; winter school **Total: 30 ECTS**	Individual doctoral thesis work under supervision of designated supervisor and Doctoral Studies Panel; transferrable skills courses; summer school **Total: 30 ECTS**
	Year 3 (90 ECTS)		
	Semester 5	**Semester 6**	**Summer Year 3**
	Individual doctoral	Individual doctoral thesis	Individual doctoral

	thesis work under supervision of designated supervisor and Doctoral Studies Panel; transferrable skills courses **Total: 30 ECTS**	work under supervision of designated supervisor and Doctoral Studies Panel; transferrable skills courses; winter school **Total: 30 ECTS**	thesis work under supervision of designated supervisor and Doctoral Studies Panel; transferrable skills courses; summer school **Total: 30 ECTS**
	Year 4 (90 ECTS)		
	Semester 7	**Semester 8**	**Summer Year 4**
	Individual doctoral thesis work under supervision of designated supervisor and Doctoral Studies Panel; transferrable skills courses **Total: 30 ECTS**	Individual doctoral thesis work under supervision of designated supervisor and Doctoral Studies Panel; transferrable skills courses; winter school **Total: 30 ECTS**	Individual doctoral thesis work under supervision of designated supervisor and Doctoral Studies Panel; transferrable skills courses; summer school **Total: 30 ECTS**

*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.

PUBLICATIONS AND RESEARCH

Members of the department of English language and literature are all highly research-active. This mans that they are crating new knowledge about any aspects of literature and the publish this knowledge and research in academic books, chapters in academic books and articles in academic journals. This means that students are being taught by people who have both national and international reputations as experts in their fields of The following pages outline the different areas of research and publications produced by members of the Department since 2015.

EDITORIAL RESPONSIBILITIES

Series Editors
Kathryn Laing:
Edits 2 series with **Edward Everett Root**:

Key Irish Women Writers
Key Irish Women Writers Series

Irish Women Writers: Texts and Contexts
Irish Women Writers: Texts and Contexts

Anne O'Keeffe:
Edits 2 Series with **Routledge**:

Routledge Applied Corpus Linguistics Guides
Routledge Applied Corpus Linguistics Series

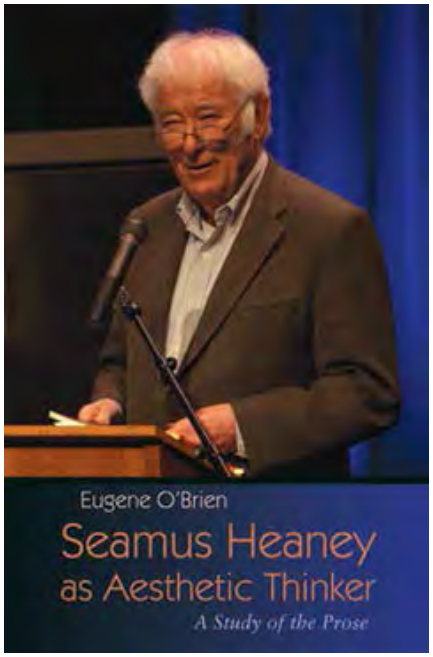
Routledge Corpus Linguistics Guides
Routledge Corpus Linguistics Guides Series

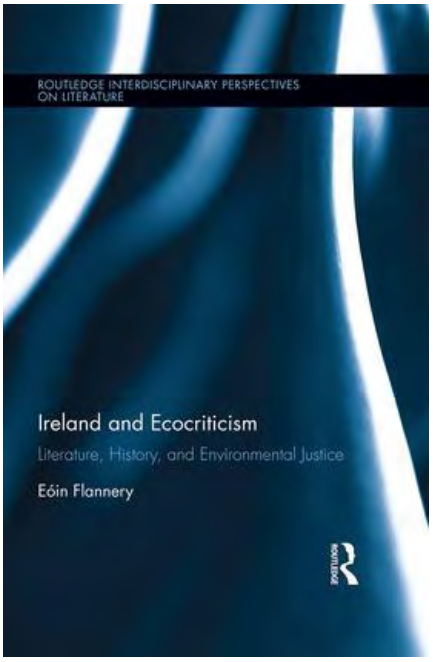
Eugene O'Brien
Edits one series with **Routledge** and one with **Oxford University Press**:

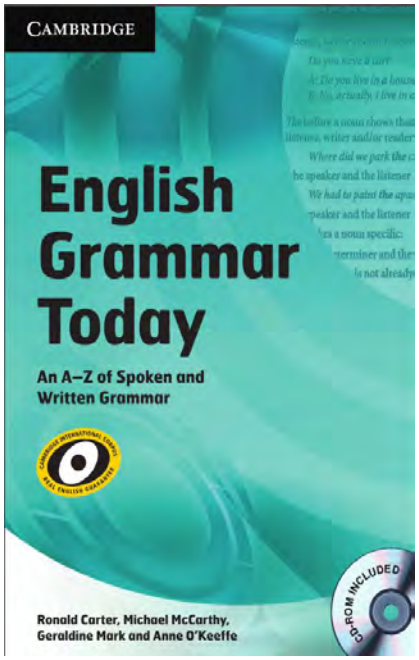
Routledge Studies in Irish Literature series
Routledge Studies in Irish Literature Series

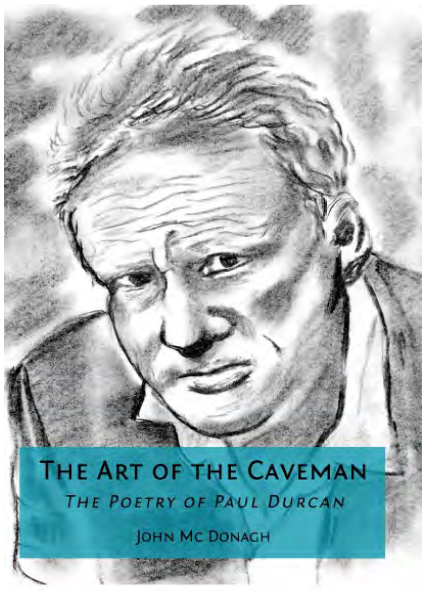
Online Bibliography series of the Module on Literary and Cultural Theory
Oxford Online Bibliographies: Literary and Cultural Theory

