



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

# **Celtic Civilisation**

## **Final Year Modules**

### **Course Outlines**

### **2020-21**

**Course Co-ordinator:** Dr. Graham Isaac, Room 105, *Áras na Gaeilge*,  
Extension 2550 (Tel. 49 2550)

<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 IN ROINN NA GAEILGE**

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

## Academic Calendar 2020-21

### First Semester

Teaching begins	Monday 28th September 2020
Teaching ends	Friday 18th December 2020
Examinations begin	Monday 11th December 2021
Examinations end	Friday 22nd December 2021

### Second Semester

Teaching begins	Monday 8th February 2021
Teaching ends	Friday 7th May 2021
Study Week*	Tuesday 6th April – Friday 9th April 2021
Examinations begin	Tuesday 8th May 2021
Examinations end	Friday 4th June 2021

#### \*Alert Notice to Visiting Students

- Visiting Students should note that some Examinations may be scheduled during Study Week and therefore students should not make travel arrangements during or around these weeks.**
- Visiting Students registering for Semester 1 (Fall) only may not select modules that are offered across the entire year.**

## Celtic Civilisation Final Year Programme

### 3/4BA = 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.

#### *Semester I*      *Group A*

<i>Code</i>	<i>Module</i>	<i>ECTS</i>	<i>Assessment</i>
SG311	The Invention of the Celt: Concepts and Perspectives	5	Essay
SG313	The Poetry of Medieval Wales c. 600-1100	5	Essay
SG3100	The Cultural Impact of Christianity on Ireland	5	Essay
SG318	Research Project	5	Long Essay
SG221	Medieval Irish Language I	5	CA, Exam

#### *Group B*

<i>Code</i>	<i>Module</i>	<i>ECTS</i>	<i>Assessment</i>
AR3100	Metal, Warfare and Chieftoms – The Bronze Age Roots of European Civilization		
CC316	Barbarians	5	Essay
CC230	Beginning Latin 1	5	CA

#### *Semester II*      *Group A* *Med.Ir.Lang. I prerequisite for Med.Ir.Lang. II*

<i>Code</i>	<i>Module</i>	<i>ECTS</i>	<i>Assessment</i>
SG316	The Celtic Languages and their Relatives	5	Essay
SG320	Medieval Women in the Celtic-Speaking West	5	Essay
SG3101	Poets, Patrons & Propaganda: Irish Literature in Transition c. 1100-1600	5	Essay
SG222	Medieval Irish Language II	5	CA, Exam

#### *Group B*

<i>Code</i>	<i>Module</i>	<i>ECTS</i>	<i>Assessment</i>
AR337	Gaelic Peoples – Identity, and Cultural Practices	5	Essay
CCS307	Ireland and the Ancient World	5	Exam
CC232	Beginning Latin 2	5	CA
EN388	Studies in Modern Irish Literature	5	Essay

