



# AHIS268

## Coptic A

S1 External 2015

*Dept of Ancient History*

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## General Information

Unit convenor and teaching staff

Korshi Dosoo

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W6A 504

By appointment

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 Coptic, the final stage of the Egyptian script and language. An understanding of Coptic is necessary for advanced study of late antique and Christian Egypt, and is of great benefit to those studying earlier phases of the Egyptian language. This unit focuses on the Sahidic ('Upper Egyptian') dialect, the first Coptic dialect into which biblical texts were translated in the third century. Sahidic became a pan-Egyptian written dialect in the fourth and following centuries, and boasts a rich literature, both original and translated.

## 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

## General Assessment Information

### Submission and Extensions

Assignments are to be submitted online, using Turnitin. The examination will be closed book.

Extensions are available on medical grounds and may be requested under other special circumstances. Apply direct to the Convener.

### Penalties for Late Submission

A penalty of 2% per day (including weekends) will be imposed for late submission of assessment tasks unless medical grounds or other special circumstances apply.

## Assessment Tasks

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

### In-class tests (10)

Due: **Weeks 4-13**

Weighting: **25%**

Tests recall of grammar and vocabulary through in-class testing. External students will be assessed online, via iLearn. Each equally weighted test (2.5% each) will consist of no more than 10 points of grammar taken from the previous lessons.

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.

The assessment criteria against which this task will be assessed are accuracy and completeness.

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
- Recognize and recall linguistic metalanguage

## 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 the 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. Students must complete the assessments individually, without collaborating with others. Please note "Policies and Procedures" for University policy concerning academic honesty.

The assessment criteria against which this task will be assessed are accuracy, completeness, and control of appropriate terminology.

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. Translation of 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. Translations of short sentences from English to Coptic.

The assessment criteria against which this task will be assessed are accuracy, completeness, control of grammatical terminology, and clarity of expression in open-ended questions.

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

The course consists of a two-hour lecture and a one-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.

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 (2nd edition 1992).

### Further 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 19th 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 (2nd 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 1961.

Till, W., *Koptische Dialektgrammatik*, München 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 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, the fonts can be downloaded 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**

Students may also wish to download a Coptic Unicode font. One of these, New Athena Unicode, 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>

## **Unit Schedule**

### **Course Structure**

Each week, there will be a 2-hour lecture (Tuesday) and a 1-hour tutorial (Thursday). The course material will be presented in the lecture and the tutorial will consist of exercise, undertaken as a group, that will reinforce the information learned in the lecture. Attendance at both the lecture and tutorial are 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"

- In-class test 1
- 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
- In-class test 1
- 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"
- In-class test 2
- 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"
- In-class test 3
- Tutorial: exercises from Lessons 6 and 7

### Week 6

- Prepositions: simple and compound, with adverbs, and before nouns
- Suffix pronouns
- In-class test 4
- Tutorial: exercises from Lessons 8 and 9
- Assignment 1 due.

### 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)
- In-class test 5.
- 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
- In-class test 6.
- 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 7.
- 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!"
- In-class test 8.
- Tutorial: exercises from Lessons 16 and 17.

### Week 12

- The Inflected Infinitive: "in order that he hears"
- Introducing speech
- More infinitives
- In-class test 9.
- Assignment 3 due.
- Tutorial: exercises from Lesson 20.

### Week 13

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

## **Results**

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](http://ask.mq.edu.au).

## 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

### 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

- Explore the significance of Coptic for the study of relevant ancient cultures

### Assessment tasks

- Assignments (3)
- Exam

## Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

### Learning outcome

- Recognize and memorize foundational Coptic vocabulary

### Assessment tasks

- In-class tests (10)
- Assignments (3)
- Exam

## 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 outcomes

- Recognize and recall Coptic script and phonetic structure
- Recognize and memorize foundational Coptic vocabulary
- Assess the grammar required for the translation of simple Coptic texts
- Explore relevant grammatical and lexical reference tools
- 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

- In-class tests (10)
- Assignments (3)
- Exam

## 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 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
- 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

- In-class 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
- 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

## Assessment tasks

- In-class tests (10)
- 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 outcomes

- Recognize and recall Coptic script and phonetic structure
- Identify and recall Coptic grammatical structures at elementary level
- 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

## Assessment tasks

- In-class tests (10)
- Assignments (3)
- Exam

## 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:

## Learning outcomes

- Recognize and recall linguistic metalanguage

- Explore the significance of Coptic for the study of relevant ancient cultures

## Assessment tasks

- In-class tests (10)
- Assignments (3)
- Exam

## Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

## Learning outcome

- Explore the significance of Coptic for the study of relevant ancient cultures

## Assessment tasks

- Assignments (3)
- Exam

## Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

## Learning outcome

- Explore the significance of Coptic for the study of relevant ancient cultures

## Assessment tasks

- Assignments (3)
- Exam