



Department of English Language and Literature

Departmental Handbook

2017-2018



Contents

Contents.....	2
Welcome	3
Departmental Staff and Details	5
Departmental Assistants.....	8
Undergraduate Courses.....	12
Module Overview for all 4 years.....	12
Detailed Module Outlines.....	12
Essay Writing Techniques and Tips.....	16
Guide to Critical Writing	18
Essay and Undergraduate Dissertation Checklist	18
Plagiarism.....	20
Grade Descriptors	23
Undergraduate Dissertation	27
Undergraduate Dissertation Checklist.....	27
Structural Outline.....	27
Postgraduate Studies	29
Taught Master of Arts Programme in English Language and Literature	31
Module Outlines	31
Module Descriptions.....	32
Taught Master of Arts Programme in Applied Linguistics	36
Programme Structure	37
Module descriptions	39
Semester 1: Elective modules (choose one).....	41
Semester 2: Core Modules.....	42
Semester 2: Elective modules (choose one).....	44
Structured PhD in Applied Linguistics.....	47
Sample Publications of the Department.....	51
Recent Books.....	51
Recent Journal Articles and Chapters in Academic Books.....	52

Welcome

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

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

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

At postgraduate level, we have graduated 42 PhD students over the last 16 years, and run very successful taught programmes: Taught MA in English Language and Literature; Taught MA in Applied Linguistics and Structured PhD in Applied Linguistics. The department is also heavily involved in the Mary Immaculate College Institute for Irish Studies, and a number of the faculty have published in this area.

Whether you choose to study English for your entire undergraduate course, or whether you choose to go on to postgraduate work with us, you are welcome. English has become the world language of science, research and the internet. To study this subject is to be at the centre of developments across a range of areas in the arts and

sciences. Literature is a way of getting to know ourselves more fully. Learning to read literature is central to understanding what makes us human. It allows us to channel words as purveyors of ideas, feelings, emotions and desires; it allows us to access the unconscious parts of ourselves, which influence us, but of which we are only dimly aware. To study literature is to study ourselves, and to learn to read critically is to learn to understand the world and our place in it. This is especially true in the screen-centred world in which we live where we spend a lot of our days reading and writing words onto screens. 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.

A handwritten signature in black ink, reading "Eugene A. Brien". The signature is written in a cursive, flowing style with a large initial 'E' and 'B'.

Head of Department

Departmental Staff and Details

Dr Eugene O'Brien

Position: Senior Lecturer and Head of Department

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

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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

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Dr Anne O'Keefe

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.

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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

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Dr Eóin Flannery

Position: Lecturer

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

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Dr Joan O'Sullivan

Position: Lecturer

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

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Dr Marita Ryan

Position: Lecturer (Part-time)

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

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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

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Ilona Costelloe

Position: TEFL Tutor; Lecturer in TEAL and EFL

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

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Linda McGrath

Position: Departmental Administrator

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Departmental Assistants



Name: Jade Dillon

Title: Departmental Assistant

Email: jade.dillon@mic.ul.ie

Thesis Title: Voicing Gender: Gender Identity, Ideology, and Intertextuality associated with Victorian Children's Literature

Research Interests: Children's Literature, Gender Theory, Psychoanalysis, Adaptation and Intertextuality, Film Studies, Young Adult Fiction, Illustrated and Animated Texts, Social and Political Ideology, Victorianism



Name: Adele Hannon

Title: Departmental Assistant

Email: Adele.Hannon@mic.ul.ie

Research Title: The Untold Story of the Monster: An Anamorphic Perspective of the Monster through the Psychoanalytical Lens.

Research Interests: Monster Theory, The Gothic, Anamorphosis, Gender Studies, Deconstruction, Psychoanalysis



Name: Alan O'Driscoll

Title: Departmental Assistant

Email: Alan.Odriscoll@mic.ul.ie

Thesis Title: The Necessity of Fantasy: Searching for the Self and Other in Mythopoeic texts

Research interests: C.S. Lewis and the Inklings, Fantasy and Science Fiction, Lacanian Criticism, Multimedia Texts, Otherness



Name: Graham Burton

Title: Departmental Assistant

Email: Graham.Burton@mic.ul.ie

Thesis Title: An analysis of the English Language Teaching grammar canon and comparison with the English Grammar Profile

Research interests: ELT material development, pedagogic grammar, syllabus design, the Common European Framework, English phonology



Name: Hollie O'Farrell

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Thesis Title: The Impact of the Parent - Child Relationship on the Creation of Superhero Identity. An Analysis of Childhood Relationships within the Graphic Novel, and the Psychological Impact it has on the Development of the Hero.