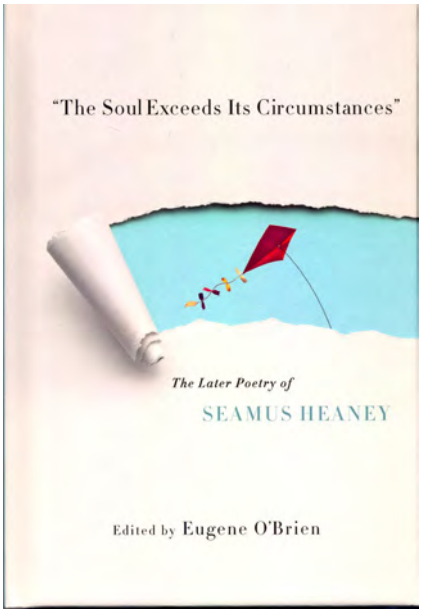
RECENT BOOKS 2015 – PRESENT



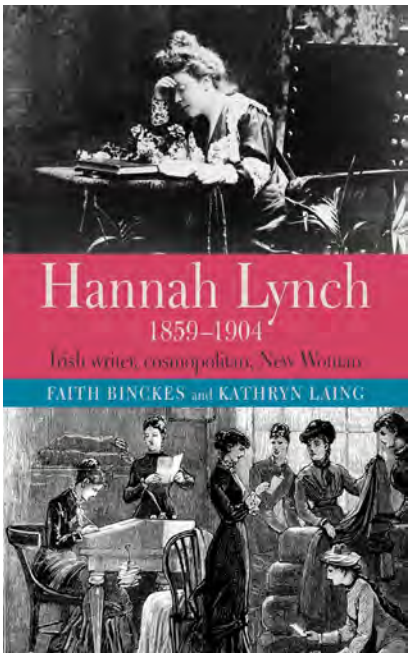


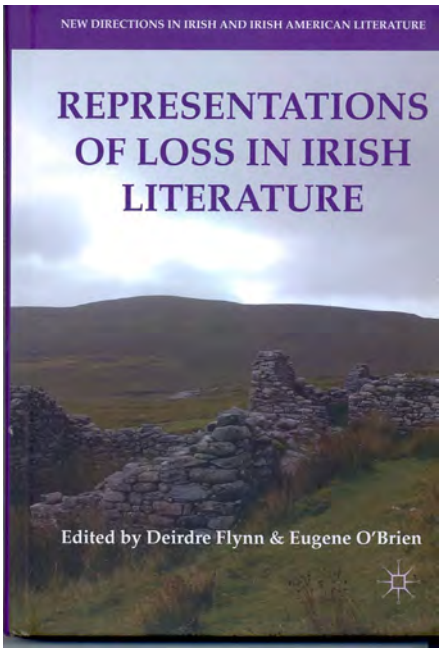


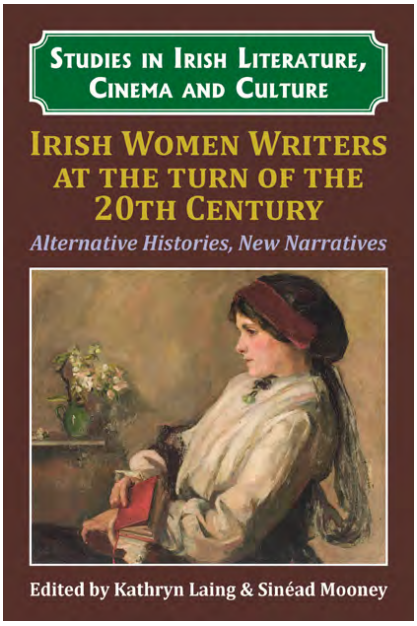


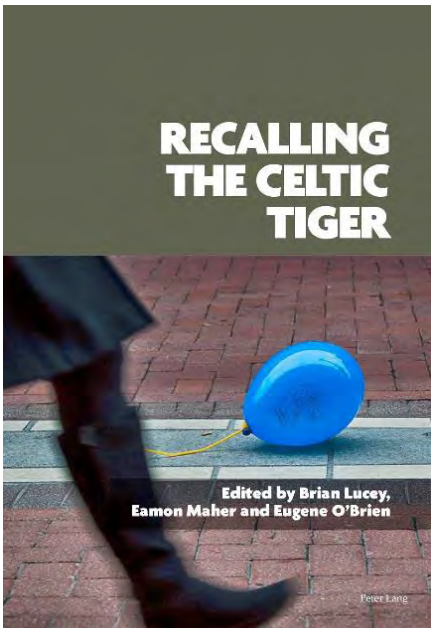


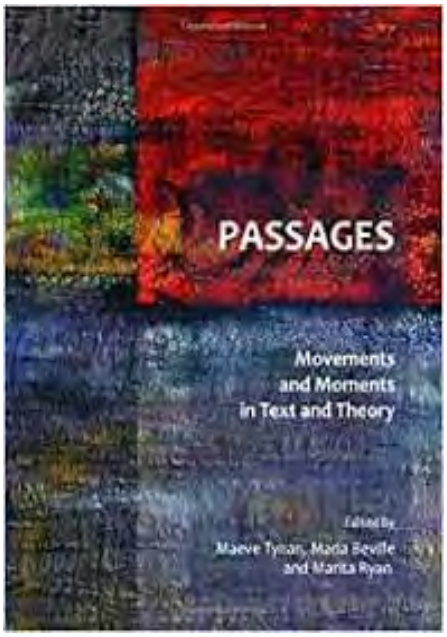
100
REIMAGINING IRISH STUDIES
FOR THE TWENTY-FIRST CENTURY
Eamon Maher and Eugene O'Brien

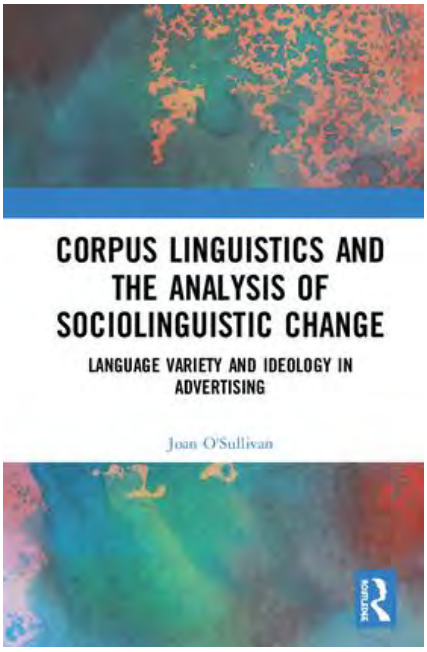

Hannah Lynch
1859–1904
Irish writer, cosmopolitan, New Woman
FAITH BINCKES and KATHRYN LAING

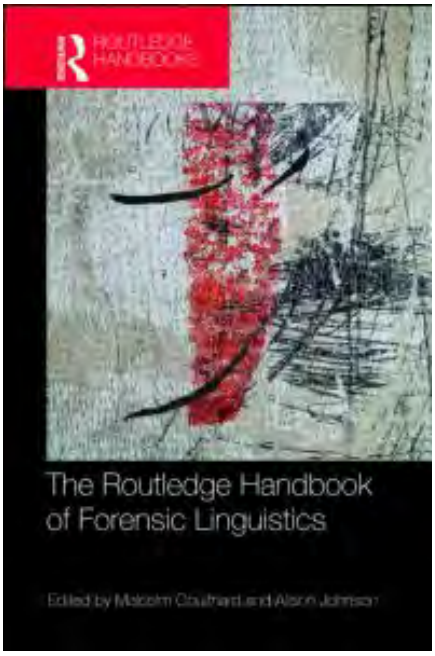

NEW DIRECTIONS IN IRISH AND IRISH AMERICAN LITERATURE
REPRESENTATIONS OF LOSS IN IRISH LITERATURE
Edited by Deirdre Flynn & Eugene O'Brien

