



OÉ Gaillimh  
NUI Galway

*School of Languages, Literatures and Cultures*  
*Roinn na Gaeilge*

# **Celtic Civilisation**

## **Second Year Modules**

### **Course Booklet**

### **2017-18**

**Course Co-ordinator:** Dr. Clodagh Downey, Room 203, *Áras na Gaeilge*,  
Extension 2556 (Tel. 091 49 2556)

<http://www.nuigalway.ie/colleges-and-schools/arts-social-sciences-and-celtic-studies/language-literatures-culture/disciplines/roinn-na-hollscolaiochta-gaeilge/celtic-civilisation/>

**Celtic Civilisation, ROINN NA GAEILGE**  
**in collaboration with Archaeology, Classics, English, History and Old & Middle Irish**

**Departmental Office**

Room 215, Roinn na Gaeilge (*Áras na Gaeilge*)

**Departmental SECRETARY**

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**LECTURERS**

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**Dr. John Walsh**

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**Aogán Ó hIarlaithe**

[aogan123@hotmail.com](mailto:aogan123@hotmail.com)

**For details of lecturers of modules from Archaeology, Classics and History, please consult the relevant discipline's web pages.**

## Academic Calendar 2017/18

### First Semester

Teaching begins	Monday 4 <sup>th</sup> September 2017
Teaching ends	Friday 24 <sup>th</sup> November 2017
Study Week*	Monday 27 <sup>th</sup> November – Saturday 2 <sup>nd</sup> December 2017
Examinations begin	Monday 4 <sup>th</sup> December 2017
Examinations end	Friday 15 <sup>th</sup> December 2017
Christmas Vacation	Saturday 16 <sup>th</sup> December 2017

### Second Semester

Teaching begins	Monday 15 <sup>th</sup> January 2018
Teaching ends before Easter holidays	Friday 23 <sup>rd</sup> March 2018
Easter holidays	Monday 2 <sup>nd</sup> April – Friday 6 <sup>th</sup> April 2018
Teaching resumes after Easter holidays	Monday 9 <sup>th</sup> April 2018
Teaching ends	Friday 20 <sup>th</sup> April 2018
Study Week*	Monday 23 <sup>rd</sup> April – Saturday 28 <sup>th</sup> April 2018
Examinations begin	Monday 30 <sup>th</sup> April 2018
Examinations end	Thursday 17 <sup>th</sup> May 2018 (may be subject to change)

### \*Alert Notice to Visiting Students

- **Visiting Students should ensure that they are in Galway for the exam period, and should also note that some Examinations may be scheduled during Study Week in either Semester 1 or in Semester 2. Therefore, students should not make travel arrangements during or around these weeks.**
- **Visiting Students registering for one Semester only may not select modules that are offered across the entire year.**

## Celtic Civilisation Second Year Programme

### 2BA = 30 ECTS

Three modules, 15 ECTS, in Semester I.

Three modules, 15 ECTS, in Semester II.

In each semester, students will take ***EITHER*** three modules from Group A ***OR*** two modules from Group A and one from Group B.

**NB: Students also taking Archaeology, Classics or History may not register for the same module under both of their subjects**

### Semester I

#### Group A

Code	Module	ECTS	Assessment
SG215	Medieval Irish Literature c. 700-1100	5	Essay
SG216	The Stories of Medieval Wales	5	Essay
SG221	Medieval Irish Language I	5	Exam
SG223	Society and Social Institutions in the Celtic-speaking West	5	Essay

#### Group B

Code	Module	ECTS	Assessment
AR246 (Archaeology)	Castles, Colonists & Crannogs 1100-1350	5	Essay
AR328 (Archaeology)	Irish Art from the Early Iron Age to 8th Century AD	5	Essay
CC228 (Classics)	The History of the Roman Empire	5	CA
CC230 (Classics)	Beginning Latin 1	5	CA
HI2110 (History)	Making Ireland English, 1580-1665	5	Exam

