



# AHIS249

## Ancient History Special Topic A

S1 Day 2016

*Dept of Ancient History*

### Contents

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|                                |   |
|--------------------------------|---|
| <u>General Information</u>     | 2 |
| <u>Learning Outcomes</u>       | 2 |
| <u>Assessment Tasks</u>        | 2 |
| <u>Delivery and Resources</u>  | 4 |
| <u>Unit Schedule</u>           | 4 |
| <u>Policies and Procedures</u> | 4 |
| <u>Graduate Capabilities</u>   | 6 |

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## General Information

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|--|
| Unit convenor and teaching staff   |
| Credit points<br>3   |
| Prerequisites<br>Permission of Executive Dean of Faculty   |
| Corequisites   |
| Co-badged status   |
| Unit description<br>This unit allows for further study of ancient languages. The topic for 2016 is Akkadian. |

## 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 relevant scripts and phonetic structures
- Recognize and memorize foundational vocabulary of relevant language
- Assess the grammar required for the translation of simple texts
- Explore relevant grammatical and lexical reference tools
- Employ linguistic metalanguage
- Integrate knowledge of grammar and vocabulary in reading and/or writing simple texts
- Explore the significance of languages for the study of relevant ancient cultures

## Assessment Tasks

| Name                            | Weighting | Due                 |
|---------------------------------|-----------|---------------------|
| <a href="#">Transliteration</a> | 35%       | weekly as scheduled |
| <a href="#">Translation</a>     | 55%       | weekly as scheduled |
| <a href="#">Participation</a>   | 10%       | Weekly              |

## Transliteration

Due: **weekly as scheduled**

Weighting: **35%**

AKKADIAN: It is not possible to understand the complexities of reading Akkadian without wrestling with the mysteries of the script. These weekly exercises, taken from the prescribed text, introduce progressively the repertoire of cuneiform signs.

On successful completion you will be able to:

- Recognize and recall relevant scripts and phonetic structures
- Recognize and memorize foundational vocabulary of relevant language
- Assess the grammar required for the translation of simple texts

## Translation

Due: **weekly as scheduled**

Weighting: **55%**

AKKADIAN: The grammar of the language is best learned by working with text transliterated into more familiar script. The exercises are taken from the prescribed text and correspond to the grammar lesson for the week.

NB. Translation for Akkadian includes a special assignment, due at the end of Session: translation of letter.

On successful completion you will be able to:

- Recognize and recall relevant scripts and phonetic structures
- Assess the grammar required for the translation of simple texts
- Explore relevant grammatical and lexical reference tools
- Employ linguistic metalanguage
- Integrate knowledge of grammar and vocabulary in reading and/or writing simple texts

## Participation

Due: **Weekly**

Weighting: **10%**

AKKADIAN: Participation is a combination of attendance and participation in class discussion. Since in most weeks, time will be given to working through the exercises, there will be ample opportunity for students to contribute to class engagement.

On successful completion you will be able to:

- Recognize and recall relevant scripts and phonetic structures
- Assess the grammar required for the translation of simple texts
- Employ linguistic metalanguage
- Integrate knowledge of grammar and vocabulary in reading and/or writing simple texts
- Explore the significance of languages for the study of relevant ancient cultures

## Delivery and Resources

### DELIVERY

This unit will be delivered on campus . Please consult the 2016 Timetable in conjunction with the Department of Ancient History welcome page for schedule details.

### RESOURCES

#### AKKADIAN

#### Required reading

The text for the unit is Richard Caplice, *Introduction to Akkadian*, 4th ed. Rome: Pontifical Biblical Institute, 2002. This work is available in printed and ebook editions and both are suitable.

## Unit Schedule

This will be provided during the first campus meeting of the Session.

## 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)

**New Assessment Policy in effect from Session 2 2016** [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](http://mq.edu.au/policy/docs/assessment/policy_2016.html). For more information visit [http://students.mq.edu.au/events/2016/07/19/new\\_assessment\\_policy\\_in\\_place\\_from\\_session\\_2/](http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/)

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

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

Complaint Management Procedure for Students and Members of the Public [http://www.mq.edu.au/policy/docs/complaint\\_management/procedure.html](http://www.mq.edu.au/policy/docs/complaint_management/procedure.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://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources 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:

#### Assessment task

- Translation

### 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 relevant scripts and phonetic structures
- Assess the grammar required for the translation of simple texts

#### Assessment tasks

- Transliteration
- Translation

### 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 relevant scripts and phonetic structures
- Assess the grammar required for the translation of simple texts

## Assessment tasks

- Transliteration
- Translation
- Participation

## 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 relevant scripts and phonetic structures
- Assess the grammar required for the translation of simple texts

## Assessment tasks

- Transliteration
- Translation
- Participation

## 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

- Assess the grammar required for the translation of simple texts

## Assessment tasks

- Transliteration
- Translation

## 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 relevant scripts and phonetic structures
- Assess the grammar required for the translation of simple texts

## **Assessment tasks**

- Transliteration
- Translation
- Participation