

# SPANISH AT COLERAINE

## STUDENT HANDBOOK



Wilfredo Lam, Cuba

**Academic Year 2009/2010**

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## SPANISH STAFF

The following staff teach the Spanish modules:

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# INTRODUCTION

¡Bienvenidos!

Whether you are a returning student, or a new addition we are delighted to have you on board. This handbook should be used as a guide over the coming year, and any new information which you will need will be made available either through WebCT, or directly from your lecturers.

We encourage you to read the inside information, and hopefully it will provide some useful information regarding the modules offered in Spanish, your academic career and specific hints and tips related to essay writing.

We would like to remind you that learning a language is cumulative. Therefore, not only is regular attendance at classes necessary to your progress and development, but also you should be making an ongoing effort outside of class to increase your exposure to the language. That may be through *intercambios* (tandem exchanges) with Spanish speakers who are only delighted to make connections with local, native English speakers; listening to podcasts or live radio streams online; watching films and documentaries in Spanish; listening to Spanish language music; reading books, articles and newspapers; and so on. The potential is enormous and exciting. Open yourself up to new cultures (remember Spanish is not just spoken in Spain), and new possibilities.

Best of luck with your new academic year, and make the most of all UU has to offer!

Dr Niamh Thornton  
Head of Spanish, Coleraine

# SPANISH AT COLERAINE

Spanish can be taken at Coleraine from 'A' Level or from *ab initio* level. It can be studied in a wide variety of combinations:

- 1 BA Honours French & Spanish (Applied Languages)  
BA Honours Spanish & German (Applied Languages)

Spanish may be studied within the four-year BA Honours degree in Applied Languages. You study two languages (from Spanish, French and German) throughout the four years of the course. In addition, you take modules on *Language Studies and E-Learning* in the first and second semester of year one. In your second year, you have the opportunity of taking modules in translating and interpreting, in addition to the normal language modules. The third year of the course is split between the two countries whose language you are studying.

In Spain you can choose to study at one of seven partner universities: Granada, Valladolid, Cáceres, Alicante, Vigo, Oviedo, Barcelona

- 2 Combined Programmes

You may be studying Spanish in combination with another subject. You will take six modules in the first year, normally two selected from three different subjects. In some subjects like History or English it is possible to study four modules in that subject along with two in another. At the end of your first year, you continue to study the two main subjects either in a Major-Minor or a Main-Main (i.e. joint) mode. Subjects can be combined either as a major-minor programme (with eight modules taken in the major subject and four in the minor) or a main programme (with six modules – three in each year – taken in each subject). Spanish is available as a major, main and minor option. It may be combined with: American Studies, English, European Studies, French, Geography, History, Irish, Irish Literature in English, Media Studies, Film Studies, Journalism, or German.

- 3 BA Honours Spanish and Computing

This course lasts four years. It is a joint degree in conjunction with the Faculty of Informatics. The third year of the course is spent in Spain where you can study computing in a Spanish university or possibly a placement with a Spanish company (or a mixture of both).

- 4 Combinations with other subjects outside the Faculty of Arts

In addition, Spanish may be combined as a minor subject with Business Studies and as a minor and main subject with Psychology.

## **LANGUAGE COURSES IN SPAIN**

If you start Spanish from scratch you will be encouraged to follow an intensive language course in Spain at the end of your first year. This course is in the *Centro de Lenguas Modernas* attached to the University of Granada and normally takes place in September.

Post 'A' or 'H' Level students who take Spanish as a minor option in a combined programme, with Business Studies or Psychology, normally follow a language course at the University of Granada in the summer vacation prior to the beginning of their final year.

The University normally makes a contribution towards expenses.

# HOW TO IMPROVE SPANISH IN YOUR OWN TIME

## MEET UP WITH SPANISH STUDENTS ON CAMPUS

Since we have ERASMUS/SOCRATES exchanges with the Universities of Barcelona, Oviedo, Granada, Extremadura (Cáceres), Vigo, Alicante, Valladolid, there are a substantial number of Spanish students on the Coleraine Campus. You will no doubt meet some of them in class and we would encourage you to get to know them. Put up a notice on the Spanish notice board, or follow up on those Spaniards put up. Organise nights out with your friends and invite Spaniards along. They are as eager to meet locals who will help them out with their English. Organise events, staff would be delighted to help. This is an excellent opportunity to get to know people and practise your Spanish.

## USE THE LIBRARY AND MMRU

Library resources are good and there is a wide range of material available for the civilization strand of the course. Key texts are placed on short loan to ensure that all students can gain access to them. The library is not just a rich source of course books, there are also novels and poetry books in the Central library, dip in and develop your reading skills. There are a number of Spanish newspapers and magazines in the library (such as *El País*, *Actualidad Económica* and *Cambio16*) and you should make an effort to get into the routine of reading them. There are also films and music in Spanish available through the Library. Tours are arranged for new students during the induction period, but if you miss them the staff are friendly and open to giving you a quick guided tour on another occasion. Use the library, and find out what is available through their website.

There is also audio and video material available to students for individual use in the private study areas of the MMRU and language laboratories in South Building. Audio and video cassettes and DVDs are recorded on a regular basis, and the latest current affairs programmes and documentaries are received and recorded via the satellite dishes. If there is something you feel should be recorded, bought in or available to you discuss it with a staff member.

A number of software packages are also available. Some of this material is used in class, but there is a great deal more for students to choose from, and a regular amount of time, possibly an hour a week, should be put aside for this purpose.

Remember University is about independent learning supported by highly specialised staff

**...take responsibility for your own learning.**

# Who's who?

## **THE ADMINISTRATION OF THE COURSE**

Spanish is run by the Spanish Subject Committee. It includes all the member of staff who teach Spanish, as well as the Head of School, Professor J H Gillespie, and the Dean of the Faculty of Arts, Professor Pól O'Dochartaigh. The Subject Committee also has student representatives, normally one for each year of the course. These representatives are elected annually by their fellow students, usually in late-October. [If you are interested in that role, contact the Student Union for more details.] They keep the Subject Committee informed about student response to the course and bring to its attention any difficulties or problems which may arise.

The Subject Director for Spanish and Chair of the Subject Committee is Dr N Thornton who is responsible for the organisation and management of the subject.

## **ADVISER OF STUDIES**

On the day you register at the University, you are assigned to an adviser of studies and an appointment is made for you to see your adviser before teaching commences. The role of the adviser of studies is to advise and help students with any academic or personal difficulties they may have. For example, if you initially find it difficult to understand the timetable, you should contact your adviser for assistance. Similarly, if you wish to change one of the subjects you have opted to study, your adviser of studies will help you complete a module amendment form. Please note, however, that you should normally do this only during the first week of the semester, or, in exceptional cases, during the second week. Advisers of studies usually indicate in notices the hours at which they are available to see students, but they can often be located at other times as well.

In short, do not hesitate to contact your adviser whenever you want help or guidance on academic or other matters.

## **COUNSELLING SERVICE**

If you have a personal problem the first person you should approach is your adviser of studies. However, if the problem is too serious or too personal to discuss with your adviser, the University has an excellent Counselling Service which is completely confidential and which has a number of trained professional counsellors on its staff.

## **STUDENT CHARTER and STUDENT UNION**

If you are looking for more information on your rights as a student at UU go to the student charter: <http://www.ulster.ac.uk/studentcharter/>. In addition, remember the Student Union are an organisation to help and advise you on many aspects of student life, you can find information on who they are and how to contact them on the UU Portal.

# KEEP ORGANISED

## COMMUNICATION

You may contact staff by email. You will be given a university email address on enrolment. There are also two further communication systems: through your module in WebCT and the PDSsystem. Both of which you should familiarise yourself with and access regularly.

In addition, there is a notice board for Spanish on the second floor of C Block in South Building (in the area of the Faculty Office, Room C100). Information for students taking Spanish will also be posted on this board and it is important to check it regularly.

Staff may need to communicate with students by letter and it is therefore essential that you notify the staff in the Faculty Office in Room C100 if you change your term-time address.

Students should also regularly check the notice board for communications from staff and with the Faculty Office (C100) for external post. There will normally be a notice posted outside the Faculty Office indicating when post is available for collection.

## ATTENDANCE REQUIREMENTS

The Faculty regulations governing attendance at classes stipulate that: “Students who are absent without good cause from more than 25 per cent of their classes for a period of four weeks may be required ... to discontinue their studies”.

If you are prevented by illness from attending classes or submitting assessment work you must notify your adviser of studies at once and, on your return, give a completed medical report form to your adviser. Staff monitor student attendance closely and experience has shown that academic success is directly related to good attendance.

## COURSEWORK DEADLINES

Coursework must be submitted by the date specified by the appropriate lecturer. Work handed in after the deadline will not be accepted unless a satisfactory explanation (accompanied, in the case of illness, by a medical certificate) is provided. If you hand in an essay, you should always obtain a receipt for it. You will be informed in due course about the receipting system. Remember it is your responsibility to ensure there is a record of you handing work in.