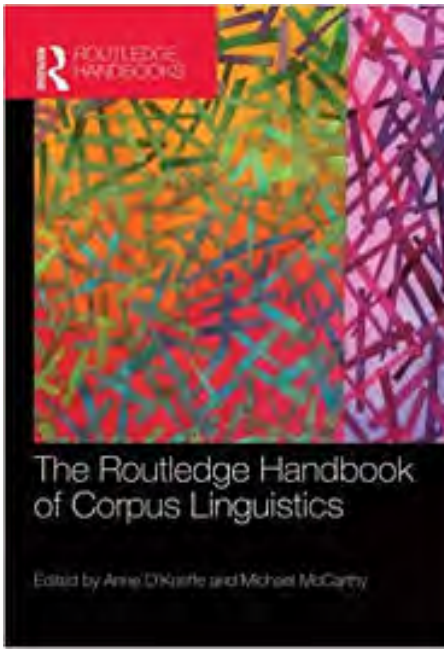

STUDIES IN IRISH LITERATURE, CINEMA AND CULTURE
IRISH WOMEN WRITERS AT THE TURN OF THE 20TH CENTURY
Alternative Histories, New Narratives
Edited by Kathryn Laing & Sinéad Mooney

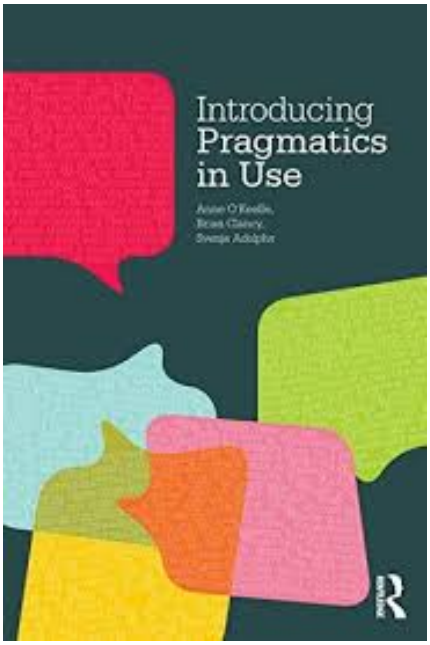

RECALLING THE CELTIC TIGER
Edited by Brian Lucey, Eamon Maher and Eugene O'Brien

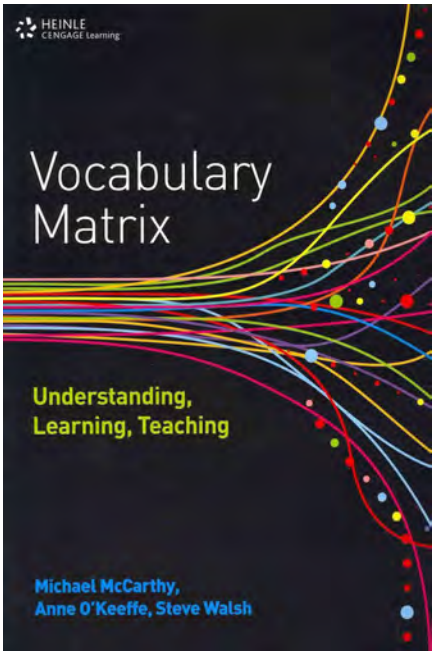

PASSAGES
Movements and Moments in Text and Theory


CORPUS LINGUISTICS AND THE ANALYSIS OF SOCIOLINGUISTIC CHANGE
LANGUAGE VARIETY AND IDEOLOGY IN ADVERTISING
Joan O'Sullivan

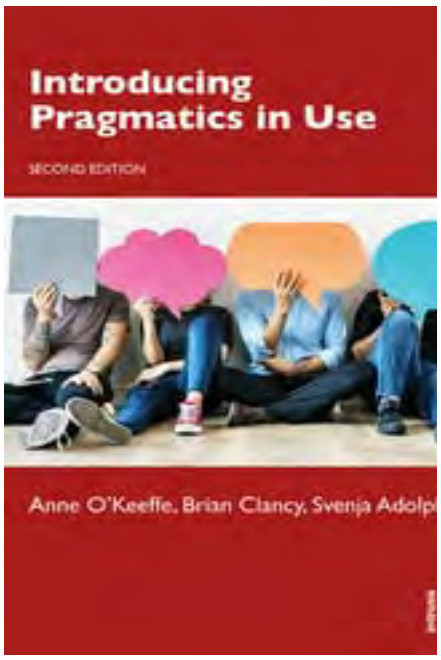

The Routledge Handbook of Forensic Linguistics

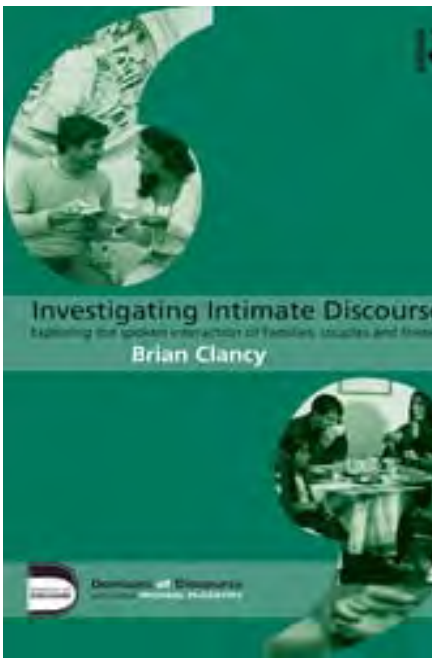

The Routledge Handbook of Corpus Linguistics


Introducing Pragmatics in Use

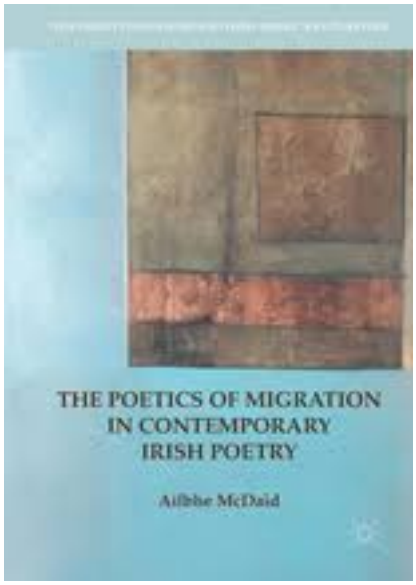

HEINLE CENGAGE Learning
Vocabulary Matrix
Understanding, Learning, Teaching
Michael McCarthy, Anne O'Keeffe, Steve Walsh