### Semester II

#### Group A

***Med.Ir.Lang I prerequisite for Med.Ir.Lang. II***

Code	Module	ECTS	Assessment
SG217	'A Field of Gods & Men': Ancient Celtic Myths	5	Essay
SG219	The Celtic Languages in the Modern World	5	CA
SG220	King Arthur and the Holy Grail	5	Essay
SG222	Medieval Irish Language II	5	Exam

#### Group B

Code	Module	ECTS	Assessment
AR239 (Archaeology)	Landscapes of Cult & Kingship: The Ancient Royal Sites of	5	Essay
CCS207 (Classics)	Studies in Ancient Literature	5	CA
CC232 (Classics)	Beginning Latin 2	5	Exam
HI211 (History)	Medieval Ireland 5th-9th Century	5	Exam

**NB: It is not possible to guarantee that no timetable clashes occur between the lectures taken from various disciplines. When choosing modules from Group B, please check before final registration that your timetable does not include clashes.**

ROINN NA GAEILGE

SECOND YEAR CELTIC CIVILISATION, 2017-18

TIMETABLE

GROUP A MODULES

**For Group B Modules, please consult with the relevant department: Archaeology, Classics or History.**

SEMESTER 1	SEMESTER 2
<b>Monday 9-10am</b> SG223 Society and Social Institutions Lecturer: Clodagh Downey <b>Venue: AM 104</b>	<b>Monday 3-4pm</b> SG219 The Celtic Languages in the Modern World Lecturer: John Walsh <b>Venue: IT 206</b>
<b>Tuesday 12-1pm</b> SG221 Medieval Irish Language I Lecturer: Aogán Ó hIarlaithe <b>Venue: TB 304 (Tower Block II)</b>	<b>Monday 4-5pm</b> SG217 Ancient Celtic Myths Lecturer: Clodagh Downey <b>Venue: IT 204</b>
<b>Tuesday 4-5pm</b> SG216 The Stories of Medieval Wales Lecturer: Graham Isaac <b>Venue: IT 207</b>	<b>Tuesday 4-5pm</b> SG222 Medieval Irish Language II Lecturer: Aogán Ó hIarlaithe <b>Venue: AM 121</b>
<b>Wednesday 12-1pm</b> SG215 Medieval Irish literature Lecturer: Liam Ó hAisibéil <b>Venue: AM 109</b>	<b>Wednesday 12-1pm</b> SG220 King Arthur and the Holy Grail Lecturer: Graham Isaac <b>Venue: IT 207</b>
<b>Thursday 9-10am</b> SG223 Society and Social Institutions Lecturer: Clodagh Downey <b>Venue: AC 215 (Arts Concourse)</b>	<b>Thursday 9-10am</b> SG220 King Arthur and the Holy Grail Lecturer: Graham Isaac <b>Venue: CA 101 (Áras Cairnes)</b>
<b>Thursday 1-2pm</b> SG221 Medieval Irish Language I Lecturer: Aogán Ó hIarlaithe <b>Venue: IT 202</b>	<b>Thursday 1-2pm</b> SG222 Medieval Irish Language II Lecturer: Aogán Ó hIarlaithe <b>Venue: AM 122</b>
<b>Thursday 2-3pm</b> SG216 The Stories of Medieval Wales Lecturer: Graham Isaac <b>Venue: AM 108</b>	<b>Thursday 2-3pm</b> SG217 Ancient Celtic Myths Lecturer: Clodagh Downey <b>Venue: AC 204</b>
<b>Friday 2-3pm</b> SG215 Medieval Irish literature Lecturer: Liam Ó hAisibéil <b>Venue: AM 105</b>	<b>Friday 2-3pm</b> SG219 The Celtic Languages in the Modern World Lecturer: John Walsh <b>Venue: AC 202</b>
<b>Additional Times: To be arranged</b> WE111 Introduction to Welsh Language I* Lecturer: Graham Isaac Venue: To be arranged	<b>Times: To be arranged</b> WE113 Introduction to Welsh Language II* Lecturer: Graham Isaac Venue: To be arranged

\*Students wishing to take Welsh Language are urged to contact Dr Graham Isaac as soon as possible.

