



OLLSCOIL NA GAILLIMHÉ
UNIVERSITY OF GALWAY

School of Languages, Literatures and Cultures
Roinn na Gaeilge

Celtic Civilisation

Final Year Modules

Course Outlines

2023-24

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

Academic Calendar 2023-24

First Semester

Teaching begins	Monday 4th September 2023
Teaching ends	Friday 24th November 2023
Study Week*	Monday 27th November – Friday 1st December 2023
Examinations begin	Monday 4th December 2023
Examinations end	Friday 15th December 2023

Second Semester

Teaching begins	Monday 8th January 2024
Teaching ends	Thursday 28th March 2024
Easter	Good Friday 29th March – Easter Monday 1st April
Study Week*	Monday 8th April – Friday 12th April 2024
Examinations begin	Monday 15th April 2024
Examinations end	Wednesday 1st May 2024

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

Code	Module	ECTS	Assessment
SG311	The Invention of the Celt: Concepts and Perspectives	5	CA
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
SG317	Medieval Irish Language III	5	CA, Exam

Group B

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

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

Code	Module	ECTS	Assessment
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	CA
SG222	Medieval Irish Language II	5	CA, Exam
SG319	Medieval Irish Language IV	5	CA, Exam

Group B

Code	Module	ECTS	Assessment
AR332	The Development of the Castle in Medieval Europe	5	Essay
AR3101	Landscape and Archaeology: Context and Practice	5	Essay
CCS307	Ireland and the Ancient World	5	Exam
CC232	Beginning Latin 2	5	CA

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 GAEILGE
FINAL YEAR CELTIC CIVILISATION, 2023-24
TIMETABLE
GROUP A MODULES

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

SEMESTER 1	SEMESTER 2
Monday, 3-4pm SG3100 The Cultural Impact of Christianity Lecturer: Clodagh Downey Venue: AC 214 (Arts Concourse)	Monday, 9-10am SG319 Medieval Irish Language IV Lecturer: Graham Isaac Venue: AMB-G021 (Arts Millennium)
Monday, 4-5pm SG313 Poetry of Medieval Wales Lecturer: Graham Isaac Venue: CA 115 (Áras Cairnes)	Monday, 3-4pm SG320 Women in the Celtic-speaking West Lecturer: Clodagh Downey, Graham Isaac Venue: CA 001 (Áras Cairnes)
Tuesday, 2-3pm SG311 Invention of the Celt Lecturer: Liam Ó hAisibéil Venue: TB 307	Tuesday, 4-5pm SG3101 Poets, Patrons & Propaganda Lecturer: Liam Ó hAisibéil Venue: IT 206
Wednesday, 11-12am SG3100 The Cultural Impact of Christianity Lecturer: Clodagh Downey Venue: AMB-G005 (Arts Millennium)	Wednesday, 4-5pm SG316 Celtic Languages & their Relatives Lecturer: Graham Isaac Venue: AMB-G005 (Arts Millennium)
Wednesday, 4-5pm SG317 Medieval Irish Language III Lecturer: Graham Isaac Venue: AMB-G021 (Arts Millennium)	Thursday, 11am-12pm SG319 Medieval Irish Language IV Lecturer: Graham Isaac Venue: TB 302
Wednesday, 5-6pm SG313 Poetry of Medieval Wales Lecturer: Graham Isaac Venue: IT 206	Thursday, 2-3pm SG3101 Poets, Patrons & Propaganda Lecturer: Liam Ó hAisibéil Venue: TB 307
Thursday, 2-3pm SG311 Invention of the Celt Lecturer: Liam Ó hAisibéil Venue: TB 302	Friday, 11-12pm SG320 Women in the Celtic-speaking West Lecturer: Clodagh Downey, Graham Isaac Venue: AMB-G008 (Arts Millennium)
	Friday, 1-2pm SG316 Celtic Languages & their Relatives Lecturer: Graham Isaac Venue: AMB-G012 (Arts Millennium)

For timetabling of SG221 and SG222, Medieval Irish Language I and II, please consult the 2nd-Year handbook.

Students wishing to take SG317 (Sem. 1), having already taken SG221 and SG222 in 2nd Year, are urged to contact Graham Isaac as soon as possible, because a further hour of teaching is still to be timetabled.

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

SG221 Medieval Irish Language I (Sem. 1)

SG222 Medieval Irish Language II (Sem. 2)

Lecturer **Nicolai Egjar Engesland**

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 €40.00 or thereabouts: <https://www.siopaleabhar.com/en/product/sengoidelc/>). 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.

SG317 Medieval Irish Language III (Sem. 1)

SG319 Medieval Irish Language IV (Sem. 2)

Lecturer **Graham Isaac**

These modules will deepen and extend the knowledge of Old Irish that will have been gained by students who took Medieval Irish Language I and II in their second year. The modules will provide the students with the experience to deal with Old Irish language in many of the texts that have come down to us from that period.

Learning outcomes:

- Students can expect to acquire a fair competence in reading simple texts in standardised Old Irish.
- Advanced knowledge of Old Irish grammar.
- Knowledge of the use of Old Irish as a medium of communication in early medieval Irish society.

Semester I

SG 311 The Invention of the Celt: Concepts and Perspectives

Lecturer **Liam Ó hAisibéil**

This module interrogates the various concepts and perspectives that are commonly associated with the terms 'Celt' or 'Celtic' in academic and non-academic studies from the early-modern period to present. We begin by attempting to define the vocabulary for these concepts and perspectives, and investigate the uses of these terms in linguistic, social, cultural, spiritual and political contexts. The strange forms the interest in the ancient Celts took in the 18th and 19th centuries in literature, art, spirituality and music are explored. The influence of ideas about the Celts on social movements in Ireland and Europe is considered, looking at the subsequent integration of these ideas into national political agendas in the nineteenth and twentieth centuries. Finally, various modern-day conceptions and misconceptions about the Celts, ancient and modern, are examined.

On completion of this module, you should be able to:

- Provide a reasoned definition of the terms 'Celt', 'Celtic' and 'Celticism'.
- List and describe the primary traits of the Celtic languages.
- Critique the influence of social movements on literary, social and political discourse about the Celts from the eighteenth century to present.
- Explain how literature, art, spirituality and music can impact modern-day perspectives on the Celts and their culture, including the creation of new traditions about the Celts.
- Recognize the major historical and ideological trends in the history of the study of the Celts.

SG3100 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.

SG313 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.

SG318 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.

SG320 Medieval Women in the Celtic-Speaking West

Lecturers **Clodagh Downey, Graham Isaac**

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. The second section of the module (weeks 7-12) will first of all look at a key early medieval Irish text on legal procedures surrounding cases of conflicting claims of property ownership and how the property-owning rights of women were represented and defended in such cases. The module will then move to consider the representation of women's status and rights in medieval Welsh law, with particular, but not exclusive focus on marriage and divorce. All sources throughout the module will be read in English translation.

Learning outcomes:

- Knowledge of the socio-legal status of women in medieval Ireland and Wales, 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.
- 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 textual and social issues surrounding our records of the early medieval Irish and Welsh legal systems.

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 Gnính (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/

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	100 points
2nd Time	150 points
3rd/+ Time	200 points

Amount/Extent

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

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

Level/Stage

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

Value of Assignment

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

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

Formative Work

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

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