Marked coursework will be given back to you, but it must be returned to the lecturer concerned prior to the meeting of the Board of Examiners at the beginning of June.

## TIMETABLE CLASHES

One of the attractive features of taking Spanish within Combined Arts is that you can combine it with any one of ten different subjects. This means, however, that timetable clashes are more likely to occur than on courses where student choice is more restricted. If you have a clash, please inform both the lecturers concerned in the first week of the semester and one of the classes will be rescheduled if possible. If you do not tell us we cannot help you sort them out.

# YOUR FUTURE...

It is important to have goal. This does not mean you stick rigidly to it, as you may change and the economy might change. The job you may get on graduation may not even exist yet! Goals keep you motivated. Think about what you want to do in the future, discuss it with others, make a plan and be guided by it.

## **CAREER GUIDANCE**

The University has an excellent Careers Office which helps students in many ways: individual interviews and advice are given, presentations by firms are arranged and students may also visit companies and organisations such as the Civil Service. Most of these activities are aimed at final-year students but it is advisable to think seriously of your career aims and to visit the office earlier, certainly in your second year.

## **CAREER PROSPECTS**

Career prospects for Spanish graduates are excellent. In fact, one survey of first career destinations for university graduates concluded that, employment prospects for Spanish graduates were better than for almost any subject except Medicine Law. Graduates get jobs in a large variety of sectors including teaching, finance, translation, the pharmaceutical industry, the civil service, the EU, UN, etc etc.

If you want to continue to study, speak to the careers advisor or talk to your lecturers and see what UU has to offer. We would be interested in telling you what the options are in Spanish at UU.

# Spanish Modules

## Year 1 Semester 1 Modules

### Post A-level or H-Level

#### **SPA103 CRN 16516 SPANISH LANGUAGE 1**

This module aims to consolidate and build on the students' existing skills in the language. As in the other language modules students will be required to undertake a variety of language tasks and exercises, both written and oral/aural. Much use will be made of authentic video material taken from satellite television. There will be regular text based work to develop comprehension, grammatical awareness and to extend vocabulary. In addition to oral work to develop skills of speaking and understanding, one hour a week will be devoted to a review of grammar. The area studies component will involve a broad introduction to Spain, its geography, its people and their history and customs. Attention will focus on aspects such as the media, the education system, social problems (especially among young people) and prominent aspects of Spanish culture, in particular film. You will be informed about books in the module handout.

|                               |                          |
|-------------------------------|--------------------------|
| <i>Module Co-ordinator:</i>   | Dr N Thornton            |
| <i>Coursework:</i>            | 100%                     |
| <i>Credits:</i> 20            | <i>Level:</i> 1          |
| <i>Entrance Requirements:</i> | 'A' or 'H' Level Spanish |

### **BEGINNERS SPANISH**

#### **SPA101 CRN 16507 SPANISH AB INITIO 1**

This module aims to introduce students rapidly to the fundamentals of Spanish grammar, pronunciation and communication. An oral class will explain and practise the basic sounds and intonation of Spanish. There will be classes devoted to a systematic and comprehensive coverage of basic grammar. Finally, classes using the course book *Exito* will train students in the manipulation of the language for communicative purposes.

Students will be expected to attend all classes and also to undertake regular preparatory work and independent study. They will be given guidance on techniques for language learning and practice.

|                               |   |
|-------------------------------|---|
| <i>Module Co-ordinator:</i>   | Dr N Thornton   |
| <i>Coursework:</i>            | 100%  |
| <i>Credits:</i> 20            | <i>Level:</i> 1   |
| <i>Entrance Requirements:</i> | 'A' Level in another modern foreign language or other evidence of linguistic aptitude |

## Year 1 Semester 2 Modules

Post A-Level or H Level

### **SPA104 CRN 16518 SPANISH LANGUAGE 2**

This module is a continuation of SPA101C1A and similarly involves regular work in text analysis, essay writing, grammar and oral work. Work in the language laboratory will continue to develop the skills of listening and speaking with the help of authentic video and audio material. This module continues the study of contemporary Latin American society, its geography, its people and their history and customs. Attention will focus on aspects such as the media, the education system, social problems (especially among young people) and prominent aspects of Latin American culture.

|                               |   |
|-------------------------------|---|
| <i>Module Co-ordinator:</i>   | Dr N Thornton   |
| <i>Coursework:</i> 50%        | <i>Examination:</i> 50%   |
| <i>Credits:</i> 20            | <i>Level:</i> 1   |
| <i>Entrance Requirements:</i> | 'A' or 'H' Level Spanish, and successful completion of Semester 1 |

## **BEGINNERS SPANISH**

### **SPA102 CRN 16516 SPANISH AB INITIO 2**

This module aims to develop and consolidate the skills acquired in SPA101C1B. At both oral and written levels more emphasis will be placed on active manipulation of the foreign language.

|                               |   |
|-------------------------------|---|
| <i>Module Co-ordinator:</i>   | Dr N Thornton   |
| <i>Coursework:</i> 50%        | <i>Examination:</i> 50%   |
| <i>Credits:</i> 20            | <i>Level:</i> 1   |
| <i>Entrance Requirements:</i> | 'A' Level in another modern foreign language or other evidence of linguistic aptitude |

### **AB INITIO SUMMER COURSE IN SPAIN**

Ab initio students normally finish the year with an intensive language course of one month's duration in Spain. This course is scheduled for the month of September. The University normally makes a contribution towards the costs of the course.

## Year 2 Semester 1 Modules

### **SPA301 CRN 16528 SPANISH LANGUAGE 3**

In these modules the regular translation and composition work will be of increasing sophistication. Oral work will now include regular bilateral interpreting practice as well as the regular conversation and laboratory work. Grammar work will concentrate on those areas that pose the most serious problems to the English speaker though there will still be an element of general grammar revision.

|                             |                 |
|-----------------------------|-----------------|
| <i>Module Co-ordinator:</i> | Dr S J Black    |
| <i>Coursework:</i>          | 100%            |
| <i>Credits:</i> 10          | <i>Level:</i> 2 |

*Entrance Requirements:* Successful completion of SPA101 and SPA102

**SPA310 CRN 16535 Spanish Culture and Society 3**

The area studies component will focus primarily on the regions, with special emphasis being given to the regions where students have the option of spending their third year. Study of the regions will be supplemented by a study of certain national issues such as climate and regional variation, population, tourism and aspects of the ‘proceso autonómico’.

*Module Co-ordinator:* Dr S J Black  
*Semester:* 1 *Coursework:* 100%  
*Credits:* 10 *Level:* 2  
*Entrance Requirements:* None

**SPA312CRN 16537 Spanish Cinema**

This module explores a number of Spanish films, from the quasi-fascist dictatorship of General Franco to the pluralist identity that characterises contemporary Spanish society today. The films are studied both for their formal and narrative technique and in their social, cultural and political contexts.

Module Coordinator Dr Stanley Black  
 Semester 1  
 Coursework 100% Exam 0%  
 Credits 20 Level 5

**YEAR 2 SEMESTER 2 MODULES**

**SPA302 CRN 16531 SPANISH LANGUAGE 4**

This module includes the same range of language exercises as in SPA301C1A but at a more advanced level. One hour will be devoted to Spanish for special purposes, in particular commercial correspondence.

*Module Co-ordinator:* Dr S J Black  
*Semester:* 2  
*Coursework:* 50% *Examination:* 50%  
*Credits:* 10 *Level:* 2  
*Entrance Requirements:* Successful completion of SPA101 and SPA102

**SPA311 CRN 16536 Spanish Culture and Society 4**

The area studies in semester two is devoted to the Spanish regions. Lectures on the regions will be complemented by presentations by students on a region researched by them. .

*Module Co-ordinator:* Dr S J Black  
*Semester:* 2  
*Coursework:* 50% *Examination:* 50%  
*Credits:* 10 *Level:* 2  
*Entrance Requirements:* None

### **SPA306 CRN 18241 Down Mexico Way and Back Up North Again: The Border in Mexico and the US**

The module introduces and explores the concept of border studies as it applies to Mexico and the US. In addition it considers the significance of the Chicano movement to literature and film since the 1960s in this heavily negotiated and traversed region

*Module Co-ordinator* Dr Niamh Thornton

*Semester* 2

*Coursework* 100%      *Exam* 0%

*Credits* 20      *Level* 5

### **SPA315 CRN 16539 Spanish Interpretation**

In this module students are introduced to bilateral interpreting.

*Module Co-ordinator:* Dr S J Black

*Semester:* 2

*Coursework:* 50%      *Examination:* 50%

*Credits:* 10      *Level:* 2

*Entrance Requirements:* Successful completion of first-year Spanish modules

### **SPA316 CRN 16540 Spanish Translation**

This module consists of regular exercises in practical translation.