**While every effort is made to ensure that all information is correct, issues can always arise with respect to staffing and/or size of room allocation etc., which require later amendments to the timetable.**

# Semester I & II

## Language Modules

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### **SG221 Medieval Irish Language I (Sem. 1)**

### **SG222 Medieval Irish Language II (Sem. 2)**

**Lecturer**     **Aogán Ó hIarlaithe**

These modules provide a first introduction to the language of the Old Irish period (*ca.* 600-900). There is a single core text for both modules: David Stifter, *Sengoídelc. Old Irish for Beginners* (Syracuse, 2005). This can be purchased online, or from the lecturer at the beginning of the year (currently at the cost of €28.00 or thereabouts). Any supplementary materials (such as sample texts) will be provided in the classes. Medieval Irish I in Semester 1 is a prerequisite for Medieval Irish II in Semester 2.

Learning outcomes:

- Knowledge of the fundamentals of Old Irish grammar.
- Ability to understand and analyse straightforward Old Irish text.
- An understanding of the relationship of Old Irish to later stages of the language.

### **WE111 Introduction to Welsh Language I (Sem. 1)**

### **WE113 Introduction to Welsh Language II (Sem. 2)**

**Lecturer**     **Dr. Graham Isaac**

Welsh is currently the most widely used of the Celtic languages, in both colloquial and formal circumstances. The course provides an introduction to the language spoken and written in Wales today, but with emphasis on the spoken language. The course is aimed at complete beginners in the language. The teaching materials will be provided in the course of the module. WE111 in Semester 1 is a prerequisite for WE113 in Semester 2.

Learning outcomes:

- Basic grounding in the grammar of spoken Modern Welsh.
- The ability to conduct and follow simple conversations in Welsh.
- A background in some aspects of Welsh culture today.

# Semester I

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## **SG215 Medieval Irish literature c.700-1100**

**Lecturer**     **Dr. Liam Ó hAisibéil**

This module will study, in translation, selections from early Irish lyric poetry – including nature poetry, religious poetry and early poems from the Finn-cycle. It also involves the study of the early Irish Voyage-tales, including ‘The Voyage of Bran’ and the related ‘Expedition of Connlae’, the other Voyage-tales in Irish, and the Latin ‘Voyage of Brendan’. Finally the module will explore the interaction of history and literature in some early Irish tales, and their allegorical significance.

Learning outcomes:

- A basic knowledge and appreciation of early Irish lyric poetry.
- A basic knowledge of early Irish metrics.
- A knowledge of early Irish Voyage-tales, composed in both prose and verse, and also in both Irish and Latin.
- Knowledge of the early Irish concept of the Happy Otherworld, as imagined under the inspiration of both Christian and secular ideas.
- An awareness of political allegory in early Irish narrative.

## **SG216 The Stories of Medieval Wales**

**Lecturer**     **Dr. Graham Isaac**

The main source of prose stories in medieval Wales is the collection known in modern times as The Mabinogi. These eleven stories from the twelfth and thirteenth centuries cover a wide range of themes, from the very human concerns of friendship, love, honour and betrayal, to grand adventures combating strange beasts, giants and mysterious supernatural forces. Some of the tales are located in the concrete landscape of medieval Wales, where we can trace exact locations of events and routes of journeys. Other tales take place in a vaguer, otherworldly landscape, with no clear location in the real world.

Learning outcomes:

- An understanding of the themes of medieval Welsh stories.
- An understanding of the techniques of the medieval Welsh story-teller.
- An understanding of the social and historical context of medieval Welsh stories.
- An understanding of the application of critical analysis to medieval Welsh texts.