CAMBRIDGE UNIVERSITY PRESS
CAMBRIDGE EDUCATION RESEARCH REPORTS
The impact of usage-based approaches on second language learning and teaching
PASCUAL PÉREZ-PAREDES
GERALDINE MARK
ANNE O'KEEFFE
TRANSFORMING SOCIETIES THROUGH EDUCATION
UNIVERSITY OF CAMBRIDGE


Introducing
Pragmatics in Use
SECOND EDITION
Anne O'Keeffe, Brian Clancy, Svenja Adolp


Investigating Intimate Discours
Brian Clancy

HAUNTED HEANEY
SPECTRES AND THE POETRY


THE POETICS OF MIGRATION
IN CONTEMPORARY
IRISH POETRY
Ailbhe McDaid

RECENT JOURNAL ARTICLES AND CHAPTERS IN ACADEMIC BOOKS 2015 – PRESENT

Brian Clancy (2020) 'Intimacy, identity and indexicality in Irish English: A corpus pragmatic approach to the study of personal pronouns' in *Irish Identities: Sociolinguistic Perspectives* edited by R. Hickey and C. Amador-Moreno, Berlin: De Gruyter Mouton, 153-172.

Brian Clancy and M. McCarthy (2019) 'From language as system to language as discourse' in *The Routledge Handbook of English Language Teacher Education* edited by S. Walsh and S. Mann, London: Routledge, 201-215.

Brian Clancy (2018) 'Conflict in corpora: Investigating family conflict using a corpus pragmatic approach' *Journal of Language Aggression and Conflict*, 6(2), 228-247.

Brian Clancy and C. Rühlemann (2018) 'Corpus linguistics and pragmatics' in *Pragmatics and its Interfaces* edited by N. Norrick and C. Ilie, Amsterdam: John Benjamins, 241-266.

Brian Clancy, E. Vaughan and M. McCarthy (2017) 'Vague category markers as turn final items in Irish English' *World Englishes*, 36(2), 208-223.

Brian Clancy and E. Vaughan (2016) 'Sociolinguistic information and Irish English corpora' in *Sociolinguistics in Ireland*, edited by R. Hickey, London: Palgrave, 365-388.

Brian Clancy (2015) '*Hurry up baby son all the boys is finished their breakfast*: Examining the use of vocatives as pragmatic markers in Irish Traveller and settled family discourse' in *Pragmatic Markers in Irish English* edited by C. Amador-Moreno, K. McCafferty and E. Vaughan, Amsterdam: John Benjamins, 229-247.

Brian Clancy and M. McCarthy (2015). 'Co-constructed turn-taking' in *Corpus Pragmatics: A Handbook* edited by K. Aijmer and C. Rühlemann, Cambridge: Cambridge University Press, 430-453.

Brian Clancy and A. O'Keeffe (2015) 'Pragmatics' in *The Cambridge Handbook of English Corpus Linguistics*, edited by R. Reppen and D. Biber Cambridge: Cambridge University Press, 235-251.

Eóin Flannery (2021) 'Investing in Fictions: Faith, Abstraction and Materiality in Paul Murray's *The Mark and the Void*', *Irish University Review*, 51.2: 263–281.

Eóin Flannery (2021) 'Ecotheory and Ecocriticism', in *Reimagining Irish Studies for the Twenty-First Century* edited by Eugene O'Brien and Eamon Maher Oxford: Peter Lang, 110-123.

Eóin Flannery (2021) "Debt, Guilt and Form in (post-) Celtic Tiger Ireland," in *Textual Practice*, 35.5, 2021, 829-853.

Eóin Flannery (2021) "Ecotheory and Ecocriticism," in *Reimagining Irish Studies for the Twenty-First Century* Eugene O'Brien and Eamon Maher (eds.) Oxford: Peter Lang, 2021, 110-123.

Eóin Flannery (2020) "*Bildung* and Temporality in Justin Quinn's *Mount Merrion*," in *Etudes Irlandaises – the French Journal of Irish Studies*, 45.2, 2020, 1-23.

Eóin Flannery (2020) "Finance and Fiction in Deirdre Madden's *Time Present and Time Past*," in *Irish Studies Review*, 28.3, 2020, 305-322.

Eóin Flannery (2019) 'Debt', in *Recalling the Celtic Tiger*, edited by Brian Lucy, Eamon Maher and Eugene O'Brien, Oxford: Peter Lang, 91-92.

Eóin Flannery (2019) 'Poetry', in *Recalling the Celtic Tiger*, edited by Brian Lucy, Eamon Maher and Eugene O'Brien, Oxford: Peter Lang, 249-252.

Eóin Flannery (2019) '"The incorrigible Irishman": Roger Casement and the "greening" of Irish Studies', *Journal of Scottish and Irish Studies*.

Eóin Flannery (2019"The Possibilities of Shame in Dermot Bolger's *Tanglewood*," *Critical Survey*, 31.4, 2019.

Eóin Flannery (2019) 'Debt as Inheritance', in *Cultural Heritage in France and Ireland* edited by Eamon Maher and Eugene O'Brien, Oxford: Peter Lang, 2019, 35-55.

Eóin Flannery (2019) 'Reading late McGahern: Time, Scale and the Anthropocene', in *Essays on John McGahern: Assessing a Literary Legacy*, edited by Eamon Maher and Derek Hand Cork: Cork University Press, 94-111.

Eóin Flannery (2019) 'The Dispossessed Image,' in *The Ontology of the Artefact*, edited by Aoife Banks, Nathan Cahill, and Kate Friedeberg, http://ontologyoftheartefact.xyz/.

Eóin Flannery (2018) 'Resisting Profit and Loss in Contemporary Irish Eco Poetry', in *Representations of Loss in Irish Literature*, edited by Deirdre Flynn and Eugene O'Brien, London: Palgrave/MacMillan, 2018, 133-154.

Eóin Flannery (2018) 'Scale, Deep Time and the Politics of Representation in Derek Mahon's *Life on Earth*', in *Irish University Review* 48.2, 2018, 281-298.

Eóin Flannery (2017) '"Burning from the inside out": Colum McCann's *Let the Great World Spin*', in *9/11 in European Literature: Negotiating Identities Against the Attacks and What Followed* edited by Svenja Frank, London: Palgrave/MacMillan, 2017, 83-101.

Eóin Flannery (2017) "'Ill Fares the Land": Ecology, Capitalism and Literature in (post-) Celtic Tiger Ireland', in *The Postcolonial World*, edited by David D. Kim and Jyotsna Singh, London: Routledge.