Research Interests: Graphic Novels, Gothic Literature, Arthurian Legend, Dystopian Literature, Fantasy, Gender Studies.



Name: Ian Hickey

Title: Departmental Assistant

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Thesis Title: Marx and Specters: A hauntological exploration of the works of Seamus

Heaney through the lens of Jacques Derrida's Specters of Marx.

Research Interests: Irish Literature, Hauntology, Metaphysics, Postcolonial Theory, Classical Mythology, Critical Theory



Name: Paul McNamara

Title: Departmental Assistant

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Thesis Title: 'A Postcolonial Perspective on the Representation of Disability in Recent Popular Literature'

Research Interests: Disability Studies, Postcolonial Studies, Gender Studies, Performance Poetry, Modern Irish Poetry and Theatre, 20th Century American Fiction, Popular Culture, Performance Studies, Fairy tales

Name: Bob Kiely

Title: Departmental Assistant

Email: Robert.Kiely@mic.ul.ie

Thesis Title: **Irish Noir:** 'A Reflection of Contemporary Irish Society'

Research Interests: Detective fiction, literary theory, cultural theory, crime fiction in general, popular culture

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	EH4714 Neo-Classical Literature in English 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
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Autumn Semester – Year 1 [B.A.]

EH4711	Introduction to Literature 1	Introduction to the skills needed for responding to poetry, drama and prose fiction with pleasure and insight.
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Autumn Semester – Year 2 [B.A.]

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 [B.A.]

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 [B.A.]

EH4712	Introduction to Literature 2	Expansion and deepening of the knowledge of poetry, drama and fiction developed in EH4711.
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Spring Semester – Year 2 [B.A.]

EH4714	Neo-Classical Literature	The Renaissance: European and English contexts: sixteenth century lyric: metaphysical poetry: shorter poems of John Milton: literature, culture and politics. Critical ideas and principal writers of Augustan literature: influence of historical events and philosophical / scientific developments on literature; neo-classical aesthetic theory: poetry selections from Pope, Swift, Mary Leppard, etc.
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.
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Spring Semester – Year 4 [B.A.]

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

Module Code	Module Title	Brief Description
		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.
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EA4721 [Autumn] EA4722 [Spring]	English for Academic Purposes	The English for Academic Purposes [EAP] modules aims to assist students in improving their academic skills, particularly the productive skills of writing and speaking, in terms of structure, style, register and accuracy of expression. The Academic Word List (AWL, Coxhead 2000) will be examined for vocabulary extension, collocation and colligation. Grammatical structures for academic writing (topic sentences, paraphrasing, referencing, discourse markers) and lexical appropriacy will be investigated for both effective written and oral communicative modes.
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Assessment Information: Semester, Repeat and I Grade information

Undergraduate Modules

Semester 1

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

Semester 2

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

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

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

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

[\\lecturenotes](#) OBrienE

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:

Use one instead of you: 'one feels that the poet is correct when she says....'

Avoid contractions, for example:

'cannot' NOT 'can't';

'do not' NOT 'don't';

'it is' NOT 'it's';

'will not' NOT 'won't'.

8. In a sentence where there is a quote, the full stop comes at the end AFTER the brackets:

Heaney, as a located subject of his time, is voiced as well, as he says how it 'is difficult to extend full sympathy to the predicament of that million among us who would ask the other half-million to exalt themselves by being humbled' (Heaney 1980, p. 32).