## **SG223 Society and Social Institutions in the Celtic-speaking West**

**Lecturer**     **Dr. Clodagh Downey**

This module provides an introduction to the key social and political institutions of the Middle Ages in the Ireland: kinship, clientship, kingship, and the church. The first three will be discussed both in terms of the evidence they provide for a common Celtic inheritance from the prehistoric period and their medieval actuality, while the church will be considered as a new institution which, more than any other, shaped and changed the organization and outlook of the Celtic regions. The module shows how personal and familial relations were lived in the matrix of kinship. It considers clientship as a cornerstone of the economy, and looks at the roles and obligations of the different grades of lords and clients. It examines kingship as the key political institution, looks at the terminology and ideology of kingship, and provides an introduction to the political geography of medieval Ireland. It considers the role of the church (including the monastery) in the formation of communities, small and large, local, national and international.

### **Learning Outcomes:**

On successful completion of this module, the student should be able to:

- Describe in detail key social and political institutions of medieval Ireland.
- Conceptualise and explain medieval Irish society in terms of a variety of institutions and socio-political systems.
- Discuss a range of relevant primary and secondary materials, and assess their evidence for our knowledge of medieval Ireland.
- Communicate their knowledge in written form, including the use of a range of literary and editorial conventions.

**For descriptions of all Group B modules, please consult with the relevant department: Archaeology, Classics or History.**



# Semester II

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## **SG217 ‘A field of gods and men’: Ancient Myths of the Celts**

**Lecturers**     **Dr. Clodagh Downey**

The medieval Celtic peoples left us a wide range of texts recording traditional stories and legends which have a background in the ancient mythology of the Celts, some of which are introduced in the first-year module SG116. This second-year module uncovers more of the detail in these texts, looking at the ways in which the medieval Irish and Welsh received and represented these tales of pre-Christian gods. The module also takes account of the material that we have from ancient times themselves, in the inscriptions and iconography of the early Celts of Britain and Continental Europe, and introduces the student to the ways such sources cast light on the belief systems of the Celts in early history and prehistory. The quote ‘A field of gods and men’ is a translation of a phrase on a Celtic inscription from northern Italy of the first century BC, and indicates a place where, it seems, gods and men would be linked in some way through ritual practices.

Learning outcomes:

- Detailed knowledge of the sources for ancient Celtic mythology.
- Detailed knowledge of the analysis of medieval sources for Celtic mythology.
- Ability to deal critically with sources from a wide variety of genres and media.
- Knowledge of the belief systems of the ancient Celts.

## **SG219 The Celtic Languages in the Modern World**

**Lecturer**     **Dr. John Walsh**

The Celtic languages remain media of communication to a greater or lesser extent in communities scattered on the western fringe of twenty-first century Europe, in Ireland, Scotland, Wales and Brittany, the survivors of a history traceable over two and a half thousand years encompassing, at one time, nearly the whole of western Europe and much of central and eastern Europe. The modern Celtic languages interact in various ways with the societies in which they are embedded, the official and unofficial institutions of those societies (government, legislation, industry, etc.), and with the wider cultures of the countries where they are used. The module will introduce the student to the study of the Celtic languages in these contexts, the sociolinguistics of the Celtic languages, and consider the ways in which they are endangered as languages of the lives and thoughts of the people who use them, and also ways in which their existence and status can be strengthened and expanded, through language planning, looking also at the cases of Cornish in Cornwall and Manx in the Isle of Man, where, though technically ‘dead languages’, vigorous revival movements work to prove that news of their demise was premature.

Learning outcomes;

- Knowledge of the social and political status of the Celtic languages today.
- Knowledge of the historical and demographic background to the social and political status of the Celtic languages today.
- Knowledge of the methods of studying the sociolinguistics of languages.
- Ability to deal critically with the sources and methods of sociolinguistics.