Eóin Flannery (2016) 'Essayist of Place: Postcolonialism and Ecology in the work of Tim Robinson', in *Unfolding Irish Landscapes: Tim Robinson, Culture, and Environment*, edited by Christine Cusick and Derek Gladwin, Manchester University Press.

Eóin Flannery (2016) 'Ecocriticism', in *The Year's Work in Critical and Cultural Theory*, Oxford University Press, Autumn 2016, 419-438.

Eóin Flannery (2016) '"Listen to the Leaves": Derek Mahon's Evolving Ecologies,' *Criticism: A Quarterly for Literature and the Arts*. 57.3, 377-401.

Eóin Flannery (2016) 'Crocodiles and Obelisks: the literary afterlife of Roger Casement in the work of Jamie McKendrick and W.G. Sebald,' *Breac: A Digital Journal of Irish Studies – Special Issue on Roger Casement* 4.

Eóin Flannery (2015) 'Embracing the Other in Colum McCann's *Zoli* (2006)', in *The Leaving of Ireland: Literature, Migration and Belonging,* edited by John Lynch and Katherina Dodou, Oxford: Peter Lang.

Eóin Flannery (2015) 'Internationalizing 9/11: Hope and Redemption in Colum McCann's *Let the Great World Spin*', in *Ireland: Arrivals and Departures – Irish Studies in Europe*, edited by Scott Brewster and Werner Huber, 99-108.

Eóin Flannery (2015) ''Decline and Fall': Empire, Land and the Twentieth-Century Irish 'Big House' Novel', in *Ecocriticism of the Global South*, edited by Scott Slovic, Swarnalatha Rangarajan and Vidya Sarveswaran, Lexington Books/Rowman & Littlefield, 161-179.

Deirdre Flynn (2021) ''Where are you from originally': The cruel optimism of precarious Irish public sphere in Melatu Okorie's Under the Awning' in *Alluvium Journal*, Vol 9.1. February 2021.

Deirdre Flynn (2021) 'Our native reminiscence': Clinging to Lost time in Kevin Barry's City of Bohane in *Time, The City and the Literary Imagination ,* eds AM Evans & K Kramer. London: Palgrave

Deirdre Flynn (2020) 'On Being Precarious' in *Irish University Review*, Vol 50.1 May 2020.

Deirdre Flynn (2020) 'Louise O'Neill' in *Dictionary of Literary Biography: Twenty-first Century Irish Fiction Writers* New York: Bruccoli Clark Layman

Deirdre Flynn (2020) 'Lisa McInerney' in *Dictionary of Literary Biography: Twenty-first Century Irish Fiction Writers*. Bruccoli Clark Layman

Deirdre Flynn (2019) 'Rural Encroachment in Mary Lavin's short stories' in *Irish University Review*, Vol 49, November 2019.

Deirdre Flynn (2019) 'The Uncanny City: Delving into the sewers and subconscious of Tokyo in Murakami's Hard Boiled Wonderland and the End of the World', in *Supernatural Cities*, edited by Karl Bell, London: Boydell and Brewer.

Deirdre Flynn (2018) 'Streets of Spectrality: Kevin Barry's Dystopian City of Bohane', in *Worlds Gone Awry: Essays on Dystopian Fiction*, edited by C. Clark Triplett, Ashley G. Anthony & John Han, London: McFarland.

Deirdre Flynn (2018) 'Holding on to "rites, rhythms and rituals": Mike McCormack's homage to small-town Irish life and death', in *The Literature of Loss: Representations of Loss in Irish Literature*, edited by Deirdre Flynn & Eugene O'Brien 70 – 95, London: Palgrave.

Deirdre Flynn & Eugene O'Brien (2018) 'Defining Representations of Loss', with Eugene O'Brien, in *The Literature of Loss: Representations of Loss in Irish Literature*, edited by Deirdre Flynn & Eugene O'Brien 14 – 43, London: Palgrave.

Deirdre Flynn & Maria Beville (2018) 'Irish Urban Fictions: An Introduction', in *Irish Urban Fictions*, edited by Maria Beville & Deirdre Flynn, pp 11 – 34, London: Palgrave.

Deirdre Flynn (2018) 'Motherhood, Marriage, and Daughters in Anne Enright's The Green Road', in *Moving Worlds: Women Write Now: Reading the Contemporary*, 18.1, 115-126.

Ian Hickey (2021) '*Post Celtic Tiger Landscapes in Irish Fiction* by Marie Mianowski' in *Irish Studies Review* Vol. 29, No. 1.

Ian Hickey (2021) 'Challenging Societal Norms Through the Spoken Word: Benjamin Zephaniah's *City Psalms*' in *Spoken Word in the UK*, edited by Lucy English and Jack McGowan, pp. 246-259, London: Routledge.

Ian Hickey (2020) '"The old cause is never dead": Hauntology and Brendan Behan's *The Hostage*' in *Irish Studies Review*, Vol. 28, No. 2. 171-185.

Ian Hickey (2020) '"Dublin You Are": Representations of Dublin in Twenty-First Century Irish Poetry' in *C21 Literature: Journal of Twenty-First Century Writings*, Vol. 8, 1-26.

Ian Hickey (2020) 'Derrida, Heaney and the Translation of Virgil's *Aeneid Book VI*' in *Études Irlandaises*., 45-2. 101-117.

Ian Hickey (2019) 'Elegising the Past and Future: Seamus Heaney's "Route 110" Sequence' in *Irish University Review*, Vol. 49, No. 2. 340-355.

Ian Hickey (2018) 'Virgilian Hauntings in the Later Poetry of Seamus Heaney' in *Estudios Irlandeses*, Issue 13. 27-40.

Ian Hickey (2018) 'The Haunted Bog and the Poetry of Seamus Heaney' in *Nordic Irish Studies*, Vol. 17, No. 2. 35-54.

Kathryn Laing (2019) 'The Young Rebecca Revisited: 1911-1920' in *Women*, *Periodicals, and Print Culture in Britain, 1890s-1920s: The Modernist Period*, edited by Faith Binckes and Carey Snyder, Edinburgh: Edinburgh University Press, pp. 169-182.

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

Kathryn Laing and Sowon Park (2018) 'Writing and Politics: Writing the Vote: Suffrage, Gender, and Politics' in Vol 2 *Futility and Anarchy? British Literature in Transition 1920-1940*, edited by Charles Ferrall and Dougal McNeill, Cambridge: Cambridge University Press, pp. 91-107.

Kathryn Laing (2018) '"Only Connect": Irish Women's Voices, Latin America and the Irish Women's Writing Network' in *Irish Migration Studies in Latin America* volume 9, no. 1, pp. 57-71. Available at: http://www.irlandeses.org/wp-content/uploads/2018/01 /women-6.pdf

Kathryn Laing (2017) 'Am I a Vorticist?': Re-Reading Rebecca West's 'Indissoluble Matrimony' in *Blast at 100: Centenary Essays*, edited by Philip Coleman et al, Leiden: Brill, 44-61.