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

ROINN NA GAELIGE  
**FINAL YEAR CELTIC CIVILISATION, 2020-21**  
**TIMETABLE**  
**GROUP A MODULES**

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

SEMESTER 1	SEMESTER 2
<b>Monday, 3-4pm</b> SG3100 The Cultural Impact of Christianity Lecturer: Clodagh Downey <b>Venue: AC 214 (Arts Concourse)</b>	<b>Monday, 3-4pm</b> SG320 Women in the Celtic-speaking West Lecturers: Clodagh Downey, Jeannine Woods <b>Venue: CA 001 (Áras Cairnes)</b>
<b>Monday, 4-5pm</b> SG313 Poetry of Medieval Wales Lecturer: Graham Isaac <b>Venue: CA 114 (Áras Cairnes)</b>	<b>Monday, 5pm</b> SG3101 Poets, Patrons & Propaganda Lecturer: Liam Ó hAisibéil <b>Venue: Online (Pre-recorded lecture)</b>
<b>Monday, 5pm</b> SG311 Invention of the Celt Lecturer: Liam Ó hAisibéil <b>Venue: Online (Pre-recorded lecture)</b>	<b>Tuesday, 4-5pm</b> SG222 Medieval Irish Language II Lecturer: Máirín Ní Dhonnchadha <b>Venue: Áras na Gaeilge 211</b>
<b>Tuesday, 12-1pm</b> SG221 Medieval Irish Language I Lecturer: Máirín Ní Dhonnchadha <b>Venue: Téatar, Áras na Gaeilge</b>	<b>Wednesday, 4-5pm</b> SG316 Celtic Languages & their Relatives Lecturer: Graham Isaac <b>Venue: AMB-G005 (Arts Millennium)</b>
<b>Wednesday, 11-12am</b> SG3100 The Cultural Impact of Christianity Lecturer: Clodagh Downey <b>Venue: AMB-G005 (Arts Millennium)</b>	<b>Thursday, 1-2pm</b> SG222 Medieval Irish Language II Lecturer: Máirín Ní Dhonnchadha <b>Venue: Áras na Gaeilge 106</b>
<b>Wednesday, 5-6pm</b> SG313 Poetry of Medieval Wales Lecturer: Graham Isaac <b>Venue: IT 206</b>	<b>Thursday, 2-3pm</b> SG3101 Poets, Patrons & Propaganda Lecturer: Liam Ó hAisibéil <b>Venue: Online (Bb Collaborate)</b>
<b>Thursday, 1-2pm</b> SG221 Medieval Irish Language I Lecturer: Máirín Ní Dhonnchadha <b>Venue: Áras na Gaeilge 106</b>	<b>Friday, 11-12pm</b> SG320 Women in the Celtic-speaking West Lecturers: Clodagh Downey, Jeannine Woods <b>Venue: AMB-G008 (Arts Millennium)</b>
<b>Thursday, 2-3pm</b> SG311 Invention of the Celt Lecturer: Liam Ó hAisibéil <b>Venue: Online (Blackboard Collaborate)</b>	<b>Friday, 1-2pm</b> SG316 Celtic Languages & their Relatives Lecturer: Graham Isaac <b>Venue: AMB-G012 (Arts Millennium)</b>

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.

## Coronavirus COVID-19

Due to the ongoing global pandemic, taught programmes at NUI Galway for the Academic Year 2020/21 will be delivered in a hybrid of online and on-campus classes. Smaller classes may be delivered on campus where it is possible and safe to do so. Lecturers for each module in Final Year Celtic Civilisation have outline their respective teaching approaches for each Semester One Final Year Module below. Note that these approaches are subject to change, based on the latest public health guidance for this sector.

### **SG 221 Medieval Irish Language I (Máirín Ní Dhonnchadha)**

- At this point, it is assumed that registered class size will be appropriate for room capacity and that lectures will be held on campus, that is, on Tuesdays from 12.00 to 13.00 in the *Téatar* in *Áras na Gaeilge*, and on Thursdays from 13.00 to 14.00 in S106 (= Room 106) in *Áras na Gaeilge*. Should the class size exceed room capacity, lectures will be pre-recorded and made available online via *Blackboard* each week, and content will be discussed online using *Blackboard Collaborate* at specified times (details of the latter will be provided in due course).

### **SG 311 The Invention of the Celt: Concepts and Perspectives (Liam Ó hAisibéil)**

- A pre-recorded lecture will be made available online via *Blackboard* each week. Subsequent discussion of this lecture content and related tasks will take place online using and *Blackboard Collaborate* on Thursdays from 2-3pm.

### **SG 3100 The Cultural Impact of Christianity on Ireland (Clodagh Downey)**

- If registered class size is appropriate for room capacity, lectures will be held on campus each Monday from 3-4pm in AC214 (Arts & Science Concourse)\*\* and Wednesday from 11-12am in AMB-G005 (Arts Millennium Building).\*\*
- If the number of registered students exceeds room capacity, the class will be split into two groups, with each group alternately attending the two timetabled lecture hours. These lectures will be recorded and made available online for the other group to access for a specified period of time. There will also be an opportunity to engage with the lecturer directly on *Blackboard Collaborate* during a specified time (details of which will be provided in due course).
- If it is not possible to provide classes on campus, pre-recorded lectures will be made available online via *Blackboard* each week. Subsequent discussion of this lecture content will take place on *Blackboard Collaborate* during a specified time (details of which will be provided in due course).

\*\*These venues are subject to change.

### **SG 313 The Poetry of Medieval Wales c. 600-1100 (Graham Isaac)**

- Mode of delivery as above for SG 3100, with scheduled lectures Monday 4-5pm in room CA114 (*Áras Cairnes*) and Wednesday 5-6pm in room IT206.

