



# AHIS268

## Coptic I

S1 Day 2014

*Ancient History*

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## General Information

Unit convenor and teaching staff

Unit Convenor

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W6A 504

Credit points

3

Prerequisites

12cp or (admission to BAnchHist or BAnchHis(Hons) or CertAncLang or DipAncLang or GCertArts)

Corequisites

Co-badged status

Unit description

This unit is an introduction to the Coptic script and language. Sahidic is the first Coptic dialect into which Biblical texts were translated in the third century; and, as early as the fourth century, became a pan-Egyptian written dialect which boasts a rich literature, both original and translated. It began to be superseded by Bohairic as the standard literary dialect in the ninth century.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

Recognize and recall Coptic script and phonetic structure; Identify and recall Coptic grammatical structures at elementary level; Recognize and memorize foundational Coptic vocabulary.

Assess the grammar required for the translation of simple Coptic texts; Explore relevant grammatical and lexical reference tools; Recognize and recall linguistic metalanguage.

Integrate knowledge of grammar and vocabulary in reading and/or writing simple Coptic texts; Explore the significance of Coptic for the study of relevant ancient cultures.

## Assessment Tasks

Name	Weighting	Due
<u>Grammar tests (10)</u>	25%	Weeks 4-13
<u>Assignments (3)</u>	45%	Weeks 6, 9, 12
<u>Exam</u>	30%	Exam period

### Grammar tests (10)

Due: **Weeks 4-13**

Weighting: **25%**

Recall of vocabulary knowledge through in-class testing.

Each equally weighted test (2.5% each) will consist of no more than 10 points of grammar taken from the previous lessons (cumulatively, to the point of the immediately precedent lesson).

The purpose of short, frequent tests is to aid the memorising of key aspects of the language, in smaller chunks. This will help enormously in the segmentation of strings of language into meaningful units and will enable students to more quickly master the various points of grammar under study. Further, this continual reinforcement of knowledge will make it more rewarding to do the translation exercises each week and in the other forms of assessment.

On successful completion you will be able to:

- Recognize and recall Coptic script and phonetic structure; Identify and recall Coptic grammatical structures at elementary level; Recognize and memorize foundational Coptic vocabulary.

### Assignments (3)

Due: **Weeks 6, 9, 12**

Weighting: **45%**

The three assignments, equally weighted (15% each), will consolidate the grammar and vocabulary learned to the time when each assignment is set. Students will be required to:

- translate passages of varying lengths and difficulty from Coptic into English;
- identify grammatical features of the text (subject, verbal construction, direct and indirect object);
- translate phrases and sentences from English into Coptic.

Assessments will be available electronically, 2 weeks before the deadline. All assessments are to be submitted via the iLearn system. Students must complete the assessments individually, without collaborating with others. Please note "Policies and Procedures" for University policy concerning academic honesty.

On successful completion you will be able to:

- Recognize and recall Coptic script and phonetic structure; Identify and recall Coptic grammatical structures at elementary level; Recognize and memorize foundational Coptic vocabulary.
- Assess the grammar required for the translation of simple Coptic texts; Explore relevant grammatical and lexical reference tools; Recognize and recall linguistic metalanguage.
- Integrate knowledge of grammar and vocabulary in reading and/or writing simple Coptic texts; Explore the significance of Coptic for the study of relevant ancient cultures.

## Exam

Due: **Exam period**

Weighting: **30%**

The exam is designed to bring together everything studied in the course and demonstrate an understanding of Coptic vocabulary and grammar. The exam will be divided into four sections:

1. Translate passages, of varying lengths, from Coptic into English. These will include passages taken from the course material as well as unseen texts.
2. Identify specified grammatical features of the texts.
3. Write an extended answer on aspects of Coptic grammar and syntax: one question from three.
4. Translate short sentences from English to Coptic.

On successful completion you will be able to:

- Recognize and recall Coptic script and phonetic structure; Identify and recall Coptic grammatical structures at elementary level; Recognize and memorize foundational Coptic vocabulary.
- Assess the grammar required for the translation of simple Coptic texts; Explore relevant grammatical and lexical reference tools; Recognize and recall linguistic metalanguage.
- Integrate knowledge of grammar and vocabulary in reading and/or writing simple Coptic texts; Explore the significance of Coptic for the study of relevant ancient cultures.

## Delivery and Resources

### Delivery:

The course comprises a 2-hour lecture and a 1-hour tutorial each week. The tutorial will provide the opportunity to consolidate the information presented in the lecture and will comprise working through exercises from the text book (see

'required reading below') as a group.

Lectures and tutorials will be recorded and uploaded to Echo360 soon after class. Course notes will be uploaded to iLearn, as will the 3 assessments. The weekly class test will also be available on iLearn for external students.

PC and Internet access are required. Basic computer skills (e.g., internet browsing) and skills in word processing are also a requirement.

**Note:** iLearn should be regularly consulted for updates, learning tools, and for participation in the discussion forum.

## Required Reading

Lambdin, T. O., *Introduction to Sahidic Coptic*, Macon 1983 (2<sup>nd</sup> edition 1992).