9. If you have a quote that is over 40 words long, indent it and do not use quotation marks. All such quotes are introduced by a colon:

However, he is also aware of how the actions of members of that minority may cause similar 'twists' in the minds and heart of the majority, and he describes it in a manner which underscores the point made earlier in our discussion about the impossibility of language attempting to access aspects of the real:

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

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

10. All quotes and style norms are in *Cite It Right 4*, which can be downloaded from the first page of the English website.
11. Ensure you have an accurate Works Cited section at the end of the dissertation

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:

Unsuitable Websites:

- <http://www.about.com>
- <http://www.allhonours.ie>
- <http://www.allreaders.com>

- <http://www.answers.com/>
- <http://www.antiessays.com/>
- <http://bookstove.com>
- <http://www.cheathouse.com/>
- <http://www.clicknotes.com>
- <http://www.cliffnotes.com>
- <http://www.cosmoetica.com/>
- <http://www.cummingsstudyguides.net/>
- <http://www.cyberessays.com/>
- <http://www.echeat.com>
- <http://www.enotes.com>
- <http://www.essay.org/>
- <http://essay-blog.com/>
- <http://www.essaydepot.com>
- <http://www.freeessays123.com/>
- <http://www.gradesaver.com>
- <http://www.megaessays.com/>
- <http://www.mendele.com>
- <http://www.novelguide.com>
- <http://poetrypages.lemon8.nl>
- <http://www.revisionworld.ie>
- <http://www.rushessay.com/>
- <http://www.shadowpoetry.com/>
- <http://www.skool.ie>
- <http://www.sparknotes.com>
- <http://www.suite101.com/>
- <http://www.themodernword.com>
- <http://www.teachnet.ie>

- <http://www.varsityessays.com/>
- <http://www.wikipedia.org>
- <http://www.zulunotes.com>
- <http://www.123helpme.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	1 st	4.00 75%+	<p>Exceptional</p> <p>An original and reflective answer, which shows the ability to synthesise text, critics and an original argument.</p> <p>Extremely clear, well-developed and comprehensive response to the question.</p> <p>Exceptional knowledge and understanding of the text evidenced through quotation and reference.</p> <p>Exemplary coverage of content and theory.</p> <p>Integrates strong levels of extra outside reading beyond the suggested critical and theoretical readings.</p> <p>Exceptional levels of analysis and interpretation.</p> <p>Extremely clear, fluent and accurate writing style.</p> <p>Grammar, spelling and punctuation are exceptional.</p> <p>Extremely well structured and clear argument.</p>
A2	1 st	3.60 74% - 70%	<p>Excellent</p> <p>A coherent answer, which makes effective use of text, critics and argument.</p> <p>A clear, developed and thorough response to the question.</p> <p>Excellent knowledge and understanding of the text evidenced through quotation and reference.</p> <p>Very good coverage of content and theory.</p> <p>Integrates extra outside reading beyond the suggested critical and theoretical readings.</p> <p>Excellent levels of analysis and interpretation.</p> <p>Extremely clear, fluent and accurate writing style.</p> <p>Grammar, spelling and punctuation are excellent.</p> <p>A logical, coherently structured and clear argument.</p>