Kathryn Laing (2017) 'F. Mabel Robinson: The Aesthetics of Sympathy and Texts of Transition', in *Victorian into Modern: Suturing the Divide, 1875-1935*, edited by Louise Kane and Deborah Mutch, London: Routledge.

Kathryn Laing (2016) 'Hannah Lynch and Narratives of the Irish Literary Revival', *New Hibernia Review*, Volume 20, no. 1 (Spring), 42-57.

Kathryn Laing (2015) 'George Moore and F. Mabel Robinson: Paris and the Woman Artist', in *George Moore's Paris and his French Ongoing Connections*, edited by Mary Pierse et al, Bern: Peter Lang, 133-152.

Ailbhe McDaid (2021) 'Migrant Perspectives in Contemporary Irish Poetry', *Race in Irish Literature and Culture* ed. by Malcolm Sen and Julie Weng (Cambridge: Cambridge University Press, forthcoming)

Ailbhe McDaid (2021) with Barry Hazley (eds.) 'War & Conflict in Twentieth-Century Ireland: Experience, Memory and Representation', Introduction to Special Issue

on War, Conflict and Political Violence in Twentieth-Century Ireland, *Journal of War and Culture Studies* 14.1, 1-5

Ailbhe McDaid (2021)'"What memory costs": intergenerational inheritance of trauma in Elizabeth Bowen's A *World of Love*, William Trevor's *Fools of Fortune* and Mary Leland's *The Killeen*', *Journal of War and Culture Studies* 14.1 (Spring), 110-126

Ailbhe McDaid (2020) '"When we've licked the wounds of history": literary representations of women's experiences of the War of Independence and Civil War', *Women and the Irish Revolution, 1917-1923: Feminism, Activism, Violence* ed. by Linda Connolly (Dublin: Irish Academic Press), 183-197.

Ailbhe McDaid (2020) with Kenneth Keating. *Poetry Reviews in the Irish Times 2013-2018*, MEAS: Measuring Equality in the Arts Sector: Literature in Ireland, January 2020. https://measorg.com/annual-reports/

Ailbhe McDaid (2019) '"As large in my childhood as the Catholic Church and the fight for Irish freedom": legacies of witnessed conflict in Maeve Brennan's Cherryfield Avenue stories', *New Hibernia Review* Volume 23, Number 4, Winter/Geimhreadh, 79-99.

Ailbhe McDaid (2018)'"Laying holy miles between myself and home": Sara Berkeley's ecopoetics', *Poetry Ireland Review 125*, July, 87-95.

Ailbhe McDaid (2019) with Kenneth Keating. *Gender in Poetry Publishing in Ireland 2008-2017*, MEAS: Measuring Equality in the Arts Sector: Literature in Ireland, January 2019. https://measorg.com/annual-reports/

Ailbhe McDaid (2018) with Kenneth Keating. *Gender in Poetry Publishing in Ireland 2017*, MEAS: Measuring Equality in the Arts Sector: Literature in Ireland, November 2018. https://measorg.com/annual-reports/

Ailbhe McDaid (2018) with Kenneth Keating. *Gender in Aosdána*. MEAS: Measuring Equality in the Arts Sector: Literature in Ireland, November 2018. https://measorg.com/annual-reports/

Ailbhe McDaid (2017) *The Poetics of Migration in Contemporary Irish Poetry* (Basingstoke: Palgrave Macmillan).

Ailbhe McDaid (2017) Reconfigurations in Colette Bryce's Poetry', *Post-Ireland? Essays on Contemporary Irish Poetry*, ed. by Jefferson Holdridge and Brian Ó Conchubhair (Winston-Salem, NC: Wake Forest University Press, 2017), 159-176.

Ailbhe McDaid (2017) with Nadine Muller (eds.) *War Widows' Stories: A Collection of Oral History Interviews*. (Liverpool: LJMU).

Ailbhe McDaid (2016) 'The technologies of distance: new migrations in Conor O'Callaghan's *The Sun King*', *Irish Studies Review*, Vol. 24, Issue 3 (2016), 275-290.

Ailbhe McDaid (2014) '"Sure we export all our best stuff": changing representations of emigration in Irish television advertising', *Journal of Nordic Irish Studies*, Special Issue: Cultural Memory and the Remediation of Narratives of Irishness, Vol. 13, 41-56.

Ailbhe McDaid (2013) '"I mean it as no ordinary return": Poetic Migrancy in the works of Vona Groarke and Sara Berkeley,' *Australasian Journal of Irish Studies*, Vol. 13, 45-63.

Ailbhe McDaid (2013) '"Breakfast-time back home"?: The New Irish poets in America,' *Journal of Franco-Irish Studies*, Vol. 3, Issue 1, 11-26.

Ailbhe McDaid (2012) '"Ag cuimhneamh as Béarla, ag taibhreamh as Gaeilge": The Dual Consciousness of Michael Hartnett' Book chapter in *Irish Down Under: Melbourne Irish Studies Seminar Series, 2001-2010*, ed. by Elizabeth Malcolm, Philip Bull and Frances Devlin-Glass (Melbourne: Melbourne University Press, 2012), 252-262.

John McDonagh (2015) 'Let Ireland Weep: Poetry of Loss in the First World War,' *Journal of Franco-Irish Studies*, volume 4, number 1, Article 3. Available at: http://hdl.handle. net/10395/2108.

John McDonagh (2019) 'Electric Gates in the Celtic Tiger', in *Recalling the Celtic Tiger*, edited by Brian Lucy, Eamon Maher and Eugene O'Brien, Oxford: Peter Lang, 105-108.

John McDonagh and Patricia Kieran (2020) 'The centre cannot hold: decolonising the RE curriculum in the Republic of Ireland, *British Journal of Religious Education'*, Volume 42, Issue 4, https://www.tandfonline.com/doi/full/10.1080/01416200.2020.1810634

Eugene O'Brien (2022) 'Paul Howard and the Celtic Tiger: A Voice from the Margins', in *Margins and Marginalities in Ireland and France*, edited by Sarah Balen and Eamon Maher, Oxford Peter Lang, 45-64

Eugene O'Brien (2021) '"A Stain from the sky was descending": The Poetics of Climate Change in Irish Poetry', in *Contemporary Irish Poetry and the Climate Crisis*, edited by Andrew J. Auge and Eugene O'Brien, London: Routledge, 171-199

Eugene O'Brien (2021) 'James Joyce: *A Portrait of the Artist as a Young Man* (1916)', in *Handbuch Familienroman. Der Generationenroman in Moderne und Gegenwart* (*Handbook of the Family Novel. The Generational Novel in the Age of Modernism and Today*), edited by Helmut Grugger and Johann Holzner, Berlin: De Gruyter, volume 2, 179-192