## RECOMMENDED READING

Layton, B., *Coptic in 20 Lessons. Introduction to Sahidic Coptic with Exercises and Vocabularies*. Leuven 2007.

## Other Sahidic grammars

As scholarly focus since the late 19<sup>th</sup> century has primarily been on Sahidic, there is a large body of teaching aids available for this dialect. The following list is not exhaustive, but lists the most important grammars.

Layton, B., *A Coptic Grammar*. Wiesbaden 2000 (2<sup>nd</sup> ed. Wiesbaden 2004).

Mallon, A., *Grammaire copte: bibliographie, chrestomathie et vocabulaire*, 4 éd. revue par Michel Malinine, Beyrouth 1956.

Plisch, U.-K., *Einführung in die koptische Sprache (sahidischer Dialekt)*. Wiesbaden 1999.

Polotsky, H. J., *Études de syntaxe copte*, Cairo 1944.

Reintges, C., *Coptic Egyptian (Sahidic Dialect). A Learner's Grammar*. Köln 2004.

Shisha-Halevy, A., *Coptic Grammatical Categories. Structural Studies in the Syntax of Shenoutean Sahidic*. Roma, 1986.

Stern, L., *Koptische Grammatik*, Leipzig 1880.

Till, W., *Koptische Grammatik*, Leipzig <sup>2</sup>1961.

Till, W., *Koptische Dialektgrammatik*, München <sup>2</sup>1961.

Torallas Tovar, S., *Gramática de Copto Sahidico*. Madrid 2001.

## **Dictionaries**

At this point of learning Coptic it is not necessary to purchase one of the dictionaries listed below, although access to a dictionary will be necessary for the advanced study of Coptic. For the purposes of this unit, the dictionary given in Thomas Lambdin, *Introduction to Sahidic Coptic*, is quite sufficient. The most important dictionary below is Crum, W.E. *Coptic Dictionary*.

Černý, J., *Coptic Etymological Dictionary*, Cambridge 1976.

Crum, W. E., *Coptic Dictionary*, Oxford 1939 (various reprints since, including Oxford 1999 and Wipf & Stock Publishers 2005).

Kasser, R., *Compléments au Dictionnaire copte de Crum*. Cairo 1964.

Smith, R., *A Concise Coptic-English Lexicon*, Grand Rapids 1983.

Westendorf, W., *Koptisches Handwörterbuch*, Heidelberg 1965-77.

## **Coptic fonts**

For the purposes of this course it is essential that you learn to type words in Coptic (or Greek). Most ancient language fonts – even if they are of the same language – have a different distribution of characters on the keyboard. So if members of the group use different fonts, this will lead to misunderstandings. The conveners suggest therefore that you download the public domain Coptic and Greek fonts “SPAchmim” and “SPIonic” and the Coptic and Greek Unicode font “New Athena Unicode”.

### *SPAchmim and SPIonic*

They are available for both PC and Macintosh computers on the following website:

<http://rosetta.reltech.org/TC/fonts/>

Please take also note of the copyright notice on the website indicated. The fonts are available for a wide range of use, even for publication, however, commercial use is not permitted.

They are accompanied by a .readme file which explains the keyboard distribution of the letters and diacritics (accents, punctuation marks). They are not professional fonts and do not give all the diacritics.

Alternatively, one can download the fonts from the website of the Society for Biblical Literature:

[http://www.sbl-site.org/Resources/Resources\\_BiblicalFonts.aspx](http://www.sbl-site.org/Resources/Resources_BiblicalFonts.aspx)

### *New Athena Unicode*

This is available for both PC and Macintosh computers on the following website:

<http://apagreekkeys.org/NAUdownload.html>

For Coptic Unicode input (that is, keyboard layout), follow the directions provided at:

<http://socrates.berkeley.edu/~pinax/coptic.html>

## Changes

The learning outcomes have been modified since the last offering of the unit.

## Successful Completion

To complete the unit satisfactorily you will need to submit all assessment tasks and achieve an overall mark worth 50% or above.

## Unit Schedule

### Course Structure

Each week, there will be a 2-hour lecture (Monday) and a 1-hour tutorial (Friday). The course material will be presented in the lecture and the tutorial will consist of exercises, undertaken as a group, that will reinforce the information learned in the lecture. Attendance at both the lecture and tutorial is compulsory. **Note:** under 'Tutorial', 'Lessons' refers to the chapters in T.O. Lambdin, *Introduction to Sahidic Coptic*.

### Week 1

- General introduction / Technical matters
- History of the Egyptian language
- Coptic alphabet
- Overview of standard grammatical terms
- Learning goals

Tutorial: more on the alphabet and grammar review.

### Week 2

- Nouns: number and gender
- Articles: "the" definite article
- Prepositions: overview
- The Adverbial Sentence: "the woman is in the house"

Tutorial: exercises from Lessons 1 and 2

### Week 3

- Articles continued: more on "the" and introduction of "a"
- Adverbial sentences with indefinite nouns: "a woman is in the house"



- Relative clauses: "which" will be our first steps in the relative
- Genitive: the house "of" the man
- Greek nouns in Coptic

Tutorial: exercises from Lessons 2 and 3

#### **Week 4**

- The Possesive Article: "my" house
- The Demonstrative Article: "this" house
- The Nominal Sentence: "He is a carpenter"
- The Demonstrative Pronoun: "this thing/this one"

Class test 1.