## Semester I & II

### SG 221 Medieval Irish Language I (Sem. I) SG 222 Medieval Irish Language II (Sem. II)

**Lecturer:** Máirín Ní Dhonnchadha

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, *Sengóidelc. Old Irish for Beginners* (Syracuse, 2005). This can be purchased online (currently at the cost of €28.00 or thereabouts). Recommended supplementary materials include E.G. Quin, *Old Irish Workbook* (Dublin: Royal Irish Academy, 1975) and John Strachan and Osborn Bergin, *Old-Irish Paradigms and Selections from the Old-Irish Glosses* (Dublin: Royal Irish Academy, 2003 (reprint of 1949)). Other 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 translate and analyse straightforward Old Irish text.
- Ability to locate and use beginners' aids to reading and understanding Old Irish.
- An understanding of the relationship of Old Irish to later stages of the language.

## Semester I

### SG 311 The Invention of the Celt: Concepts and Perspectives

**Lecturer:** Liam Ó hAisibéil

This module looks at the discovery of the Celtic family of languages by the early comparativists of the sixteenth, seventeenth and eighteenth centuries, focussing especially on the ground-breaking work of Edward Lhuyd in establishing a scientific foundation for the linguistic classification. Together with the work of James Macpherson, the influence of ideas about the Celts on the Romantic movement is considered, and their subsequent integration into the mature comparative linguistics of the nineteenth and twentieth centuries. The strange forms the interest in the ancient Celts took in the eighteenth and nineteenth centuries is considered, with particular emphasis on the obsession with the Druids, illustrated by the fantasies of the Welshman Iolo Morganwg. Finally various modern-day conceptions and misconceptions about the Celts, ancient and modern, are examined.

Learning outcomes:

- Understanding of the way various images and impressions of the Celts were manufactured at the beginning of the modern period.
- Understanding of the way fact and imagination were interwoven and confused in the creation of new traditions about the Celts.
- Ability to analyse critically the early modern sources on the Celts.
- Knowledge of the major historical and ideological trends in the history of the study of the Celts.

## SG 3100 The Cultural Impact of Christianity on Ireland

**Lecturer:** Clodagh Downey

This module will examine some of the cultural consequences of the coming of Christianity to medieval Ireland, especially in the area of reading and writing. Among the topics covered will be the early history of Christianity in Ireland, the earliest writings from the Celtic-speaking world, religious literature in Irish and Latin, the contribution of the Irish to Christianity and learning abroad, and the impact of Christianity and the new learning on Irish vernacular culture.

Learning outcomes:

- Knowledge of religious attitudes in medieval Ireland.
- Knowledge of the literary sources for the religious ideas and practices in medieval Ireland.
- Knowledge of the early history of Christianity in medieval Ireland.
- Knowledge of the ways in which Christianity differed from, influenced and was influenced by, Christianity amongst neighbouring medieval cultures.
- An appreciation of the close connection between the coming of Christianity and the spread of literacy, especially in the case of Ireland which never formed part of the Roman Empire.

## SG 313 The Poetry of Medieval Wales *c.* 600 –1100

**Lecturer:** Graham Isaac

In the period 600 – 1100, Wales experienced a flowering of poetic expression which formed the traditional basis for the continuation of the Welsh love of, and skill in, poetry in the subsequent centuries and down to the present day. The earliest Welsh poetry reflects significant aspects of the culture, history and thought of the time, from the politics of rule to the delicate relationship between humans beings and nature, from the ethics of war to the potential loneliness of old age. This module will explore how the earliest surviving Welsh poems represent and express the hopes and fears, the brutality and tenderness, the knowledge and the propaganda, of an early medieval society.

Learning outcomes:

- Detailed knowledge of the themes and structure of medieval Welsh Poetry.
- Appreciation of the beauty and variety of medieval Welsh poetry.
- Ability to deal critically with a medieval poetic tradition quite different from modern poetic expectations and practice.
- Understanding of the value of medieval Welsh poetry as a source of information on the mental and emotional world of the early medieval Welsh.



## SG 318 Research Project

An essay of about 5,000 words on a topic of relevance to Celtic Civilisation chosen by the student in consultation with the lecturers.

Learning outcomes:

- Ability to formulate extended arguments on a detailed analysis of some material.
- Ability to research a topic extensively over a longer time than for a usual undergraduate essay.
- Preparation for writing theses at postgraduate level.

