

BA thesis, Celtic languages and Culture

Celtic languages and culture

Course manual

Cursuscode: KE3V14003

Level: 3

Block 1,2, 3, 4, year 2020-2021

Language: English

Lecturers/supervisors:

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Course description

The BA thesis is an academic proof of competence in the area of Celtic languages and culture, and also in the area of Greek and Latin languages and culture in European tradition. By this thesis the student demonstrates his/her ability to carry out independent research on a particular aspect in this domain and to evaluate this in the context of academic and social discussion regarding the topic.

The finished work is an account of this research which must satisfy the academic requirements. It must be a thorough, verifiable and systematic piece of work by which the successful student will have clearly demonstrated his/her ability to present the results of his/her findings in an effective manner.

The thesis can have diverse forms. For instance, it can take the form of an academic essay, a critical literature evaluation, a report based on empirical research, or an annotated translation. It shall take the form of a written work in either Dutch or in English. It should be in the range of 5000 words excluding notes, bibliography and appendices.

The thesis is coupled together with a level 3 course and is connected as regards contents to a specialization track of the Major in Celtic languages and culture, and also the area of Classical languages and culture, track 1: Classical languages.

Further information regarding form and contents of the thesis can be read at the website of Celtic languages and Culture. There, information can be found as regards study load, duration, supervision, procedure and assessment. See also the section **Grading Criteria**. Further information as regards instruction and recommendations about writing a BA thesis can be found on Blackboard.

The thesis will follow the *Stylesheet* of the Celtic language and Culture which is on Blackboard. The final version of the thesis should be uploaded to Blackboard where it can be checked against plagiarism. The thesis should contain a statement against plagiarism. See also the section **Fraud and Plagiarism**.

Course aims and objectives

This successful student will have demonstrated capability :

- (1) to carry out independent research in an area of Celtic languages, literature or culture, or in an area of Greek and Latin languages and culture in European tradition.
- (2) To produce in an effective manner in the form of a written thesis his/her results following the norms of academic research.

Examination

Examination will be in the form of a submitted written thesis . The following exam moments will take place during the thesis writing process:

- (1) The first exam moment (*eerste toetsmoment*) consists of writing a thesis plan (*opzet*), which must be approved by the thesis supervisor and the second assessor not later than the fourth week of the teaching period. The first exam moment will not be graded. However, the first exam moment has to be approved by both assessors in order that the student can proceed with writing the BA thesis.
- (2) For the second exam moment (*tweede toetsmoment*) the final version of the thesis should be submitted for assessment by being uploaded to Blackboard and submitted via Osiris not later than the last working day of the teaching period, or it can be earlier than that if deemed so by the assessors. The second exam moment will be graded from 10 by the assessors using the grading criteria outlined in the section on **Grading criteria**.
- (3) If the final version of the thesis (*tweede toetsmoment*) is deemed by the assessors to be a fail, the student has the possibility to repair the thesis (*reparatie*) without further supervision.

Grading criteria

The thesis will be graded by the supervisor (first assessor) and the second assessor using the criteria outlined in the forms BA / MA Thesis evaluation form. The form for the first and second assessor in the same. If necessary, a third assessor may be called upon (*Beoordelingsformulier bacheloreindwerkstuk - Derde beoordeelaar*). These forms are given here below.

BA / MA Thesis evaluation form

The BA/MA thesis supervisor acts as the first evaluator and is responsible for the communication between evaluators, the completion and filing of evaluation forms, the registration of the final grade in Osiris, and for informing the student of both the final grade and its substantiation by the evaluators.

The BA/MA thesis evaluation process consists of four stages:

(1) The first and second evaluator assess the thesis independently of one another; each fills out an evaluation form and determines a **provisional grade**.

(2) The first and second evaluator determine the **final grade** jointly on the initiative of the first evaluator within **10 working days** of receipt of the thesis by the first evaluator. In certain circumstances a third evaluator may be consulted (see third evaluator form), in which case the final grade will be determined within **20 working days** of receipt by the first evaluator; the student should be informed of this fact by the first evaluator. Should the first or second evaluator revise her/his provisional grade after consultation with other evaluator(s), he/she must change the relevant points on her/his evaluation form and – for the second evaluator - send the revised evaluation form to the first evaluator. The first evaluator will remove 'Provisional grade' from the forms submitted by the first and second evaluators and replace it with 'Final grade'.

(3) The first evaluator informs the student of the final grade and its substantiation by:

- Sending an email with the grade and substantiation and/or;
- Organising a final meeting in which the grade and substantiation are discussed and/or;
- Sending the student the final grade form.

(4) The first evaluator registers the final grade in Osiris and files the evaluation forms of the first, second, and (possibly) third evaluator.