*Module Co-ordinator:* Dr N Thornton

*Semester:* 2

*Coursework:* 50%      *Examination:* 50%

*Credits:* 10      *Level:* 2

*Entrance Requirements:* Successful completion of first-year Spanish modules

## **Final Year Semester 1 Modules**

### **SPA501 CRN 16543 SPANISH 5**

Translation, area studies, conversation, grammar, and laboratory oral/aural work. Written work will consist of a regular weekly translation (or related task, eg summary), and an average of four *redacciones* per semester, in addition to the area studies essay. Area studies will focus on aspects of contemporary Spain (politics, changing social values, role of women, youth, and social problems). As in Year Two the seminars will usually involve the students giving either individual or group oral presentations. These will be subsequently written up and form part of the assessment for the Area Studies component.

*Module Coordinator:* Dr N Thornton

*Coursework:* 50%      *Examination:* 50%

*Credits:* 20      *Level:* 3

*Entrance Requirements:* Successful completion of SPA301 and SPA302

### **SPA510 CRN 16552 LATIN AMERICAN CULTURE, POLITICS AND SOCIETY**

This module will take an in-depth look at the latest developments in Latin American society and politics. There will be studies of the individual countries as well as an examination of their development in the wider context of the continent. Assessment will be by presentations, essay and sessional examination.

|                               |  |
|-------------------------------|--|
| <i>Module Coordinator:</i>    | Dr N Thornton                              |
| <i>Coursework:</i> 50%        | <i>Examination:</i> 50%                    |
| <i>Credits:</i> 20            | <i>Level:</i> 3                            |
| <i>Entrance Requirements:</i> | Successful completion of SPA301 and SPA302 |

### **SPA514 CRN 16557 LATIN AMERICAN FILM**

Through the study of some representative texts, students will broaden their understanding of Latin American cinema. Over the semester students will be given a deeper understanding of the main issues and themes crucial to a richer reading of Latin American film. The aim is to familiarise students with the genres of contemporary Latin American cinema and with the various associated aesthetic, political and representative strategies adopted by Latin American filmmakers from the 1950s to the present day.

|                               |                                |
|-------------------------------|--------------------------------|
| <i>Module Coordinator:</i>    | Dr N Thornton                  |
| <i>Coursework:</i> 50%        | <i>Examination:</i> 50%        |
| <i>Credits:</i> 20            | <i>Level:</i> 3                |
| <i>Entrance Requirements:</i> | <i>No Special Requirements</i> |

## **Final Year Semester 2 Modules**

### **SPA502 CRN 16545 SPANISH 6**

Continues and develops the language activities of SPA501C1. There will be advanced translation, especially into Spanish. Further practice will be given in sophisticated grammatical structures and oral work will focus on topical issues of contemporary Spain through the use of satellite TV broadcasts.

|                               |  |
|-------------------------------|--|
| <i>Module Coordinator:</i>    | Dr S J Black                               |
| <i>Coursework:</i> 50%        | <i>Examination:</i> 50%                    |
| <i>Credits:</i> 10            | <i>Level:</i> 3                            |
| <i>Entrance Requirements:</i> | Successful completion of SPA301 and SPA302 |

### **SPA511 CRN 16554 SPANISH CULTURE, POLITICS AND SOCIETY**

Continues and develops the language activities of SPA503C1. There will be practical translation, from Spanish. Further practice will be given in sophisticated grammatical structures and oral work will focus on topical issues of contemporary Spain through the use of satellite TV broadcasts. Area studies will include the research of a topical issue which will form the basis of a presentation in class and an extended write-up in English.

|                               |  |
|-------------------------------|--|
| <i>Module Coordinator:</i>    | Dr S J Black                               |
| <i>Coursework:</i> 50%        | <i>Examination:</i> 50%                    |
| <i>Credits:</i> 20            | <i>Level:</i> 3                            |
| <i>Entrance Requirements:</i> | Successful completion of SPA301 and SPA302 |

**SPA513CRN 16555 Dissertation**

A directed piece of research on an aspect of Spanish language and/or culture leading to the writing of a 5-6,000 word dissertation in Spanish.

*Module Coordinator* Dr Niamh Thornton

|                   |        |              |    |
|-------------------|--------|--------------|----|
| <i>Semester</i>   | 1 OR 2 |              |    |
| <i>Coursework</i> | 100%   | <i>Exam</i>  | 0% |
| <i>Credits</i>    | 20     | <i>Level</i> | 6  |

**LAN511 Specialist Language – Spanish**

This module comprises specialist translation and interpreting (bilateral and consecutive). The specific registers dealt with will be the legal and the commercial.

*Module Co-ordinator:* Dr S J Black

*Semester:* 2

*Coursework:* 50% *Examination:* 50%

*Credits:* 20 *Level:* 3

*Entrance Requirements:* Successful completion of relevant second-year Spanish modules

**SPA505 CRN: 18413 Contemporary Spain**

The module provides an in-depth examination of the socio-cultural and historical development of Spain since the end of the Civil War to the present day.

*Module Co-ordinator* Dr Stanley Black

|                   |     |              |     |
|-------------------|-----|--------------|-----|
| <i>Semester</i>   | 2   |              |     |
| <i>Coursework</i> | 50% | <i>Exam</i>  | 50% |
| <i>Credits</i>    | 20  | <i>Level</i> | 6   |

## **INTERCALARY PERIOD (YEAR ABROAD) IN SPAIN OR MEXICO**

### 1 Applied Languages

Students taking Spanish within the BA Honours French and Spanish (Applied Languages) spend the third year of their course abroad. Usually in the first semester you study at a French university and in the second semester attend a Spanish university. If you study Spanish and German, you would normally spend the second semester in Germany. In Spain you can choose any one of our seven partner universities: Granada, Valladolid, Cáceres, Alicante, Vigo, Oviedo, Barcelona.

### 2 Combined Programmes

Students taking Spanish as a main subject are required to spend an intercalary year in a Spanish-speaking country. Students normally apply for a post as an English-speaking Language Assistant in a Spanish-speaking country. Students taking French and Spanish as main subjects in a combined programme are normally required to spend six months in each country, studying at a French and Spanish university. It is, however, possible to spend a longer period in one country (working again as a language assistant) and a shorter summer period in another country.

Students studying Spanish as a minor option within combined programmes are not required to spend an intercalary year in Spain. However, you are strongly recommended to take a year's Leave of Absence after the second year of your course and apply for a post as an English-speaking Language Assistant in a Spanish-speaking country, especially if you have started Spanish from scratch at the University.

### 3 Spanish and Computing

The third year of the course is spent in Spain where students can either study at a university or work or both.

### 4 Business Studies / Psychology

Students taking Spanish as a minor subject in combination with Business Studies or Psychology are not required to spend an intercalary year in Spain (although they are recommended to do so). Students combining Spanish and Psychology as main subjects are required to spend an intercalary year in a Spanish-speaking country, normally as an English-speaking Language Assistant at a school.

There are a number of places each year for those students interested in attending university in Monterrey in Mexico.

## DIPLOMA IN AREA STUDIES (DAS)

Year three of the course is spent abroad and does not contribute directly to your overall degree result but rather is assessed by means of the award of a Diploma in Area Studies. The nature of the DAS varies according to the course that you do.

For students of BA **Hons Applied Languages, Language and Computing** or **Combined programmes** the Diploma consists of two elements:

- A full year's study abroad (one semester in each country) worth 65% of the DAS.
- The writing of a Learner's Log in the foreign language worth 35%

In some cases, study abroad can be substituted by work placement. The University of Ulster cannot find you a placement though we will give you every assistance we can in your attempt to secure one. A work placement abroad can be a very profitable way of both improving your language skills and gaining useful work experience that will look very good on your CV. You should strongly consider this option but consult fully with your tutors about it.

### Study Abroad

During your period of study abroad at one or two of our partner institutions, you must choose a full complement of modules in that institution. This will normally be calculated not in terms of modules but of credit points (ECTS). A full year's credit points on the Continent is 60 credit points, 30 per semester. You should aim to choose modules to that value for each semester.

- Those students on an **Applied Languages** combination will attend a university in each of the countries they study for one semester each.
- Those students on a **Language and Computing** programme will spend the entire year in one country either studying at university and/or a placement.
- Those students on a **Combined** or **Single Honours Programme** who take a language as a major or main subject will spend one full academic year in the country of their main language and study at a university. Such students can also opt for a post as an assistant, see below.

### Module Approval

Once you have chosen your modules, you should send them for approval on the form provided (Name of Form??) to:

- students on the Language and Computing and the Combined programmes either your main language tutor (Dr Stanley Black: Spanish; Dr David Barr: French; Dr O'Dochartaigh: German)
- students on the Applied Languages programmes: to Dr Black

You can also inform tutors via email to speed things up.