Eugene O'Brien (2021)'The Dawning of Difference: Literary and Cultural Theory in Irish Studies', in *Reimagining Irish Studies for the Twenty-First Century*, edited by Eamon Maher and Eugene O'Brien, Oxford Peter Lang, 283-300

Eugene O'Brien (2021) '"A Pause for Po-Ethics": Seamus Heaney and the Ethics of Aesthetics', in *Ethics and Literary Practice*, edited by Adam Zachary Newton, Basel MDPI, 121-137

Eugene O'Brien (2019) 'Vincent Browne', in *Recalling the Celtic Tiger*, edited by Brian Lucy, Eamon Maher and Eugene O'Brien, Oxford: Peter Lang, 51-54

Eugene O'Brien (2019) 'Fianna Fáil', in *Recalling the Celtic Tiger*, edited by Brian Lucy, Eamon Maher and Eugene O'Brien, Oxford: Peter Lang, 121-124

Eugene O'Brien (2019) 'Fine Gael – Labour Government 2011–16', in *Recalling the Celtic Tiger*, edited by Brian Lucy, Eamon Maher and Eugene O'Brien, Oxford: Peter Lang, 133-136

Eugene O'Brien (2019) 'Paul Howard', in *Recalling the Celtic Tiger*, edited by Brian Lucy, Eamon Maher and Eugene O'Brien, Oxford: Peter Lang, 159-162

Eugene O'Brien (2019) 'Mobile Technology', in *Recalling the Celtic Tiger*, edited by Brian

Lucy, Eamon Maher and Eugene O'Brien, Oxford: Peter Lang, 199-200

Eugene O'Brien (2019) 'U2', in *Recalling the Celtic Tiger*, edited by Brian Lucy, Eamon Maher and Eugene O'Brien, Oxford: Peter Lang, 323-326

Eugene O'Brien (2019) 'The Rhetoric of Grammar and the Grammar of Rhetoric: An Apophantic Reading of Seamus Heaney's *North'*, in *Ireland and the North*, edited by Fionna Barber, Heidi Hansson and Sara Dybris McQuaid, Oxford: Peter Lang, 201-222

Eugene O'Brien (2019) 'Introduction: *Patrimoine*/Cultural Heritage in France and Ireland', with Eamon Maher, in *France, Ireland and Patrimony*, edited by Eamon Maher and Eugene O'Brien, Oxford: Peter Lang, 1-10

Eugene O'Brien (2019) '*Metanoia* and Reflexive Thinking: Towards a Deconstruction of *Patrimoine*/Cultural Heritage', in *France, Ireland and Patrimony*, edited by Eamon Maher and Eugene O'Brien, Oxford: Peter Lang, 13-34

Eugene O'Brien (2019) "A pause for po-ethics': Seamus Heaney and the Ethics of Aesthetics", *Humanities*: *Ethics and Literary Practice* (*special edition*), Volume 8, number 3, 8,488 words

Eugene O'Brien (2018) '"Sunk past its gleam in the meal bin": The Kitchen in the Poetry of Seamus Heaney', *Canadian Journal of Irish Studies*, Volume 41, 270-289

Eugene O'Brien (2018) 'Introduction: Defining Representations of Loss', with Deirdre Flynn, in *Representations of Loss in Irish Literature*, edited by Deirdre Flynn and Eugene O'Brien, London: Palgrave Macmillan, 1-17

Eugene O'Brien (2018) '"A Pure Change Happened": Seamus Heaney and the Poetry of Loss', in *Representations of Loss in Irish Literature*, edited by Deirdre Flynn and Eugene O'Brien, London: Palgrave Macmillan, 97-114

Eugene O'Brien (2018) '"Kicking Bishop Brennan Up the Arse": Catholicism, Deconstruction and Postmodernity in Contemporary Irish Culture', in *The Reimagining Ireland Reader*: *Examining our Past, Shaping our Future*, edited by Eamon Maher, Oxford: Peter Lang, 135-156

Eugene O'Brien (2017) 'Introduction' in *Tracing the Cultural Legacy of Irish Catholicism: From Galway to Cloyne, and Beyond,* edited by Eamon Maher and Eugene O'Brien, Manchester: Manchester University Press, 1-20.

Eugene O'Brien (2017) '"Belief shifts': Ireland's referendum and the journey from *Gemeinschaft* to *Gesellschaft*', in *Tracing the Cultural Legacy of Irish Catholicism: From Galway to Cloyne, and Beyond,* edited by Eamon Maher and Eugene O'Brien, Manchester: Manchester University Press, 145-160.

Eugene O'Brien (2017) 'Jacques Lacan', in *Oxford Bibliographies in Literary and Critical Theory*, edited by Eugene O'Brien. New York: Oxford University Press, http://www.oxfordbibliographies.com/obo/page/Literary-and-Critical-Theory, 2017, 19,520 words.

Eugene O'Brien (2016) 'Introduction' in *The Soul Exceeds its Circumstances: The Later Poetry of Seamus Heaney*, edited by Eugene O'Brien, Notre Dame, Indiana: University of Notre Dame Press, 1-29.

Eugene O'Brien (2016) '"The Door" Stands Open: Liminal Spaces in the Later Heaney', in *The Soul Exceeds its Circumstances: The Later Poetry of Seamus Heaney*, edited

by Eugene O'Brien, Notre Dame, Indiana: University of Notre Dame Press, 386-411

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.

Eugene O'Brien (2016) 'Re-membering the Rising: A Theoretical Reading of the Politics of Memory', *Moving Worlds: A Journal of Transcultural Writings Special Easter 1916 Centenary Edition*, volume 16, number 1, 3-16.

Eugene O'Brien (2015) '"The Golden Calf'': Irish Crime and the Deconstruction of Irish Society', in *The Leaving of Ireland: Migration and Belonging in Irish Literature and Film*, edited by John Lynch and Katherina Dodou, Oxford: Peter Lang, 253-272.

Eugene O'Brien (2015) 'The Subjective Real in William Trevor's 'Justina's Priest'', in *The Journal of the Short Story in English, Les cahiers de la nouvelle*, Autumn 2015, number 63, 195-210.

Eugene O'Brien (2015) ''An Art that knows its Mind': Prayer, Poetry and Post-Catholic Identity in Seamus Heaney's 'Squarings'', in *Études Irlandaises*, volume 39, number 2, 127-143.

Anne O'Keeffe, Clancy, B. and Adolphs, S. (2020) *Introducing Pragmatics in Use*, 2nd Ed, London: Routledge.

Anne O'Keeffe (2020) 'Data-driven learning – A Call for a Broader Research Gaze', Language *Teaching",* 1-14.

Anne O'Keeffe, Pérez-Paredes, P., Mark, G. and (2020) 'The impact of usage-based approaches on second language learning and teaching', Cambridge Education Research Reports. Cambridge: Cambridge University Press.