**For descriptions of all Group B Modules, please consult with the relevant department, Archaeology, Classics or English.**

## Semester II

### SG 316 The Celtic Languages and their Relatives

**Lecturer: Graham Isaac**

The Celtic languages form a language family that includes not only the languages of medieval and modern Ireland, Britain and Brittany, but also several ancient languages of France, Spain, Italy and even Turkey. And this family of languages is part of a wider family, Indo-European, that encompasses hundreds of languages throughout Europe and Asia and, by now, through historically recent expansions, many other parts of the world. This module will show the student how the known Celtic languages are related to each other, including looking in detail at some of our sources for the ancient Celtic languages, and will provide an introduction to the methods by which we show how languages from Galway to Calcutta, from Inverness to Tehran, are all derived from a single original language spoken around six thousand years ago.

Learning outcomes:

- Detailed knowledge of the ways the Celtic languages are related to each other as a coherent language family.
- Detailed knowledge of the place of the Celtic languages in the Indo-European language family.
- Appreciation of the information to be gained from sources for the ancient Continental Celtic languages.
- Knowledge of the methods and results of comparative-historical linguistics.

### SG 320 Medieval Women in the Celtic-Speaking West

**Lecturers: Clodagh Downey, Jeannine Woods**

The first section of SG320 (weeks 1-6) will focus on medieval Irish evidence about the lives and literary representations of women, introducing students to a range of legal and literary sources which can allow us to investigate the status, position and agency of women in early Irish society and culture. An overview of the extant sources for the socio-legal position of women will be given, and close reading of a variety of literary texts will help to provide a nuanced view of the relationship between women and men in medieval Irish society, of gender values in medieval Ireland and of female roles in medieval Irish culture. All sources will be read in English translation. The second section of the module (weeks 7-12) will draw and build on the themes explored in the first half of the course, focusing on the construction and representation of gender and sexuality within medieval literary texts. It will explore the representation and role of female agency in the context of the themes of liminality, sovereignty, and death in particular, and will examine the influence and presence of such understandings within popular, folkloric culture in Ireland in the early modern period and beyond. The course will introduce students to some important concepts within contemporary feminist and queer theory, and explore medieval discourses on gender and sexuality in that critical context.

Learning outcomes:

- Knowledge of the socio-legal status of women in medieval Ireland, both the relative status of different categories of women, and their status relative to that of males.
- Critical understanding of the depiction of women in medieval literature within the context of the production of that literature, and of the relationships between medieval representations of gender and sexuality and elements of early modern and modern Irish folkloric culture.

- Familiarity with, and understanding of, some prominent female characters in medieval Irish literature, and what they can tell us about social values and cultural conventions.
- Familiarity with some of the central concepts within feminist and queer theory and with the way in which contemporary theory may both inform and be informed by medieval discourses on gender and sexuality.

## SG 3101 Poets, Patrons and Propaganda: Irish Literature in Transition c. 1100-1600

**Lecturer:** Liam Ó hAisibéil

This module will concentrate on literary culture and its production in Ireland and Scotland in the transitional period of c. 1100-1600. We will examine the literary corpus that existed in Ireland before the arrival of the Normans, looking at the structure, genres and typical content of this literature. The twelfth century in Ireland witnessed the changeover from monastic to secular schools, a new professionalisation of poetry-making, and the perfecting of syllabic metres which had been in use for some 500 years. We will assess the function of the poet and the nature of his relationship with his patron. A key text of this period is *Acallam na Senórach* (Tales of the Elders of Ireland) which is one of the greatest extant narratives in the Irish literary tradition. We will explore the background of this text and analyse and interpret its structure, themes and possible functions. It represents perhaps the high point of Gaelic literary culture before Norman influence becomes pervasive. Irish-Scottish literary connections at this period are often overlooked and forgotten, but the same standard literary language stretched across the straits of Moyle from north-east Ulster to Gaelic-speaking Scotland. Beginning with Muireadhach Albanach Ó Dálaigh (1180-1250), and finishing with one of the last poets of the traditions, Fear Flatha Ó Gnímh (1602-1640), we will examine (in translation), some examples of the exemplary poetry of these Gaelic poets.

Learning outcomes:

- Evaluate some of the key works in the literary traditions of Ireland and Scotland in the period c. 1100-1600.
- Summarise issues associated with the production of literary works, such as: manuscript production; the literary formation of its authors; changes in education; forms of patronage; poetic schools; manuscript content; scribal schools.
- Identify the political, historical and continental influences which affected literary production.
- Critique, both orally and in writing, responses to this literature from your peers and from other scholars.

**For descriptions of all Group B Modules, please consult with the relevant department, Archaeology, Classics or English.**

## 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.

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 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** to floppy disk 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 on computer disks, 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.

<b>Points</b>	<b>Available Penalties</b>
<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.