### What modules should you choose?

That depends on what course you are taking:

#### Applied Languages

In each country it is expected that at least one module should be in your second language and that additional modules should relate to your main programme of study on the Applied Languages course. That means that modules in contemporary history, geography and language (translation, grammar, interpretation, etc) are particularly appropriate, as are IT, cinema or literature, for example. But you should also feel free to experiment in perhaps one module with an unusual subject which captures your interest (maybe something on religion, art, gender studies, sociology, politics, etc.)

### **Combined Programmes and Languages and Computing**

In addition to studying classes in Spanish, French or German, you will be expected to attend classes in modules related to the other subject studied in your combination. You should consult fully with a tutor in your second subject prior to confirming your registration.

## **Attendance**

You are expected to attend all classes, complete the same assessment as the "local" students and present yourself for all assessments (including examinations). **Failure to comply with this may result in the award of a DAS not being made.** A transcript detailing performance in the selected modules will be sent to the University of Ulster and it will normally form part of the final assessment for the third year. The transcript will account for 65% of the marks for the DAS and the other 35% will be awarded on the basis of a Learner's Log. The Log will be marked by the academic staff at the University of Ulster, Coleraine.

## **What happens if you fail?**

Should you fail a module or miss an examination, it will be necessary to arrange the submission of substitute work or completion of a test, either for correction by staff in the partner institution or, more likely, by staff at UU. As with normal UU regulations, if there are certified reasons for the fail or absence, then substitute work will be marked as for the first time. Otherwise, it will be marked for a maximum of 40%.

AN UNSATISFACTORY PERFORMANCE IN THE DIPLOMA MAY RESULT IN YOUR NOT BEING ALLOWED TO PROCEED TO FINAL YEAR OF YOUR DEGREE PROGRAMME.

## **Learner's Log**

### **Part One:**

All students will do a learner's log which will vary in length and focus depending on the programme of study concerned but in all cases the Log will involve a section of observation, reflection and evaluation of your experience in the foreign country and in particular how you are coping linguistically in your new environment. You should note the difficulties you are experiencing and how you attempt to overcome those difficulties. You should also focus on the signs of improvement that you are making. The Log could also have a section dealing with good and bad points about the place you are staying in or the people and institutions you have to deal with. Such information could prove of great interest and benefit to future students and to us as we prepare students for the experience of going abroad.

You will be given further guidance about possible areas that might be addressed in this section of the Log, however, as a general guide here are some pointers:

- The reflection on your experience should include your observations on your process of integration into the new environment, practical issues such as travel, finding accommodation, handling money, etc.
- Initial impressions of the language challenges you face and how you cope with them
- Strategies you develop for coping and improving your skills of communication
- Thoughts on the nature of the society, differences, similarities, issues and how to overcome them
- The log, and particularly the instalments, could focus on particular phases; hence, the first instalment could deal primarily with issues of induction into foreign society and the foreign institution; later instalments could focus on the issues relevant to that stage in the year or term
- The log should ideally have a conclusion which sums up in an evaluative way the experience and also the log itself.

The log, however, is largely a reflection of your experience and you should feel free to determine yourself what most of the content is.

### **Part Two:**

The content of part two of the Learner's Log will vary according to your programme.

### **Applied Languages students:**

The second part will involve a commentary on each of your dissertation topics. This will involve discussing the original idea, how it evolves in your mind during your time in the country and how you go about researching the topic.

In Applied Languages programmes, the dissertations form an essential part of the final year, constituting one full module. It is extremely important that you take as much advantage as possible during the intercalary year to research and prepare the dissertations. The more you do during year three, the easier and more successful your final year will be.

Prior to departing for your year abroad, you should have discussed possible dissertation topics with your respective language tutor (who will probably be your supervisor). Once in the country you should start to gather material and read around to develop the idea. Detailed summaries of progress in this regard should form an important part of your Learner's Log and be included in the monthly instalments you email your tutor.

By the summer preceding your final year you should have decided on a clear dissertation project, have a title and a plan and have gathered all the relevant material. See the Dissertation Guidelines.

### **Combined Programmes:**

Those spending a year in the foreign country may have the option in final year of doing a dissertation. In Spanish and German, anyone doing those languages as the MAJOR component of a combined programme will almost certainly have to do a dissertation in final year. Those doing the languages as a MAIN component may have the choice between a dissertation and an ordinary module.

YOU SHOULD DISCUSS THIS FULLY WITH YOUR SPANISH OR GERMAN TUTOR PRIOR TO COMMENCING THE INTERCALARY YEAR

Should you decide to do a dissertation in final year, Part Two of the Learner's Log will involve you in writing up the development of the topic and the plan for research. Should you decide not to do a dissertation in final year, this section of the Log will consist of a project on a topic or aspect of the country you are in decided between you and your tutor.

### **Language and Computing students:**

In addition to the reflection on your experience, your Log will consist of a project to be discussed with your tutors in Computing. This will involve researching and writing in English an essay or a report on the some aspect of either the teaching of computing or the professional applications of the study of IT in Spain.

## **Assistantships**

Those who choose to go abroad as an assistant in a school or college can also be awarded the Diploma in Area Studies. In their case, the composition of the Diploma will be as follows:

|                       |     |
|-----------------------|-----|
| Work Placement report | 25% |
| Employer's report     | 15% |
| Learner's Log         | 60% |

### **Work Placement report**

This will be a report in the foreign language in which you describe and evaluate the nature of the experience working as an assistant. It will involve an account, inter alia, of your duties, your function within the teaching activities of the school in general, the nature of your teaching and contribution to the delivery of the curriculum, an assessment of the overall functioning and management of the school, strengths and weaknesses, etc. Approximate length: 1500 words.

### **Employer's report**

This must be obtained from your employer and, anyway, is standard procedure for British Council assistantships. Assessment will be on a pass/fail basis. A positive report will entitle you to full marks. A negative report will merit no marks and may, depending on the nature of the comments made by the employer, disqualify you from award of the Diploma.

### **Learner's Log**

For those students working as assistants, the Log will be similar to that of the students on Combined programmes, i.e. consist of a section of reflection and observation and either a project or a section on dissertation preparation.

If you choose to do the project, this will be a long essay in which you focus on an aspect of your own choosing. Possible areas could relate to the education system of the country or some particular issue of topical interest (reforms, protests, etc.) or might relate to the town or area you are living in. The topic need not be to do with education but could relate to social, political, historical or geographical matters. The important thing is that it should provide you with scope for personal analysis and evaluation and not just description or narrative recounting. Close consultation with either your tutor at home in UU or with a colleague in the school in which you work is essential. Approximate length: 1.500-2000 words

**Word length**

There is no upper word limit as the more you write in the foreign language the better it will be for you. You will not gain marks merely for the amount you write but for the quality of your comments and the signs of your serious commitment to the project of the Log. However, as a minimum requirement you should write 2000-2500 words per semester. You will also be required to produce this in instalments of 500 words per month to be sent, at the end of each month, to your supervisor in UU by email. Those spending a full year in the country will write a log of around 4000-5000 words.

Sending the monthly instalments is an essential part of the assignment. However, these instalments will be seen as drafts and may be amended prior to submission of the final completed log.

## SUMMARY OUTLINE AND WEIGHTING OF ASSESSMENT ELEMENTS:

| Programme                                     | Study/<br>Placement   | Wg | Log: Part One                  | Wg | Log: Part 2  | Wg | Tot |
|---|-----------------------|----|--------------------------------|----|--|----|-----|
| <i>Applied Languages</i>                      | Transcript of study   | 65 | 1000 words in each language    | 15 | Dissertation preparation: 1000-1500 words in each language | 20 | 100 |
| <i>Single/Comb programmes (study)</i>         | Transcript            | 65 | 2000 words in foreign language | 15 | Dissertation preparation or Project (2000-2500 words)      | 20 | 100 |
| <i>Single/Comb programmes (assistantship)</i> | Work placement report | 25 | 2500 words in foreign language | 20 | Dissertation preparation or Project (3500-4000 words)      | 40 | 100 |
|   | Employer's report     | 15 |                                |    |  |    |     |
| <i>Language and Computing</i>                 | Transcript            | 65 | 2000 words in foreign language | 15 | Project (2000-2500 words)                                  | 20 | 100 |

## AWARD OF THE DAS

Requirements for the DAS :

- a) Candidates shall be assessed at a level appropriate to the course of study, by coursework or by examination or by a combination of these. An oral examination may form part of the assessment.
- b) The pass mark is 40%.

## **PRESENTATIONS**

On return to University an evaluation will take place. The purpose of this is to discuss and evaluate your experiences of the year abroad in an objective manner. Part of this will involve the delivery of presentations.

Presentations will involve:

- (a) Student Evaluation of the Year Abroad. Early in Semester 1, as part of the oral component of the language modules, you will be expected to deliver a presentation in the foreign language on your experience of the year abroad. Year 2 students may attend these presentations as part of their preparation for the year abroad.
- (b) Dissertation/Project presentations

Applied Languages students, as part of the dissertation module (LAN502C1) you will be expected to deliver a presentation in the foreign language on your dissertation. You will outline your project, explain why you chose it and give an account of how you have gone about researching it and the stage you are now at.