EVALUATION FORM BA/MA THESIS

STUDENT INFORMATION	
Name:	
Student number:	
Degree programme:	
ECTS:	
Title of thesis:	
Date submitted:	
SUPERVISOR/1 ST EVALUATOR INFORMATION	
Name:	
Department:	
2 ND EVALUATOR INFORMATION (not involved in supervising the student)	
Name:	
Department:	
EVALUATION BY:	<input type="checkbox"/> Supervisor <input type="checkbox"/> 2 nd Evaluator
Provisional grade:	
Final grade (jointly determined by supervisor and 2 nd evaluator):	
Date:	

FORMAL PRECONDITIONS

Preconditions	Assessment	Comments
Correct use of language (sentence structure, spelling, punctuation)	<input type="checkbox"/> met <input type="checkbox"/> not met	
Table of contents and summary	<input type="checkbox"/> met <input type="checkbox"/> not met	
Notation and list of sources in accordance with formal rules in the field	<input type="checkbox"/> met <input type="checkbox"/> not met	
Design and layout in accordance with degree programme guidelines	<input type="checkbox"/> met <input type="checkbox"/> not met	

Note: If one of these formal preconditions has not been met, the supervisor may decide not to evaluate the content of the thesis. The student will be given one opportunity to make corrections. The standards for meeting/not meeting the preconditions are determined by the degree programme (e.g. number of language mistakes tolerated).

EVALUATION OF THE CONTENT

The evaluator first gives an assessment of each of the nine categories below, and then uses the "Substantiation" section to support the proposed grade by commenting on relevant strong and weak points of the thesis.

Categories 1 to 6 *must* all be assessed pass when handing out a passing or higher grade!

1. RESEARCH QUESTION	<input type="checkbox"/> fail	<input type="checkbox"/> pass
2. THEORETICAL FRAMEWORK & ACADEMIC RELEVANCE	<input type="checkbox"/> fail	<input type="checkbox"/> pass
3. METHOD	<input type="checkbox"/> fail	<input type="checkbox"/> pass
4. ANALYSIS	<input type="checkbox"/> fail	<input type="checkbox"/> pass
5. CONCLUSION	<input type="checkbox"/> fail	<input type="checkbox"/> pass
6. USE & CITATION OF SOURCES	<input type="checkbox"/> fail	<input type="checkbox"/> pass
7. STRUCTURE OF THE ARGUMENT	<input type="checkbox"/> fail	<input type="checkbox"/> pass
8. COMPOSITION & STYLE	<input type="checkbox"/> fail	<input type="checkbox"/> pass
9. INITIATIVE (to be filled in by the supervisor)	<input type="checkbox"/> fail	<input type="checkbox"/> pass

SUBSTANTIATION

Please substantiate your proposed grade by commenting on relevant strong and weak points of the thesis, in particular those that address the first six assessment categories listed above.

SUBSTANTIATION

(Research question)

(Theoretical framework & academic relevance)

(Method)

(Analysis)

(Conclusion)

(Use & citation of sources)

(Structure of the argument)

(Composition & style)

(Initiative)

(Additional remarks)

Note: In commenting on the quality with which the student has demonstrated her/his academic abilities, please consider answering one or more of the following questions:

- 1. Research question: Was the research question formulated clearly? Were the sub-topics logically derived from the main topic? Was the research topic sufficiently focused, and was the reasoning behind this focus explained in the paper?*
- 2. Theoretical framework & academic relevance: Are the chosen theories and/or analytical concepts pertinent to the research question? Are the main concepts/terms clearly defined? Is the academic relevance of the research clearly stated? Are the sources relevant, representative and of sufficient academic quality? Are the sources discussed adequately and critically?*
- 3. Method: Is the choice for the research method sufficiently justified? Are the research methods used adequate to address the research question? Are they used in the correct manner? Is the method used to collect data described and justified in detail?*
- 4. Analysis: Has the student sufficiently and adequately utilised her/his academic knowledge of the subject? Is there a good balance between description and analysis? Is there enough cross-referencing between the student's own empirical research results and the literature/theory?*
- 5. Conclusion: Does the conclusion answer the main question? Is the conclusion more than just a summary? Does the student reflect critically on her/his own approach? Does the paper make suggestions for further research?*
- 6. Use & citation of sources: Is the difference between the student's own analysis and the analysis of others clearly apparent? Is the citation of sources adequate and accurate? Are the references used correctly? Does the student approach the literature and other sources critically?*
- 7. Structure of the argument: Is the information presented in a logical order (for example: introduction/theoretical context, question, method, results, discussion)? Is there a clear division into chapters and paragraphs? Is the argumentation clear and coherent? Are the paragraphs and sections coherent and sufficiently limited in scope?*
- 8. Composition & style: Is the paper readable and easy to understand? Is terminology used adequately and accurately?*

Initiative: Has the student carefully utilised the feedback provided? Did the student respect agreements and deadlines? Did the student need much help during the process? If so, on which points (e.g. formulating a research question, familiarisation with the literature, structure of the argument, composition)?