## SG220 King Arthur and the Holy Grail

**Lecturer**      **Dr. Graham Isaac**

King Arthur and the legends surrounding him are known from medieval times throughout western Europe, but his origin is as a Welsh folk hero. The module traces the earliest development of the Arthurian legend from its Welsh beginnings, looking at our earliest sources to bear witness to Arthur (from Wales in the ninth to the eleventh centuries), and considers how this hero from a far western-European culture became famous throughout the world. The Celtic origin of the theme of the Holy Grail is examined as well as the way it became represented and adapted in later literature and culture. The Welsh origin of the character of Merlin the Magician will also be studied. Original sources in translation will form the basis of the study of all these themes.

Learning outcomes:

- Knowledge of the earliest sources for 'King' Arthur.
- Knowledge of the origins of the Arthur legend.
- Knowledge of the Celtic roots of the Grail legend.
- Knowledge of the way the originally local Welsh hero became a familiar literary figure throughout Europe and the world.
- Critical understanding of the way the legends were interpreted and reinterpreted in successive periods by different cultures.

**For descriptions of all Group B modules, please consult with the relevant department: Archaeology, Classics or History.**

## GUIDELINES ON ESSAY-WRITING

The integrity of all assessments of a student's academic performance is based on the key assumption that any work submitted by a student is his/her own work. A breach of this trust is a form of cheating and is a very serious matter.

In writing essays or assignments, students will inevitably be indebted to the work of other authors, and due acknowledgement of any and all sources used in the preparation of essays must be made in accordance with the usual conventions.

The use by students, without explicit acknowledgement through quotation marks, of sentences and/or phrases taken verbatim from the work of others, constitutes **plagiarism**. Where Examiners are satisfied that plagiarism has occurred, a student may be subject to penalty, as the Examiners may determine. **It is a student's responsibility to familiarise themselves with the rules and guidelines about plagiarism:** see the following section in this booklet or [www.nuigalway.ie/plagiarism](http://www.nuigalway.ie/plagiarism) for further information.

Students are expected to follow these guidelines. Failure to do so may result in loss of marks on essays.

- All essays must be **typed** or **computer-generated**
- Print out the essay **double-spaced**.
- Leave 2.5 cm (1 inch) **margins** on both right and left-hand sides of the page to facilitate correction and remarks.
- Type or write only on **one side** of the page.
- Be sure to include **page numbers**, inserting them in either the top or bottom right-hand corner of each page.
- **Staple** your essay (don't use a paper clip). It is **unnecessary** to go to any expense to bind your essay or enclose it in a plastic cover. Stapling is perfectly adequate.
- Always **proof-read** your essay carefully before handing it in. This means looking out for spelling mistakes, typos and awkward grammar. If you leave any of these in your essay, it creates a bad impression in the examiner's mind, which is unlikely to benefit you. Don't forget to use the *Spell-Check* facility in your word-processing programme.
- Always **retain a copy** of your essay.
- Always **save your work** as you work, in case the computer crashes. Computers have been known to crash, viruses destroy essays, etc., so keep at least two back-up copies, for your own peace of mind.
- Remember: a **deadline** is not an invitation to complete essays by that date – it is an **instruction** to have essays completed by that date. Other than in exceptional circumstances (e.g. illness verified by medical certificate) obligatory written assignments not submitted by the prescribed deadline shall be subject to penalty, and, in the case of extreme delinquency, shall be discounted altogether for the purposes of marking and grading. So plan your time and meet your deadline.

## **DEPARTMENTAL POLICY REGARDING DEADLINES**

Students must adhere to any deadline that is set for essays or other assignments. If an essay or assignment is submitted late without valid reason, the following policy will apply:

- 10% of the mark will be deducted for the first week or part thereof over the deadline (e.g. if the work has earned 60%, 6% will be deducted);
- 20% of the mark will be deducted for the second week or part thereof over the deadline (e.g. if the work has earned 60%, 12% will be deducted);
- 30% of the mark will be deducted for the third week or part thereof over the deadline (e.g. if the work has earned 60%, 18% will be deducted);
- Work will not be accepted after three weeks.