Single and Combined programme students will carry out a similar presentation of their project.

## **FINAL SUBMISSION**

The DAS will be awarded on the basis of submission of a folder containing:

- Your transcript of marks from the partner institution and/or any supplementary work done in lieu
- Copies of your monthly instalments
- Final copy of the Learner's Log

Date of submission: Beginning of Year 4

# ASSESSMENT, PROGRESS AND DEGREE CLASSIFICATION

The regulations concerning these matters are very complex, and if you feel unsure about them you should consult the official document which was distributed at registration or contact Dr Thornton or Dr D Barr. The following gives an outline of the major principles but does not replace the Faculty regulations:

- 1 Most Spanish modules are assessed by 50 per cent coursework and 50 per cent examination, although Semester 1 modules in Years 1 and 2, as well as some others have 100 per cent coursework. The examinations take place at the end of each semester. To pass a module you need to get a mark of 40 per cent in both the coursework and examination. However, a lower mark in either the coursework or the examination may be accepted if the mark for the failed element is above 35 per cent and the overall mark for the module is 45 per cent or above. For example, a student gaining 35 per cent in the examination will need to score 55 per cent in the coursework in order to pass the module overall.
- 2
  - a) You must pass both Spanish modules in your first year if you wish to continue with Spanish in your second year. Similarly, it is necessary to pass both Spanish modules in Year 2 in order to take the final-year Spanish modules.
  - b) If you fail a module, you will have to resit the examination or repeat the coursework or both, and in this case you cannot get a mark of more than 40 per cent in the component you are repeating.
  - c) If you miss coursework or an examination through no fault of your own, you will be allowed to submit outstanding coursework or sit the examination at a later date and this will not count as a resit.
- 3 The final degree result is currently calculated on the basis of your six final-year marks. Students taking Spanish as a main subject have to do an intercalary year dissertation which counts as a seventh mark.

To obtain specific degree classes you should have these marks:

|           |                      |
|-----------|----------------------|
| Class I   | 70 per cent or above |
| Class Ii  | 60-69 per cent       |
| Class Iii | 50-59 per cent       |
| Class III | 40-49 per cent       |

You should also have at least three final-year marks in the appropriate class.

Condonement

According to new regulations which take effect from September 2009, a pass in a module is now defined as 'the achievement of the overall pass mark, with a minimum mark of not less than 5% below this threshold in each assessment element where a module is assessed by a combination of coursework and examination'.

**In undergraduate programmes, students must achieve an overall mark of 40% with a minimum of 35% in each element in order to pass a module which is assessed by a combination of coursework and examination. For modules which are assessed by 100% coursework, an overall mark of 40% is required to pass the module.**

## MARKING CRITERIA FOR LANGUAGE WORK

This document is to be considered as a general guide to the process of marking language work.

- 1 Proficiency in language (including one's native language) can be assessed positively or negatively:
  - a) Positively, the language user should be able to express clearly, precisely and effectively a wide range of ideas and feelings on a wide range of subjects, with a good feeling for register and style, and should be able to use creatively all the resources of the language.
  - b) Negatively, the language user (i) should not make it difficult for the reader or listener to comprehend him or her, (ii) should not offend the reader or listener by inappropriate tone or register and (iii) should not distract the reader or listener by errors of pronunciation, vocabulary or grammar.
  
- 2 These positive and negative qualities can be noted on the levels of:
  - (i) formation of sounds
  - (ii) intonation
  - (iii) rapidity of response and fluency of utterance
  - (iv) spelling and punctuation
  - (v) vocabulary
  - (vi) grammatical structures
  - (vii) textual cohesion
  - (viii) overall textual construction and rhetoric
  
- 3 Each of the language exercises used tends to focus primarily on some of these manifested qualities. For instance:

Phonetic tests: chiefly avoidance of errors in sound formation;

Reading tests: avoidance of errors in sound formation and intonation;

Conversation: avoidance of errors in sound formation and intonation;  
acquisition of rapid and fluent responses;

Oral presentations: avoidance of faults in pronunciation, acquisition of fluent utterance, mastery of good and appropriate expression of ideas and feelings on the set topic;

Essays and dissertations: avoidance of errors in spelling, vocabulary and grammatical structures, use of suitable expression on level of vocabulary and structure, appropriate textual cohesion and overall construction;

Summaries and avoidances: avoidance of errors in spelling and vocabulary, use of comprehensions: suitable expression on level of vocabulary and structure, textual cohesion; secondarily textual construction and rhetoric;

Translations: primarily avoidance of errors of vocabulary, grammar, tone or register; effective solution of problems of meaning and idiom; successful combination of good style and accuracy.

4 Some of these exercises also require non-linguistic skills, eg:

Essays and dissertations: gathering, assessment and analysis of relevant information; presentation and organisation;

Summaries: precise comprehension of original.

5 Given the extreme variety of criteria thus involved in language work, the grade awarded must involve careful balance between various factors.

6 Moreover, the levels of accuracy, appropriacy and expressive ability that can be reasonably expected should rise from year to year of the course, with stress increasingly falling on the achievement of the positive rather than the avoidance of the negative.

7 Bearing in mind these factors, the significance of classes may be indicated thus:

A **First Class student** should show no serious negative features on levels relevant to the set exercise and at the level expected for the year of the course, and should show a good range of positive qualities.

A **II(i) student** should show few negative qualities in relevant areas and should show positive qualities in some areas.

A **II(ii) student** may show negative qualities in some areas, providing these are not too extreme, but should be relatively free from negative qualities in the majority of relevant areas of language use, and have a reasonable level of positive competence overall.

A **Third Class student** should have an adequate level of positive competence overall but may show negative qualities in some relevant areas.

A student **should not pass** in language work if his or her use of the target language is so inaccurate or unidiomatic that a native speaker would have serious difficulty in comprehending it.

# GUIDELINES FOR WRITING SPANISH CULTURE AND SOCIETY ESSAYS

## 1 Presentation

- a) All essays should contain a title page. On this page students should write their name in the top left hand corner and their course in the top right hand corner. The title of the essay should be written in the centre of the page. In the bottom left hand corner of the page students should write the module number; in the bottom right hand corner they should write the date on which the essay was submitted.
- b) Please leave a generous margin of 1½ inches on the left hand side of each page so that the lecturer can write comments in it.

## 2 Bibliography

You should append a bibliography to every essay you write. This is a list of the books or articles you consulted in writing the essay. Essays will not be marked unless a bibliography has been provided.

Presentation of an essay is important. You must always acknowledge your sources. This includes any material you have used for the preparation of the essay, from books, material sourced online, articles, films, television programmes, letters, interviews and so on. Acknowledge those you directly quote and those you paraphrase. If you have read it, if ideas or quotations have gone into the essay acknowledge it.

As you research take notes of where you got the reference: page numbers, authorship, date and place of publication, and any other relevant information. You need two forms of referencing: Bibliography (also called works cited) and Parenthetical references in the text of your essay. There are several methods of referencing decide on one method and stick to it. The method here follows the Modern Language Association (MLA) style. There is also the Harvard style (much favoured by Business publications) and the Chicago style, among others. There are reference books in the library which explain each of these.

List all works in alphabetical order - according to the author's surname. In the case of one or more author write in the order it is written in the text. If it is an anonymous work, list according to the main word of the title.

### For Books:

1. Author(s)'s name, surname first
2. Title of book, in italics
3. Name of editor, translator, or compiler (if applicable)
4. Edition used (if applicable)
5. Number of Volumes (if applicable)
6. Place of publication: Name of publisher, and Date.

**For articles:**

1. Author(s)'s name, surname first
2. Title of article, in quotation marks
3. Name of journal
4. Volume number of journal
5. Issue number of journal
6. Year in parenthesis
7. Page numbers

**Examples:**

**Books:**

Gellhorn, Martha. *The Face of War*. London: Granta Books, (1959) 1998.  
Humm, Peter et al., eds. *Popular Fictions*. London: Methuen, 1987.  
Peck, John and Martin Coyle. *The Student's Guide to Writing: Grammar, Punctuation and Spelling*. Hampshire: Palgrave, 1999.

**Articles in journals:**

Kolodny, Annette. "The Feminist as Literary Critic." *Critical Inquiry* 2 (1975): 822-32.

**For articles in newspapers:**

Álvarez, Robert. "Gasol se gana la eternidad" *El país*. Martes 16 de junio de 2009, 54..

*NB in SPANISH you only capitalise the first word and proper nouns.*

**For interviews:**

Boland, Eavan. Personal interview. 14 June 1991.

**For films:**

*Todo sobre mi madre*, Spain, 1999, Pedro Almodóvar..

**For websites:**

Include the full address and the date on which you read or downloaded the information, as websites may change or be removed. If possible also include author and title of article and webpage.