B.A. Thesis evaluation form – Third evaluator

If the first and second evaluator request assistance, and in cases in which the first and second evaluator cannot agree on the final grade for a B.A. thesis, a third evaluator will be approached and consulted by the first evaluator. The student will be given notice by the first evaluator that a third evaluator has been employed and that the grading period of 10 working days will be extended by another 10 working days.

In principle, the third evaluator is a professor or senior lecturer with expertise in the field of the thesis. In exceptional circumstances, the third evaluator may be a lecturer.

The third evaluator evaluates the grade of the first and second evaluator by examining their provisional grades and argumentation. The judgement of the third evaluator is binding. If the third evaluator agrees with the other two evaluators on the proposed grade (if all evaluators agree), no further argumentation is needed. A brief explanation will otherwise suffice.

A third evaluator is employed in the following circumstances:

1. If the first and second evaluator arrive at a passing final grade of 6.5 or lower **after joint consultation**, a third evaluator **may** be requested. The third evaluator assesses the thesis as "passing" or "failing", the former assessment confirming the grade awarded by the first and second evaluator. The third evaluator bases his/her assessment on the first seven (or eight) content-related criteria of the thesis:

1. research question
2. academic debate on the issue
3. theoretical context
4. method
5. analysis
6. conclusion
7. use of sources & citation of sources

In the case of a language major:

8. use of language and proficiency in the target language
2. If the grade awarded by the first and second evaluator differs from the other grade by 1.5 points or more **before joint consultation**, it is advisable (though not obligatory) to consult a third evaluator, who will act as an arbitrator. Alternatively, the first and second evaluator could work out the differences in grading through joint consultation.
 3. If the first and second evaluator continue to disagree on the final grade even **after joint consultation**, a third evaluator **must** be consulted as an arbitrator.
 4. If there is any other reason to ask the opinion of an independent expert.
 5. If the Director of Education who is responsible for the programme decrees it necessary.

The first evaluator is responsible for all communication between evaluators, the completion of the evaluation forms, uploading the final grade to Osiris, filing the forms and informing the student.

**EVALUATION FORM THIRD EVALUATOR
B.A. THESIS**

STUDENT INFORMATION
Name
Student number
Degree, major and specialisation (only for LAS and TCS)
Title of thesis
(TO BE FILLED OUT BY 1ST EVALUATOR)
<i>Reason for consulting the third evaluator:</i> <input type="checkbox"/> <i>1st and 2nd evaluator arrive at a grade of 6,5 or lower</i> <input type="checkbox"/> <i>1st and 2nd evaluator disagree on the final grade after joint consultation</i> <input type="checkbox"/> <i>1st and 2nd evaluator have another reason,</i> <i>i.e.</i>
<i>Date on which the thesis was sent to 3rd evaluator (by e-mail):</i>
(TO BE FILLED OUT BY 3RD EVALUATOR)
<i>Name</i>
<i>Department</i>
<i>Assessment of thesis:</i> Fail / Satisfactory/ Good / Excellent
<i>Brief argumentation of assessment</i>
<i>Date on which this form was sent to 1st evaluator (by e-mail):</i>

Fraud and plagiarism

Committing fraud and/or plagiarism is seen as a very serious matter, and treated as such. The Education and Examination Regulations (general section) has the following to say about fraud and/or plagiarism (article 5.15 –Dutch version [here](#)):

art. 5.15 – fraud and plagiarism

1. Fraud and plagiarism are defined as an action or failure to act on the part of students, whereby a correct assessment of their knowledge, insight and skills is made impossible, in full or in part.

Fraud includes:

- cheating during tests. The person offering the opportunity to cheat is an accessory to fraud;
- being in possession of (i.e. having/carrying) tools and resources during tests, such as pre-programmed calculators, mobile phones, smartwatch, smartglasses, books, course readers, notes, etc., consultation of which is not explicitly permitted;
- having others carry out all or part of an assignment and passing this off as own work;
- gaining access to questions or answers of an examination prior to the date or time that the test takes place;
- making up survey or interview answers or research data.
- wrongly signing or having another sign the attendance lists

Plagiarism is defined as including data or sections of text from others/the student's own work in a thesis or other paper without source references. Plagiarism includes the following:

- cutting and pasting text from digital sources such as encyclopaedias and digital publications without using quotation marks and referring to the source;
- cutting and pasting text from the internet without using quotation marks and referring to the source;
- using excerpts from printed material such as books, magazines, other publications and encyclopaedias without using quotation marks and referring to the source;
- using a translation of the abovementioned texts without using quotation marks and referring to the source;
- paraphrasing of the abovementioned texts without giving a (clear) reference: paraphrasing must be marked as such (by explicitly linking the text with the original author, either in text or a footnote), whereby the impression is not created that the ideas expressed are those of the student;
- using visual, audio or test material from others without referring to the source and presenting this as own work;
- resubmission of the student's own earlier work without source references, and allowing this to pass for work originally produced for the purpose of the course, unless this is expressly permitted in the course or by the lecturer;
- using the work of other students and passing this off as own work. If this happens with the permission of the other student, the latter is also guilty of plagiarism;
- in the event that, in a joint paper, one of the authors commits plagiarism, the other authors are also guilty of plagiarism, if they could or should have known that the other was committing plagiarism;
- submitting papers obtained from a commercial institution (such as an internet site offering excerpts or papers) or having such written by someone else, whether or not in return for payment.

The faculty will ensure that students will be informed of the principles of academic practice and what is considered to be fraud and plagiarism.

2. a. In all cases in which fraud or plagiarism is found or suspected, the examiner will inform the student and the board of examiners of this in writing.
 - b. The Board of Examiners will give the student the opportunity:
 - to respond to that in writing, within 10 working days;
 - to be heard.
3. The Board of Examiners will determine whether fraud or plagiarism has occurred and will inform the student of its decision in writing and of the sanctions in accordance with the stipulations of the fourth paragraph, stating the possibility of appeal to the Examination Appeals Board.
4. Fraud and plagiarism will be punished by the Board of Examiners as follows:
 - a. in any event:
 - o invalidation of the paper or test submitted
 - o a reprimand, a note of which will be made in OSIRIS.
 - b. in addition to – depending on the nature and scale of the fraud or plagiarism, and on the student's phase of study – one or more of the following sanctions:
 - o removal from the course
 - o no longer being eligible for a positive degree classification (cum laude) as referred to in art. 6.2
 - o exclusion from participation in tests belonging to the educational course concerned for the current academic year, or for a period of 12 months
 - o complete exclusion from participation in all tests for a period of 12 months.
 - c. in the event that the student has already received a reprimand:
 - o complete exclusion from participation in all tests for a period of 12 months.
 - d. in the case of extremely serious and/or repeated fraud or plagiarism, the Board of Examiners may recommend that the Executive Board permanently terminate the concerned student's registration for the programme.
5. If the Board of Examiners determines that there has been widespread or organised fraud and/or plagiarism, on a scale which would affect the test results in their entirety, the Board of Examiners will decide without delay that the test concerned is invalid and that all the participants must resit the whole test at short notice. The Board of Examiners will set the date on which the test must be retaken. This date will be no later than ten working days after the fraud was established, so that the participants can still benefit from their preparatory work for the test.

Should you wish to see more information on fraud and/or plagiarism, and the consequences of committing fraud and/or plagiarism, please see the following website, in [English](#) or in [Dutch](#), or talk to your lecturer.

Weekly overview

In the fourth week (or earlier) of the teaching period the student submits his/her thesis research plan (onderzoeksopzet) to the assessors (eerste toetsmoment). The research plan should generally include (a) a motivated research question, (b) a research plan (method, theoretical approach), (c) expected results or outcomes (d) time plan, (e) bibliography. Talk with your supervisor to determine exactly what elements your research plan should include.

Not later than the final working day of the teaching period the student submits the final version of his/her thesis by uploading it to Blackboard and to Osiris (tweede toetsmoment).

Literature

There is no set obligatory literature for the BA thesis as each thesis deals with different topics. However specific literature pertaining to the topic of the thesis will be chosen by the student in consultation with the thesis supervisor.

The following online sources are very useful for the purpose of carrying out research for a BA thesis in Celtic:

Bibliography

BILL = *Bibliography of Irish Linguistics and Literature*. School of Celtic Studies, Dublin Institute for Advanced Studies. <https://bill.celt.dias.ie/>

Dictionaries

GPC = *Geiriadur Prifysgol Cymru/A Dictionary of the Welsh Language*

<http://www.welsh-dictionary.ac.uk/>

eDIL = *Electronic Dictionary of the Irish Language* <http://www.dil.ie/>

Online electronic corpora

CELT = *Corpus of Electronic Texts* <https://celt.ucc.ie/>

Middle Welsh Prose 1300-1425 <http://www.rhyddiaithganoloesol.caerdydd.ac.uk/en/>

Manuscripts

ISOS = Irish Script On Screen <https://www.isos.dias.ie/>

Oxford, The Bodleian Library <http://image.ox.ac.uk/>

National Library of Wales <https://www.llgc.org.uk/>