Anne O'Keeffe and Farr, F. (2019) "Using corpora to analyse language", in the *Routledge Handbook of English Language Teacher Education*, edited by S. Walsh and S. Mann, Abingdon: Routledge, 268-282.

Anne O'Keeffe and Amador-Moreno, C. P. (2018) *He's after getting up a load of wind:* a corpus-based exploration of *be +after + V-ing* constructions in spoken and written corpora, in *Voice and Discourse in the Irish Context,* in Villanueva-Romero, Diana, C. P. Amador Moreno and Manuel Sánchez García, Basingstoke and New York: Palgrave-Macmillan, 47-73.

Anne O'Keeffe (2018) 'Corpus-based function-to-form approaches', in *Methods in* Pragmatics, edited by A. H. Jucker, K. P. Schneider and W. Bublitz, Berlin: Mouton de Gruyter, 587 – 618.

Anne O'Keeffe and Mark, G. (2018) 'The grammars of English', in *The Routledge Handbook of English Studies,* edited by P. Seargeant and A. Hewings, Abingdon: Routledge, 136-149.

Anne O'Keeffe and Ní Mhocháin, R. (eds) (2018) *Corpus Pragmatics* 2(4)

Anne O'Keeffe and Ní Mhocháin, R. (2018) 'Introduction', *Corpus Pragmatics* 2(4), 217-219.

Anne O'Keeffe and Mark, G. (2017) 'The English Grammar Profile of learner competence: Methodology and key findings', *International Journal of Corpus*

Linguistics 22: 4, 457-489.

Anne O'Keeffe, Becker Lopes Perna, C. (eds) (2017) *Letras de Hoje: Estudos e debates em linguística, literature e língua portuguesa* 52(3), special issue on 'The Pragmatics of Interlanguage'.

Anne O'Keeffe and Becker Lopes Perna, C. (2017) "The Pragmatics of Interlanguage". *Letras de Hoje: Estudos e debates em linguística, literature e língua portuguesa* 52(3), 284-285.

Anne O'Keeffe and Ní Mhocháin, R. (Eds) (2017) *Corpus Pragmatics* 1(4), 293-295.

Anne O'Keeffe and Ní Mhocháin, R. (2017) 'Introduction', *Corpus Pragmatics* 1(4): 293–295.

Anne O'Keeffe, Ring, E., Mhic Mhathúna, M., Moloney, M., Hayes, N., Breathnach, D., Stafford, P., Carswell, D., Keegan, S., Kelleher, C., McCafferty, D., Leavy, A., Madden, R. and Ozonyia, M. (2017) *An examination of concepts of school readiness among parents and educators in Ireland*. Dublin: Department of Children and Youth Affairs. Available at: https://www.dcya.gov.ie/documents/earlyyears/20170118AnExaminationOfConceptsOfSchoolReadinessAmongParentsEducatorsIreland.PDF

Anne O'Keeffe, Caines, A and McCarthy, M.J. (2016) 'Spoken language corpora and pedagogic applications', in *Routledge Handbook of Language Learning and Technology*, edited by F. Farr and L. Murray, London: Routledge, 348-361.

Anne O'Keeffe and Moloney, D. (2015) 'Blended Learning: a case study in language teacher education', in *The Cambridge Guide to Blended Learning*, edited by D. Marsh and M. J. McCarthy, Cambridge: Cambridge University Press.

Anne O'Keeffe and Clancy, B. (2015) 'Pragmatics', in *The Cambridge Handbook on Corpus Linguistics*, edited by D. Biber and R. Reppen, Cambridge: Cambridge University Press, 235-251.

Anne O'Keeffe and Vaughan, E. (2015) 'Corpus Analysis', in *The International Encyclopedia of Language and Social Interaction*, edited by K. Tracy, C. Ilie and T. Sandel, Denver, CO: John Wiley & Sons, Inc. 252-268.

Anne O'Keeffe and Róisín Ní Mhocháin (eds) (2017) *Corpus Pragmatics Journal*, Springer, 2016-2017 [Special issue]

Anne O'Keeffe, Caines, A., and McCarthy, M.J. (2016) "Spoken language corpora and pedagogic applications", in *Routledge Handbook of Language Learning and Technology*, edited by F. Farr and L. Murray, London: Routledge, 348-361.

Anne O'Keeffe, and Moloney, D. (2015) 'Blended Learning: a case study in language teacher education' in *The Cambridge Guide to Blended Learning*, edited by D. Marsh and M. J. McCarthy, Cambridge: Cambridge University Press.

Anne O'Keeffe and Clancy, B. (2015) 'Pragmatics', in *The Cambridge Handbook on Corpus Linguistics*, eddied by D. Biber and R. Reppen, Cambridge: Cambridge University Press, 235-251.

Anne O'Keeffe and Vaughan, E. (2015) 'Corpus Analysis', in *The International Encyclopedia of Language and Social Interaction*, edited by K. Tracy, C. Ilie and T. Sandel, Denver, CO: John Wiley & Sons, Inc. 252-268.

Anne O'Keeffe and Cheng, W. (2014) 'Vague Language', in *Corpus Pragmatics: A*

Handbook, edited by K. Aijmer and C. Ruehlemann, Cambridge: Cambridge University Press, 686-869.

Anne O'Keeffe and McCarthy, M.J. (2014) 'Spoken Grammar', in *Teaching English as a Second or Foreign Language* (4th ed.), edited by M. Celce-Murcia, D. M. Brinton, & M. A. Snow, Boston, MA: National Geographic/Cengage, 271 - 287.

Joan O'Sullivan (2019) 'Constructing identity in radio advertising in Ireland' in *Irish Identities: Sociolinguistic Perspecives,* edited by Raymond Hickey and Carolina Amador Moreno, London: De Gruyter Mouton, p. 220-251.

Joan O'Sullivan (2018) 'Advanced Dublin English in Irish radio advertising: The "initiative" role of advertising in the construction of identity', English *World-Wide,* 2018, 39:1, 60-84

Joan O'Sullivan and Helen Kelly-Holmes (2017) 'Verncularization and authenticity in radio advertising in Ireland', *World Englishes,* 2017 36:2,: 154-299

Joan O'Sullivan (2016) 'Advanced Dublin English in Irish radio advertising', World Englishes, 32 (3), 358-376, available: onlinelibrary.wiley.com/doi/10.1111/weng.12036/abstract.

Joan O'Sullivan (2016) 'Language change and ideology in Irish radio advertising', *Irish Communications Review*. 2016, 15:1, 75-112

Joan O'Sullivan (2016) 'Standard Southern British English as referee design in Irish radio advertising', *Linguistics,* 2016*,* 55: 3, 525-551

Joan O'Sullivan (2015) 'Pragmatic markers in contemporary radio advertising in Ireland' in *Pragmatic Markers in Irish English,* edited by Amador Moreno, C. P., McCafferty, K. and Vaughan, E., Amsterdam: John Benjamins, p. 318-347.