Matta Gallery. "Art by Wifredo Lam (1902-1982)". <http://www.matta-art.com/lam/lam.htm>. Date accessed 22<sup>nd</sup> June 2009.

**Parenthetical references:**

When you make reference to or quote directly from another you must show in your essay exactly where you have done so. This is done by either parenthetical reference or footnotes.

For example:

For him it became 'an exact image of our rapidly changing society, particularly in relation to Its youth' which exhibited an 'indifference to any standards or earlier terms of reference' (Melly, 7).

If you make reference to the author's name in the essay there is no need to place it in parenthesis. For example:

For Melly it became 'an exact image of our rapidly changing society, particularly in relation to its youth' which exhibited an 'indifference to any standards or earlier terms of reference' (7).

When using several texts by the same author you should mention the text in your reference. For example:

It can be argued that Dicken's *Hard Times* is ultimately "more a symptom of the confusion of industrial society than an understanding of it" (Williams, *Culture and Society* 107).

You may use footnotes instead of parenthetical references, for how to use these, see below.

**NB ALWAYS ACKNOWLEDGE YOUR SOURCES. NEVER PLAGIARISE, IT IS A SIGN OF POOR SCHOLARSHIP AND MAY RESULT IN A FAILED MARK FOR YOUR ASSIGNMENT.**

### 3 Essay style

- a) Essays should contain an introduction, the main body of the essay and a conclusion. In the introduction you should 'set the scene' for the essay and pose the questions you intend to discuss. In the introduction you should also 'define' any terms in the question which are open to different interpretations. The introduction should not normally be shorter than half a page of A4 paper and not longer than a page.
- b) Main body in which you develop your argument, summarise others' ideas, build on and elaborate an issue, provide examples and so on
- c) The conclusion of the essay should summarise your findings. New ideas should not normally be introduced in the conclusion. However, if you find a particularly nice quotation, it is worth saving it for the conclusion. Bear in mind that a clear, well written, logical conclusion is bound to make a favourable impression on a reader who is about to award you a mark for the essay! It is, therefore, worth taking a little time over the conclusion.
- d) Please try to organise the material in the essay clearly and coherently. Each paragraph should follow on logically from the previous one. Make sure that your paragraphs are not too long or too short. As a general rule, a paragraph should not be longer than a page of A4 paper, while too many short paragraphs do not allow the essay to 'flow'.

There are a lot of books in the library which will help you write essays. Also, ask your lecturers for extra help, if you need it.

### 4 Footnotes

As mentioned above, you must acknowledge in a footnote any phrase or sentence reproduced from another source. You should also use footnotes to give the source of statistical information you include in the essay. When setting out footnotes, bear in mind that you must give the source in full on the first occasion you quote it but may use an abbreviated title on subsequent occasions. When writing footnotes you should follow the format below:

- 1 Chris Ross, *Contemporary Spain. A Handbook*, 2<sup>nd</sup> ed. (London: Arnold, 2002), p 45
- 2 Enrique Moradiellos, "The British Image of Spain and the Civil War", *International Journal of Iberian Studies*, Vol 15, No 1 (2002), p 11
- 3 Ross, p 100
- 4 Moradiellos, p 13
- 5 Ibid
- 6 Ibid, p 5

In Footnote 1 you must give the full title, as well as the place and date of publication, because it is the first occasion on which you have quoted from this source. Follow the layout in Footnote 2 the first time you quote from an article in a journal. Footnote 3 is an example of referencing the author you have already quoted in full in an earlier footnote. Footnote 4 is an example of an abbreviated version of an article which has already been cited. Footnote 5 illustrates the use of Ibid. It means that the source of Footnote 5 is exactly the same as Footnote 4, ie Moradiellos, p 13. Footnote 6 indicates the same source but a different page – 5 rather than 13.

NB READ FINAL NOTE ON  
PLAGIARISM

# PLAGIARISM

## ...IS STEALING SOMEONE ELSE'S IDEAS OR WORDS

There are two kinds of plagiarism. The first is the copying of passages from books, articles or some other source, and attempting to pass them off as your own words. A piece of work containing plagiarised passages will normally receive a mark of **zero**, and plagiarism may lead to formal disciplinary action against you. Remember that it is not enough to quote a source in a general way at the end of your essay. You must formally and explicitly acknowledge **ALL** sources **at the time that they are used**. This is usually done in the form of footnotes. If you use someone else's ideas or words, reference it, give them credit. You can add to it, elaborate on what they have said and debate with them. If you are in any doubt talk to your lecturers, that's what we are here for!

The second type of plagiarism is related to the presence of Spanish students on campus. While it is important and desirable to get to know these students, you must not get them, or anyone else, to help you write translations, essays or other work. **All your work must be written by you in your own words.**

**PLAGIARISM CARRIES SEVERE PENALTIES, RANGING FROM FAILURE IN A MODULE TO DISCIPLINARY ACTION**

## UNIVERSITY OF ULSTER PLAGIARISM POLICY & PROCEDURES\*

### 1 INTRODUCTION

A Working Group, including representatives from each Faculty, the Research Degrees Committee and the Students' Union, was established in November 2005 by the University's Teaching and Learning Committee to review University plagiarism policies and procedures, and to ensure consistency across the University. Account was taken of the Joint Information Systems Committee (JISC) briefing paper 'Deterring, Detecting and Dealing with Student Plagiarism' (February 2005) (see [www.jisc.ac.uk/publications](http://www.jisc.ac.uk/publications)) and the report of the Working Group's predecessor, the Online Plagiarism Working Group. The Working Group considered arrangements already in place within the Faculties, as well as those at a number of other academic institutions. Members consulted within their own Faculties.

The Working Group's final report was received in October 2006 and the Teaching and Learning Committee agreed to recommend to Senate that the policy and procedures for dealing with plagiarism proposed by the Working Group be approved. Senate approved the recommendation at its meeting on 29 November 2006. These arrangements will be reviewed in autumn 2007 in the light of experience.

There is a clear expectation that all students are educated in correct academic practice early in their careers at the University and know what is expected of them. The Working Group has developed a simple, graduated framework of penalties for plagiarism involving formative advice after the first

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\* The official University of Ulster guidelines, reproduced from the current student handbook. These procedures were adopted in November 2006.

offence and the severity of penalties is related to the number of offences. Penalties are not applied until formative advice has been given. The taught courses framework has been incorporated into revised Procedures for Dealing with Reports of Alleged Offences in Connection with Examinations and Other Forms of Assessment at a new section 3 and is distinct from the mechanisms for dealing with other forms of cheating (see [www.ulster.ac.uk/academicsservices/staff/offences.pdf](http://www.ulster.ac.uk/academicsservices/staff/offences.pdf)). It is to be found at appendix 1 of this document.

The framework allows scope for academic judgement. Where students are considered simply to have referenced their work poorly, this is not deemed to be plagiarism and the work is marked in accordance with the assessment criteria.

Where a student fails in assessment following the application of a penalty, the normal consequences of failure apply as stated in award regulations, in addition to any disciplinary penalty.

The new framework is being introduced during 2006/07. It does not require individual student consent as it does not disadvantage students and applies a consistent approach across the University. The Students' Union was represented on the Working Group and is represented on the Teaching and Learning Committee and on Senate.

## 2 DEFINITION OF PLAGIARISM

The University's definition of plagiarism as contained in the Student Handbook has been expanded to make explicit that copying from texts or web sources and copying work from other students constitutes plagiarism. It now reads:

Plagiarism is the act of taking or copying someone else's work, including another student's, and presenting it as if it were your own. Typical plagiarists use ideas, texts, theories, data, created artistic artefacts or other material without acknowledgement so that the person considering this work is given the impression that what they have before them is the student's own original work when it is not. Plagiarism also occurs where a student's own previously published work is re-presented without being properly referenced. Plagiarism is a form of cheating and is dishonest.

## 3 GUIDANCE ON PLAGIARISM FOR STUDENTS

*It is important that an holistic approach to the problem of plagiarism is taken, striking an appropriate balance between formative and punitive measures. As evidence suggests that students entering the University in first year may not be aware of what constitutes plagiarism, course/subject teams should ensure that:*

- *students receive guidance on plagiarism and writing and referencing skills through induction processes;*
- *course/subject and research student handbooks contain guidance for students on plagiarism and correct referencing;*
- *the definition in 2 above, which will appear in the University's Student Handbook from 2007/08, is combined with examples relevant to the student's subject area and included in the course/subject handbook or other induction materials as part of the advice given to students on proper academic practice;*

- *in setting assignments, consideration is given to the extent to which the task set allows students scope to plagiarise.*

Course/subject teams should consider the adequacy of their current arrangements for advising students on writing and referencing skills and take steps to advise on the new plagiarism policy. Advice on plagiarism should include reference to the new definition, the possible use of electronic detection systems, a possible interview if plagiarism is suspected, and University policy to deal with plagiarism in accordance with the framework of penalties. Students should be informed of the contents of the framework. A standard summary which will be useful to course/subject teams is attached at appendix 2.