B1	2.1	3.20 69% - 65%	<p>Very Good</p> <p>A strong answer, which makes very good use of text, critics and argument.</p> <p>A very good and accurate response to the question.</p> <p>Very good knowledge and understanding of the text evidenced through quotation and reference.</p> <p>Very good coverage of content and theory.</p> <p>A good integration of outside reading beyond the suggested critical and theoretical readings.</p> <p>Very good levels of analysis and interpretation.</p> <p>Very clear, fluent and accurate writing style.</p> <p>Grammar, spelling and punctuation are excellent.</p> <p>A very well structured and clear argument.</p>
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B2	2.1	3.00 64% - 60%	<p>Good</p> <p>A competent answer, which makes good use of text, critics and argument.</p> <p>A good response to the question.</p> <p>Good knowledge and understanding of the text evidenced through good levels of quotation and reference.</p> <p>Very good coverage of content and theory.</p> <p>A good use of the suggested critical and theoretical readings.</p> <p>Very good levels of analysis and interpretation.</p> <p>A good writing style with some errors.</p> <p>Grammar, spelling and punctuation are good, with some errors.</p> <p>A structured and reasonably clear argument, with some gaps.</p>
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B3	2.2	2.80 59% - 55%	<p>Reasonably Good</p> <p>An adequate answer, which makes some use of text, critics and argument.</p> <p>A good general response to the question.</p> <p>Good knowledge and understanding of the text with use of quotation and reference.</p> <p>Good coverage of content and theory.</p> <p>Some use of the suggested critical and theoretical readings.</p> <p>Reasonable levels of analysis and interpretation.</p> <p>A writing style which is clear, through with errors.</p> <p>Grammar, spelling and punctuation are reasonable, with errors.</p> <p>A coherent argument, with some gaps.</p>
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C1	2.2	2.60 54% - 50%	<p>Competent</p> <p>A limited answer, which makes some use of text.</p> <p>A general and unfocused response to the question.</p> <p>Tendency towards summary of the texts in the answer.</p> <p>Sparse and uneven coverage of content and theory.</p> <p>No suggested critical or theoretical readings.</p> <p>Summary of text with little analysis and interpretation.</p> <p>A writing style that is clear, through with errors.</p> <p>Grammar, spelling and punctuation are reasonable, with errors.</p> <p>A coherent argument, with some gaps in the coverage of the material.</p> <p>The work is still of sufficient standard to merit a second class honours award, but may have more errors than a B3 answer.</p>
C2	3 rd	2.40 49% - 45%	<p>Adequate</p> <p>A general address to the area but not the question.</p> <p>A basic response to the question.</p> <p>Summary of the texts with no quotation or reference.</p> <p>Poor coverage of content and theory.</p> <p>No use of suggested critical or theoretical readings.</p> <p>Summary of text with some inaccuracies.</p> <p>A writing style which is basic, with significant errors.</p> <p>Grammar, spelling and punctuation are poor with errors.</p> <p>Serious gaps in knowledge of the texts.</p>
C3	3 rd	2.00 44% - 40%	<p>Fair</p> <p>A poor answer which is vague and general.</p> <p>A poor and vague response to the question.</p> <p>Summary of the texts with no quotation or reference, and some errors in knowledge.</p> <p>No real analysis.</p> <p>Very weak coverage of content and theory.</p> <p>No use of suggested critical or theoretical readings.</p> <p>Poor summary of text with inaccuracies.</p> <p>A writing style which is not adequate to this level of discourse.</p> <p>Grammar, spelling and punctuation riddled with errors.</p> <p>Very serious gaps in knowledge of the texts.</p>

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.

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
- 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 42 PhD students since 2004.

Our Taught MA in Literature programme has graduated over 120 students and we have graduated a further 10 research MA students.

We also offer a Taught MA in Applied Linguistics as well as a Structured PhD in Applied Linguistics.

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

Aarhus University, Denmark

University of Limerick

Département des Langues, Ecole Normale Supérieure de Lyon, France

Mary Immaculate College

University of Edinburgh, UK

University of Aberdeen, UK

University of Oman

Shannon College 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

Taught Master of Arts Programme in English Language and Literature

Module Outlines

Autumn	Spring
EH5741 Modernism Texts and Contexts	EH5712 Poetics and Politics of Irish Identity
EH5732 Postcolonial Literature and Theory	EH5742 Modern American Fiction
EH5721 The Value of Literary and Cultural Theory	EH5772 Analysing English in Context
EH5761 Research Methodology 1 (Pass / Fail)	EH5761 Research Methodology 2 (Pass / Fail)
EH5751 Dissertation	EH5752 Dissertation

Module Descriptions

EH5741 Modernism Texts and Contexts

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

EH5732 Postcolonial Literature and Theory

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

others, provide crucial insights into the development of contemporary post-colonial ideologies and provide an essential platform for the analysis of the literature of post-colonial cultures.

EH5721 The Value of Literary and Cultural Theory

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

EH5712 Poetics and Politics of Irish Identity

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

EH5772 Analysing English in Context

The course will provide an overview of the main analytical models for language analysis, including Stylistics, Discourse Analysis, Critical Discourse Analysis, Conversation Analysis

and Pragmatics. In addition to these qualitative frameworks, Corpus Linguistics as an empirical quantitative methodology will be explored. The syllabus will also provide a framework for the analysis of the English Language as a syntactic, semantic and phonological system. In particular, it will focus on the lexical and grammatical structure of the language and the intersection between syntax, discourse and pragmatics. Within these frameworks and methodologies, it will explore the use of language in real written and spoken texts and the differences between these two modes. Another key component will be language variation, with a particular focus on Irish English in speech and writing.