In exceptional cases (e.g. illness or other personal circumstances), an extension may be granted to a student. In such cases, it is the decision of the Year Co-ordinator to allow the extension.

- The students may explain the circumstances to a lecturer, to the Year Co-ordinator or to the College of Arts, Social Sciences & Celtic Studies.
- The student must provide the College Office with a medical certificate or other written evidence, if available, for an extension to be granted. If written evidence is not available, the student must satisfy the College that he/she has a legitimate reason to request an extension.
- When the College is satisfied that there are legitimate grounds for an extension, it will inform the Head of Department and the Year Co-ordinator. Student confidentiality will not be infringed if there is a privacy concern.
- The Year Co-ordinator, in conjunction with the lecturer if necessary, will then make arrangements for an extension and will inform the student and the Head of Department by email.

## CODE OF PRACTICE FOR DEALING WITH PLAGIARISM

See [www.nuigalway.ie/plagiarism/](http://www.nuigalway.ie/plagiarism/)

Plagiarism is the act of copying, including or directly quoting from the work of another without adequate acknowledgement, in order to obtain benefit, credit or gain. Plagiarism can apply to many materials, such as words, ideas, images, information, data, approaches or methods. Sources of plagiarism can include books, journals, reports, websites, essay mills, another student, or another person. Self-plagiarism, or auto-plagiarism, is where a student re-uses work previously submitted to another course within the University or in another Institution. All work submitted by students for assessment, for publication or for (public) presentation, is accepted on the understanding that it is their own work and contains their own original contribution, except where explicitly referenced using the accepted norms and formats of the appropriate academic discipline.

Plagiarism can arise through poor academic practice or ignorance of accepted norms of the academic discipline. Schools should ensure that resources and education around good academic practice is available to students at all levels.

The Plagiarism Penalty Grid (included in this document) will be made available to all students. Cases in which students facilitate others to copy their work shall also be subject to the procedures outlined here.

### Procedures

Each School will appoint at least one plagiarism advisor, who is normally a member of academic staff. These advisors are Designated Authorities, as described in the Student Code of Conduct, and have responsibility and authority for dealing with suspected and reported cases of plagiarism. A list of the current plagiarism advisors will be maintained and made available to all academic staff of the University. A member of teaching staff who suspects plagiarism is welcome to speak with an appropriate plagiarism advisor, in confidence, about the case. At this point, the staff member is free not to continue with a formal report.

If a staff member decides to formally report a suspected case of plagiarism, a short report shall be prepared including a (marked-up) copy of the student work, along with any evidence for suspecting plagiarism. This report should be forwarded to the plagiarism advisor. The plagiarism advisor shall conduct an initial investigation of the alleged plagiarism, to determine if there is a case to be made. If the advisor concludes that there is no case of plagiarism, the reporting member of staff will be notified, with a clear statement of the reasons for the decision. If the plagiarism advisor decides that the case is one of plagiarism, he/she will make an initial assessment of the case using the penalty grid (step 1).

If the points, according to the penalty grid, are in the lower two bands (up to 379) the advisor may conduct an informal interview with the student to discuss the suspected case. If the advisor is satisfied that the case exists, an appropriate penalty will be selected from the grid (step 2). If the points, according to the penalty grid, are more than 524, the advisor should refer the case to the discipline committee, in accordance with the Student Code of Conduct. In all other cases (points in the bands 380-524), the student will be invited to attend an interview with the plagiarism adviser and an additional member of staff. The invitation may be by email or letter, and will include an explanation of the purpose of the meeting, including a copy of the marked-up piece of work. The student may be accompanied at the interview by a 'friend'. The additional member of staff may be another plagiarism advisor, the member of staff who

reported the case, or another senior member of staff from the School. Where a student does not engage with the process, by not responding or by refusing to attend an interview, the case will be referred to the discipline committee. At the interview, the student will be given a clear explanation of what has been alleged, shown a copy of his/her work, given the opportunity to justify the work and be invited to admit or deny responsibility.