#### 4 STUDENT DECLARATION OF OWNERSHIP OF COURSEWORK

The Teaching and Learning Committee, in November 2001, approved a University-wide process for the receipting of coursework and as part of this process a standard coursework submission sheet is in use. This has been updated to include an explicit reference to the University's definition of plagiarism as follows. The declaration of ownership should also be used when assignments are being submitted electronically.

I declare that this is all my own work and does not contain unreferenced material copied from any other source. I have read the University's policy on plagiarism and understand the definition of plagiarism as given in the [course/subject] handbook. If it is shown that material has been plagiarised, or I have otherwise attempted to obtain an unfair advantage for myself or others, I understand that I may face sanctions in accordance with the policies and procedures of the University. A mark of zero may be awarded and the reason for that mark will be recorded on my file.

For the rest of the current year, a revised version of the declaration, which does not refer to the course/subject handbook (second sentence above), will be more appropriate (see appendix 3).

#### 5 TURNITIN DETECTION SYSTEM

An assessment of the various electronic detection systems available has been carried out and the University has subscribed to the JISC-recommended Turnitin system. The Research Office is responsible for the administration of Turnitin for which there is a University-wide licence. (Contact Mike Palmer ext 23183.) Students have formally consented to the submission of their work to electronic detection systems at enrolment. Training on the use of the Turnitin detection system will be available for staff, if necessary, through the Staff Development Unit.

It should be noted that Turnitin provides evidence of similarity and is not the sole means of detecting or confirming plagiarism. Use of the Turnitin system by academic staff is voluntary for taught courses and it is up to the individual member of staff, in accordance with Faculty/School policy, to determine whether all work should be submitted or just a sample or suspicious work. It is used routinely for all assessment material submitted for research degrees.

It is recognised that it is not possible to submit certain types of work to the Turnitin system, for example artefacts or visual images.

#### 6 *PROCESS FOR DEALING WITH PLAGIARISM IN COURSEWORK IN TAUGHT PROGRAMMES*

Each Faculty/School is expected to determine appropriate arrangements to advise members of staff regarding plagiarism issues.

*The following process reflects the information in section 3 of the Procedures for Dealing with Reports of Alleged Offences in Connection with Examinations and Other Forms of Assessment:*

- 6.1 *Where a tutor, supervisor or other member of staff suspects that a piece of coursework contains plagiarised material, the piece of work may be submitted to the Turnitin detection system, or*

*other detection system as appropriate, if it has not already been screened as part of the submission process. The member of staff should also consult texts and other members of staff in order to ascertain if plagiarised material is present. Staff may also wish to examine the candidate orally on the content of the coursework or ask the student to attend an interview to discuss the piece of work. Best practice recommends that more than one member of staff should be present when interviewing a student. A record of the meeting should be kept. Failure on the student's part to attend for interview cannot be taken as conclusive proof of plagiarism. Academic judgement should be exercised in order to determine if plagiarism of a very minor nature may be attributed to incorrect referencing techniques and should be penalised as such, rather than as plagiarism.*

- 6.2 *Where a member of staff is satisfied that there is plagiarised material in a student's work, he/she should bring this to the attention of the module co-ordinator who should forward a written report to the Course/Subject Director.*
- 6.3 *The Course/Subject Director may make such further enquiries as may be necessary. The Course/Subject Director should consult with the module co-ordinator and member of staff and, if they agree that plagiarism has occurred, the student should be penalised in accordance with the Framework of Penalties for Plagiarism Offences in Taught Programmes (Appendix 1). The student should be informed accordingly and a note placed on the student's file (using the 'Record of Plagiarism Offence' form at Appendix 4). The implications of the offence for fitness to practise, in accordance with the Ordinance on Fitness for Practice, should also be considered where appropriate.*

*(Within the framework of penalties, only the most severe outcomes, ie those leading to a recommendation for suspension or expulsion from the University, are referred to the University Disciplinary Committee. All other cases are dealt with locally by Faculties, either through the Course/Subject Committee and Board of Examiners in respect of confirmation of reduced or zero marks or by the Head of School for formal letters of reprimand and Deans for fines.)*

- 6.4 *The student has the right of appeal as provided for in the Regulations Governing Examinations in Programmes of Study following the meeting of the Board of Examiners, or under the Ordinance on Student Discipline, as appropriate.*
- 6.5 *Collusion, where a student has supplied material to another student, is plagiarism on the part of the recipient, but not on the part of the supplier, who should be dealt with in accordance with section 2 of the Procedures for Dealing with Reports of Alleged Offences in Connection with Examinations and Other Forms of Assessment.*
- 6.6 *Where a student is considered to have copied another student's work in an examination, this form of plagiarism is dealt with under section 1 of the Procedures for Dealing with Reports of Alleged Offences in Connection with Examinations and Other Forms of Assessment.*

## 7 PROCESS FOR DEALING WITH PLAGIARISM IN RESEARCH DEGREES

*Where plagiarism is detected in the work of a student undertaking a research programme, the student is penalised in accordance with the Framework of Penalties for Plagiarism Offences in Research Programmes (Appendix 5). Further advice is available from the Research Office.*

The framework outlines procedures to be followed in the event of plagiarised material being detected in draft chapters of a thesis submitted to supervisors or in published papers. Where plagiarised material is detected in a submitted thesis, the Board of Examiners has the right to decide whether or not the viva examination should proceed.

## 8 RECORDING OF PLAGIARISM OFFENCES

In accordance with JISC recommendations, a central recording system is to be established to enable the monitoring of offenders and to ensure the consistent application of penalties. This central record system will also enable a review of the extent of plagiarism within the University. It is envisaged that, subject to a satisfactory report on resource requirements, the central plagiarism register will be incorporated into the new Student Record System, and should be available from the 2008/09 academic year. A member of the Working Group is to work with the Academic Registry on a detailed specification. The recording of plagiarism offences on the new Student Record System will be done through the normal channels, ie by the designated member of staff within Faculty/Schools who has the general responsibility for inputting information on the Student Record System. All academic staff will be able to view student records relating to plagiarism held on the system.

Where there is evidence of a plagiarism offence, this should also be documented in the student's paper file using the form at Appendix 4. This form is available from the Academic Office's website at [www.ulster.ac.uk/academicoffice/Documents&Forms.htm](http://www.ulster.ac.uk/academicoffice/Documents&Forms.htm). Until 2008/09, as plagiarism records are only kept at Faculty/School/subject level, there will need to be liaison between Schools/subjects in respect of students taking combinations of subjects.

As inclusion on the plagiarism register is not a penalty per se, offences are not removed from the record. If a student withdraws from one programme and enrolls on another, any plagiarism offences are still counted cumulatively.

Offences are not to be formally carried over from undergraduate study to postgraduate study. Any information regarding plagiarism offences by students who have completed their undergraduate study at the University will still be held on the student's file and may be supplied as part of a reference to inform the admission decision, but should not be taken into account in dealing with plagiarism following enrolment.

It is not necessary to record plagiarism offences in research degrees on the Student Record System. Information is held on student files. The Research Office will provide reports on plagiarism offences when required.

AG  
November 2006

## **FRAMEWORK OF PENALTIES FOR PLAGIARISM OFFENCES IN TAUGHT PROGRAMMES**

### APPENDIX 1

| <b>1<sup>ST</sup> OFFENCE</b> | <b>2<sup>ND</sup> OFFENCE</b> | <b>3<sup>RD</sup> OFFENCE</b> | <b>4<sup>TH</sup> OFFENCE</b> | <b>PLAGIARISM DETECTED SUBSEQUENT TO GRADUATION</b> |
|-------------------------------|-------------------------------|-------------------------------|-------------------------------|---|
|-------------------------------|-------------------------------|-------------------------------|-------------------------------|---|

|   |  |   |   |                                  |
|---|--|---|---|----------------------------------|
| <p>Reduction in marks based on exclusion of plagiarised work.</p> <p>Formative interview with module co-ordinator and/or tutor.</p> <p><u>Where 1<sup>st</sup> offence is in Master's Dissertation:</u></p> <p>Mark of zero.<br/>Re-submit.<br/>Interview with Head of School and/or Course Director and/or supervisor.</p> | <p>Mark of zero for assignment containing plagiarism.</p> <p>Interview with Head of School and/or Course/Subject Director and/or tutor.</p> <p>Formal letter placed on student file.</p> | <p>Mark of zero for assignment containing plagiarism and maximum mark of 40% (UG) or 50% (PG) for coursework element.</p> <p>Case referred to Dean with recommendation of reprimand and fine not exceeding the maximum amount permitted under the Ordinance on Student Discipline at the time of application of penalty.</p> <p>Formal letter placed on student file.</p> | <p>Mark of zero for module.</p> <p>Case referred to University Disciplinary Committee with recommendation of suspension (1 semester or 1 year as advised by Faculty) or discontinue studies at the University.</p> <p>Outcome placed on student file.</p> | <p>The award may be revoked.</p> |
|---|--|---|---|----------------------------------|

## NOTES:

- (a) After a student has received formative advice offences are cumulative and carry over from year to year. Offences are not carried over from undergraduate study to postgraduate study.
- (b) Penalty of mark of zero not implemented until formative advice has been given to a student. It may therefore be appropriate, depending on the proximity of assignment deadlines, to count two or three occasions of plagiarism as one offence.
- (c) A student who does not attend for interview (1<sup>st</sup> offence) will be deemed to have received formative advice for the purpose of applying penalties.
- (d) When formative advice is given to a student, or an interview held, a note should be placed on the student's file. If the student does not attend for interview, this should also be noted on the student's file. Best practice recommends that more than one member of staff should be present when interviewing a student.
- (e) It is proposed that in due course all offences are recorded on the new Student Record System when it is introduced. Until then, plagiarism records should be kept at Faculty/School/Subject level. This is simply to record the number of offences. It is not a penalty.