Tutorial: exercises from Lessons 4 and 5

#### **Week 5**

- The Independent Personal Pronoun: "I am", "You are"
- The Nominal sentence continued: "I am a carpenter"
- Coptic Question Words: "What" is an interrogative pronoun?
- The First Perfect and the Tripartite Conjugation Pattern: "He heard"

Class test 2.

Tutorial: exercises from Lessons 6 and 7

#### **Week 6**

- Prepositions: simple and compound, with adverbs, and before nouns
- Suffix pronouns

Class test 3.

Assignment 1 due.

Tutorial: exercises from Lessons 8 and 9

#### **Week 7**

- Direct Objects: "He kicked the ball"
- Word order in sentences with multiple objects
- States of the verb: absolute, pre-nominal and pre-pronominal
- Negative First Perfect: "He did not hear"
- Prepositions (continued)

Class test 4.

Tutorial: exercises from Lessons 10 and 11

### **Week 8**

- Relative Clauses: of the First Perfect - "which he heard"
- Substantivised Relative Clauses: "he who heard" "that which he heard"
- The so-called Cleft Sentence: "It was my father who gave it to me"
- Clause conjugations: The Temporal - "when he heard me"
- More on states of the verb (pre-nominal and pre-pronominal)
- Miscellaneous: passive voice; introducing direct quotations; expressing purpose with the infinitive

Class test 5.

Tutorial: exercises from Lessons 12 and 13.

### **Week 9**

- The Second Tense: the Second Perfect "It is because of his sins that he died"
- The Second Tense in questions: "Why did your father die?"
- More infinitives
- Attributive relations between nouns: "a wise man"
- Numbers

Class test 6.

Assignment 2 due.

Tutorial: exercises from Lessons 14 and 15.

### **Week 10**

- More on question words: "How many interrogatives are there?"
- Quantifiers: "each, every, all"
- Indefinite pronouns: "Someone - anyone - no one"
- More numbers
- The Imperative: "Learn the imperative!"
- The Vocative: "O Lord!"

Class test 7.

Tutorial: exercises from Lessons 16 and 17.

### **Week 11**

- The Bipartite Conjugation Pattern: The First Present, the First Future, pronominal prefixes

- The Stern-Jerstedt rule
- Relative forms of the First Present and First Future
- More infinitives
- Greek verbs

Class test 8.

Tutorial: exercises from Lessons 18 and 19.

### **Week 12**

- The Inflected Infinitive: "in order that he hears"
- Introducing speech
- More infinitives

Class test 9.

Assignment 3 due.

Tutorial: exercises from Lesson 20.

### **Week 13**

**NB: No Lecture** (public holiday 9/6/14). Some of the content below will be discussed in the tutorial, in which class test 10 will also be taken.

- The Coptic system of converters
- The Imperfect (Preterit Tense): "I was sitting on the beach"
- The Qualitative
- Creating adverbs: Prepositional phrases using preposition + indefinite article + noun

Class test 10.

Tutorial: exercises from Lesson 21.

## **Policies and Procedures**

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy [http://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy [http://mq.edu.au/policy/docs/grievance\\_management/policy.html](http://mq.edu.au/policy/docs/grievance_management/policy.html)

Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html) *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student\\_conduct/](https://students.mq.edu.au/support/student_conduct/)

## Extensions

Extensions for assignments can only be granted for medical reasons or on compassionate grounds. Without documentation (medical or counselling certificates) or prior staff approval, a penalty of 2% a day, including weekends, will be applied. If required, applications for extensions should be made to your convenor before the assignment's due date.

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

#### Learning outcome

- Integrate knowledge of grammar and vocabulary in reading and/or writing simple Coptic texts; Explore the significance of Coptic for the study of relevant ancient cultures.

### Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

#### Learning outcome

- Assess the grammar required for the translation of simple Coptic texts; Explore relevant grammatical and lexical reference tools; Recognize and recall linguistic metalanguage.

#### Assessment tasks

- Grammar tests (10)
- Assignments (3)
- Exam

### Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

## Learning outcomes

- Recognize and recall Coptic script and phonetic structure; Identify and recall Coptic grammatical structures at elementary level; Recognize and memorize foundational Coptic vocabulary.
- Assess the grammar required for the translation of simple Coptic texts; Explore relevant grammatical and lexical reference tools; Recognize and recall linguistic metalanguage.

## Assessment tasks

- Assignments (3)
- Exam

## Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

## Learning outcome

- Recognize and recall Coptic script and phonetic structure; Identify and recall Coptic grammatical structures at elementary level; Recognize and memorize foundational Coptic vocabulary.

## Assessment tasks

- Assignments (3)
- Exam

## Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

## Learning outcome

- Assess the grammar required for the translation of simple Coptic texts; Explore relevant grammatical and lexical reference tools; Recognize and recall linguistic metalanguage.

## Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

### Assessment task

- Exam