Following the interview, if the advisor is satisfied that the case exists, an appropriate penalty will be selected from the grid (step 2). After a penalty has been decided, the advisor will perform a fairness check to consider the impact of the penalty on the student's overall performance. If the impact is incommensurate with the offence, the advisor may choose to adjust the penalty. In all cases, the student will be notified by the advisor, in writing, of the decision and any penalty imposed. The plagiarism advisor will write a report, recording the decision and any penalty, which should be lodged centrally. This report is confidential and will not reflect upon the student's record. It will be used to determine if a second or subsequent offence has occurred, and for statistical information only. It may be appropriate for incidents of plagiarism to be made known to relevant academic and support staff where this is required for the proper administration of academic programmes and academic decision making. Such sharing of information with appropriate staff does not breach confidentiality.

## Plagiarism Penalty Grid

### Step 1: Assign Points Based on the Following Criteria

#### History

1st Time	<b>100 points</b>
2nd Time	<b>150 points</b>
3rd/+ Time	<b>200 points</b>

#### Amount/Extent

Below 5% OR less than two sentences	<b>80 points</b>
As above but with <b>critical aspects*</b> plagiarised	<b>105 points</b>
Between 5% and 20% OR more than two sentences but not more than two paragraphs	<b>105 points</b>
As above but with <b>critical aspects*</b> plagiarised	<b>130 points</b>
Between 20% and 50% OR more than two paragraphs but not more than five paragraphs	<b>130 points</b>
As above but with <b>critical aspects*</b> plagiarised	<b>160 points</b>
Above 50% OR more than 5 paragraphs	<b>160 points</b>
Submission purchased from essay mill or ghostwriting service	<b>225 points</b>

*\* Critical aspects are key ideas central to the assignment*

#### Level/Stage

1st year	<b>70 points</b>
Undergraduate (not 1st or final year)	<b>115 points</b>
Final year/Postgraduate	<b>140 points</b>

## Value of Assignment

Standard assignment	<b>30 points</b>
Large project (e.g. final year dissertation, thesis)	<b>115 points</b>

## Additional Characteristics (to be used only in extreme cases)

Evidence of deliberate attempt to disguise plagiarism by changing words, sentences or references to avoid detection: **40 points**.

## Step 2: Award penalties based on the points

### Summative Work

In all cases a formal warning is given and a record made contributing to the student's previous history.

Points	Available Penalties
<b>280-329</b>	<ul style="list-style-type: none"><li>• No further action beyond formal warning</li><li>• Assignment awarded 0% - resubmission required, with no penalty on mark</li></ul>
<b>330-379</b>	<ul style="list-style-type: none"><li>• No further action beyond formal warning</li><li>• Assignment awarded 0% - resubmission required, with no penalty on mark</li><li>• Assignment awarded 0% - resubmission required but mark capped or reduced*</li></ul>
<b>380-479</b>	<ul style="list-style-type: none"><li>• Assignment awarded 0% - resubmission required but mark capped or reduced</li><li>• Assignment awarded 0% - no opportunity to resubmit</li></ul>
<b>480-524</b>	<ul style="list-style-type: none"><li>• Assignment awarded 0% - no opportunity to resubmit</li></ul>
<b>525+</b>	<ul style="list-style-type: none"><li>• Case referred to Discipline Committee</li></ul>

### Formative Work

<b>280-379</b>	<ul style="list-style-type: none"><li>• <b>Informal warning</b></li></ul>
<b>380+</b>	<ul style="list-style-type: none"><li>• Formal warning, with record made contributing to the student's previous history</li></ul>

\* Normally, marks will be capped at the pass mark for the assignment.