EH5742 Modern American Fiction

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

EH5792 World Literature

This module provides students with the opportunity to recognize and to understand the fundamental issues in the study of literary fiction within diverse historical and cultural contexts. Over the duration of the module students demonstrate knowledge of, and an ability to apply, critical, linguistic and historical concepts and approaches in the study of a wide variety of texts in English, as well as define characteristics of a range of literary forms and employ critical vocabularies through the use of close-reading skills for the

critical analysis of a wide range of texts. The module introduces students to a major new field of literary and cultural inquiry, asking them to engage with contemporary literary and cultural theory, and to participate in advanced training in academic writing skills including bibliographic skills, the use electronic research tools for sourcing, storing and presenting research materials. This module provides a study of modern and contemporary literature in varieties of English and in translation, from a diverse range of national and regional cultures. Two central aims of the module are 1) to explore the relationship between socio-cultural context and literary genre and form, and 2) to consider the developments, appropriations and re-formations of the English language across the world. The module is interdisciplinary in form and content, and students learn to theorize and historicise key contemporary texts, across genres, from Asia, Africa, Europe, and the Americas.

Taught Master of Arts Programme in Applied Linguistics



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

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

Programme Structure

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

Programme outline

Full-time course structure

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: Lexiogrammar 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			
St	Year 1 (90 credits)			
	Semester 1 - Taught and Research		Semester 2 – Taught and Research	Summer Year 1
	Core Modules*: 21 ECTS		Core Modules*: 21 ECTS	Individual doctoral thesis work under supervision of designated supervisor and Doctoral Studies Panel; transferrable skills courses; summer school
	Elective Modules*: 9 ECTS		Elective Modules*: 9 ECTS	
	Total: 30 ECTS		Total: 30-ECTS	Total: 30-ECTS
St	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 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 4 (90 ECTS)		
Semester 7	Semester 8	Summer Year 4
Individual doctoral thesis work under supervision of designated supervisor and Doctoral Studies Panel; transferrable	Individual doctoral thesis work under supervision of designated supervisor and Doctoral Studies Panel; transferrable skills courses; winter school	Individual doctoral thesis work under supervision of designated supervisor and Doctoral Studies Panel; transferrable

	skills courses		skills courses; summer school
	Total: 30 ECTS	Total: 30 ECTS	Total: 30 ECTS