- (f) 'Assignment containing plagiarism' means the assignment which contains the plagiarised material, and not all the assessments for the module. 'Maximum mark for coursework element' refers to the total aggregate percentage mark for all the pieces of coursework in the module.
- (g) When, in the academic judgement of the member of staff, the plagiarism is of a very minor nature and may be attributed to incorrect referencing techniques, it may be penalised as such rather than as plagiarism.
- (h) When a student fails in assessment following the application of a penalty, the normal consequences of failure as set out in course/award regulations apply.
- (i) In addition to the academic and disciplinary penalties which apply under the Framework, some students may also be subject to the codes of ethics/behaviour of certain professions and the Ordinance on Fitness for Practice may also apply.

## APPENDIX 2

### UNIVERSITY OF ULSTER

#### PLAGIARISM POLICY AND PROCEDURES (TAUGHT PROGRAMMES) 2006

The University has recently introduced a new policy and procedures for dealing with offences of plagiarism in coursework. It is therefore important that you read the following information.

##### DEFINITION OF PLAGIARISM

Plagiarism is the act of taking or copying someone else's work, including another student's, and presenting it as if it were your own. Typical plagiarists use ideas, texts, theories, data, created artistic artefacts or other material without acknowledgement so that the person considering this work is given the impression that what they have before them is the student's own original work when it is not. Plagiarism also occurs where a student's own previously published work is re-presented without being properly referenced. Plagiarism is a form of cheating and is dishonest.

Advice on proper referencing practices is given early in your course. If you are concerned about referencing techniques, please draw the matter to your Course/Subject Director so that you may receive extra advice.

##### STUDENT DECLARATION OF OWNERSHIP

When submitting coursework you will be required to sign the following declaration of ownership, which will appear on the coursework submission sheet:

*I declare that this is all my own work and does not contain unreferenced material copied from any other source. I have read the University's policy on plagiarism and understand the definition of plagiarism. If it is shown that material has been plagiarised, or I have otherwise attempted to obtain an unfair advantage for myself or others, I understand that I may face sanctions in accordance with the policies and procedures of the University. A mark of zero may be awarded and the reason for that mark will be recorded on my file.*

##### ELECTRONIC DETECTION SYSTEM

At the discretion of the module co-ordinator, coursework may be submitted to an electronic detection system in order to help ascertain if any plagiarised material is present. At enrolment you have given your consent to your work being submitted to electronic detection systems.

### PLAGIARISM OFFENCES

Where a member of staff suspects that your coursework contains plagiarised material, you may be asked to attend for interview to discuss the piece of work. A record of the meeting will be kept. You may also be required to undertake an oral examination on the content of your work. If plagiarism is found to have occurred, you will be penalised in accordance with the Framework of Penalties for Plagiarism Offences in Taught Programmes. A note will be placed on your file.

### FRAMEWORK OF PENALTIES

The Framework of Penalties for Plagiarism Offences in Taught Programmes follows.

### FRAMEWORK OF PENALTIES FOR PLAGIARISM OFFENCES IN TAUGHT PROGRAMMES

| <b>1<sup>ST</sup> OFFENCE</b>   | <b>2<sup>ND</sup> OFFENCE</b>  | <b>3<sup>RD</sup> OFFENCE</b>   | <b>4<sup>TH</sup> OFFENCE</b>   | <b>PLAGIARISM DETECTED SUBSEQUENT TO GRADUATION</b> |
|---|--|---|---|---|
| <p>Reduction in marks based on exclusion of plagiarised work.</p> <p>Formative interview with module co-ordinator and/or tutor.</p> <p><u>Where 1<sup>st</sup> offence is in Master's Dissertation:</u></p> <p>Mark of zero.<br/>Re-submit.<br/>Interview with Head of School and/or Course Director and/or supervisor.</p> | <p>Mark of zero for assignment containing plagiarism.</p> <p>Interview with Head of School and/or Course/Subject Director and/or tutor.</p> <p>Formal letter placed on student file.</p> | <p>Mark of zero for assignment containing plagiarism and maximum mark of 40% (UG) or 50% (PG) for coursework element.</p> <p>Case referred to Dean with recommendation of reprimand and fine not exceeding the maximum amount permitted under the Ordinance on Student Discipline at the time of application of penalty.</p> <p>Formal letter placed on student file.</p> | <p>Mark of zero for module.</p> <p>Case referred to University Disciplinary Committee with recommendation of suspension (1 semester or 1 year as advised by Faculty) or discontinue studies at the University.</p> <p>Outcome placed on student file.</p> | <p>The award may be revoked.</p>                    |

NOTES:

- (a) After a student has received formative advice offences are cumulative and carry over from year to year. Offences are not carried over from undergraduate study to postgraduate study.
  
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- (c) A student who does not attend for interview (1<sup>st</sup> offence) will be deemed to have received formative advice for the purpose of applying penalties.
  
- (d) When formative advice is given to a student, or an interview held, a note should be placed on the student's file. If the student does not attend for interview, this should also be noted on the student's file. Best practice recommends that more than one member of staff should be present when interviewing a student.
  
- (e) It is proposed that in due course all offences are recorded on the new Student Record System when it is introduced. Until then, plagiarism records should be kept at Faculty/School/Subject level. This is simply to record the number of offences. It is not a penalty.
  
- (f) 'Assignment containing plagiarism' means the assignment which contains the plagiarised material, and not all the assessments for the module. 'Maximum mark for coursework element' refers to the total aggregate percentage mark for all the pieces of coursework in the module.
  
- (h) When, in the academic judgement of the member of staff, the plagiarism is of a very minor nature and may be attributed to incorrect referencing techniques, it may be penalised as such rather than as plagiarism.
  
- (h) When a student fails in assessment following the application of a penalty, the normal consequences of failure as set out in course/award regulations apply.

- (i) In addition to the academic and disciplinary penalties which apply under the Framework, some students may also be subject to the codes of ethics/behaviour of certain professions and the Ordinance on Fitness for Practice may also apply.

**DATES OF ATTENDANCE/EXAMINATIONS/VACATIONS**  
**2009/10**

**Semester 1 (Autumn)**

|   |   |
|---|---|
| Monday 21 September 2009  | Teaching begins                             |
| Friday 11 December 2009   | Teaching ends                               |
| Monday 14 December 2009   | Christmas Vacation begins                   |
| Friday 25 December 2009 to<br>Friday 1 January 2010   | <b>University Closed</b> (Christmas)        |
| Friday 1 January 2010   | Christmas Vacation ends                     |
| Tuesday 5 January to Saturday<br>16 January 2010  | Examination Period                          |
| Friday 22 January 2010  | Autumn Semester ends                        |
| <br>  |   |
| <b>Semester 2 (Spring)</b>  |   |
| Monday 25 January 2010  | Teaching begins                             |
| Wednesday 17 March 2010   | <b>University Closed</b> (St Patrick's Day) |
| Monday 29 March 2010  | Easter Vacation begins                      |
| Monday 5 April to Friday 9 2010   | <b>University Closed</b>                    |
| Friday 9 April 2010   | Easter Vacation ends                        |
| Monday 3 May 2010   | <b>University Closed</b> (May Day)          |
| Tuesday 4 May to Friday 7 May 2010  | Revision week (non-teaching)                |
| Monday 10 May to Saturday<br>22 May 2010 (with possible extension to 25 May if required for first sit examinations) | Examination period                          |
| Friday 28 May 2010  | Spring semester ends                        |
| Thursday 10 June 2010<br>Examiners  | Last date for meetings of Boards of         |
| Monday 28 June – Tuesday 6 July 2010  | Summer Graduation Ceremonies                |

**Resit Period**

|                                 |  |
|---------------------------------|--|
| Wednesday 11 August to Thursday | Supplementary Examinations 19 August<br>2010 |
|---------------------------------|--|