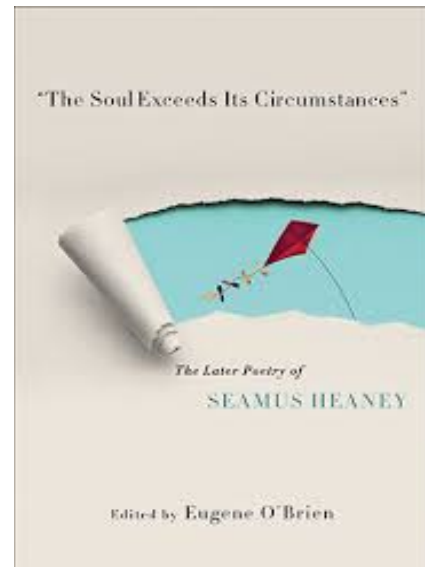
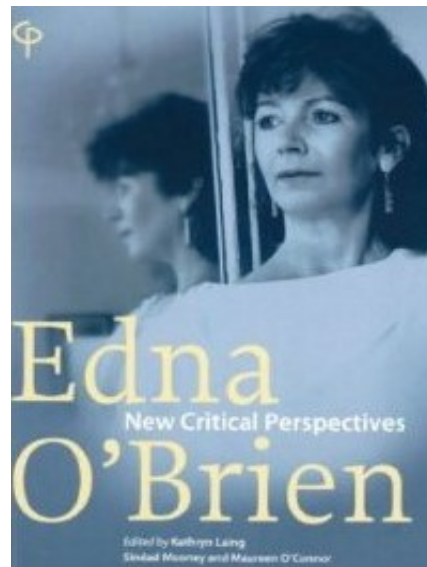
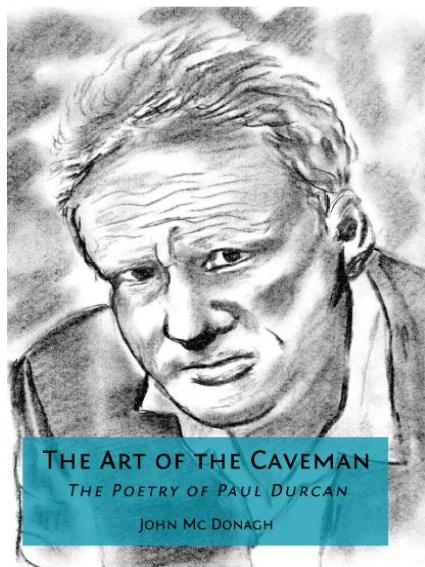
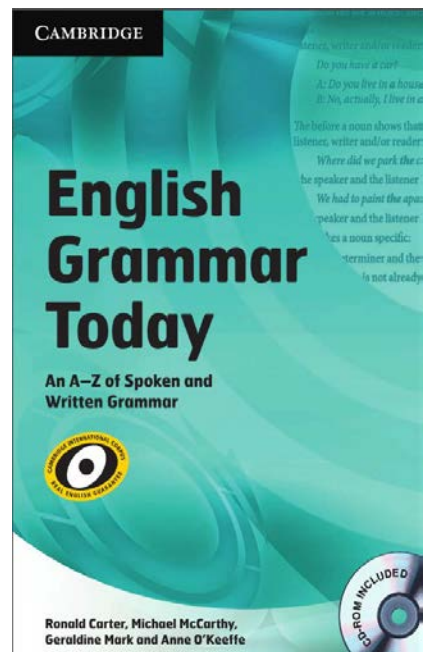
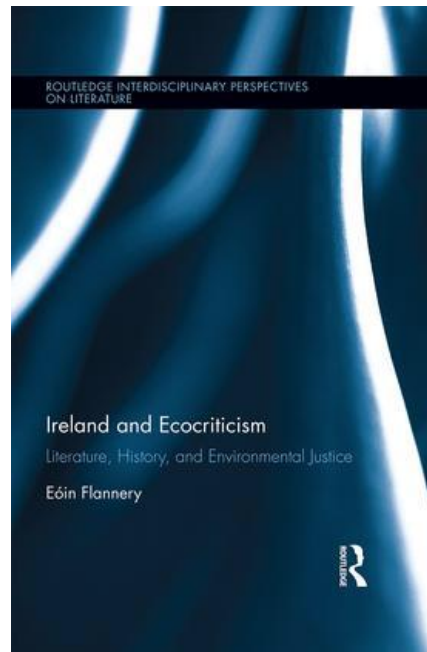
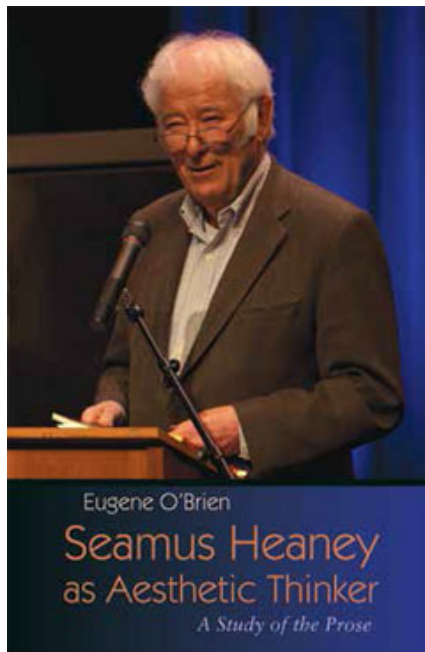
*The taught component of the Structured PhD in Applied Linguistics is as outlined in the MA in Applied Linguistics programme i.e. both programmes have a common syllabus with regard to core and elective taught modules. Elective modules will run subject to adequate uptake.

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.



Sample Publications of the Department

Recent Books



Recent Journal Articles and Chapters in Academic Books

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, pp. 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, pp. 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, pp. 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, pp. 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, pp. 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, pp. 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, pp.

- 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, pp. 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, pp. 127-143.
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