AHIS389

Capstone Unit: Ancient Languages

S2 External 2017

Dept of Ancient History

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Disclaimer

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General Information

Unit convenor and teaching staff Unit Convenor Paul McKechnie paul.mckechnie@mq.edu.au Contact via paul.mckechnie@mq.edu.au by appointment
Credit points 3
Prerequisites 39cp at 100 level or above including 21cp in AHIS or AHST units
Corequisites 6cps in AHIS or AHST units at 300 level
Co-badged status
Unit description This unit will be offered in the form of a publication project on an approved linguistic topic relevant to ancient history. Students collect, assess, analyse and interpret relevant evidence in the light of current linguistic and historical thinking. In addition to seminar participation (regular discussion, a bibliographical portfolio, a learning journal, and a brief work-in-progress interview and outline), the unit culminates in a coherent paper, 5000 words in length, which conforms to the standards of research and writing guidelines expected in peer-reviewed scholarly publications in the field of ancient world studies

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:

- Consolidate knowledge of relevant scripts, grammar, and vocabulary
- Appraise relevant grammatical and lexical reference tools
- Employ and appraise linguistic metalanguage
- Apply linguistic skills creatively and critically in new contexts
- Formulate arguments and articulate ideas to an advanced level

Investigate the significance of languages for the study of relevant ancient cultures

General Assessment Information

All the assessment tasks are compulsory components of this unit and must be submitted on time.

Guidelines on the tasks, assessment criteria (rubrics) and standards for grading each of the assessment tasks (Seminar Forum, Work-in-Progress Report, and Parts A and B of the Portfolio and indicative examples of assessment tasks are provided and available on iLearn. Students communicate regularly with each other and the unit convenor online. Students post and contribute each week by the Friday due date to the week's topic in the online Seminar Forum. A staff-student interview in Week 7 assists students in preparing their Work-in-Progress-Report. By the due dates outlined students submit the Work-in-Progress Report and Parts A and B of the Portfolio to **Turnitin** within the iLearn site for AHIS389.

To successfully complete the unit, students are required to reach a minimum of 50% (Pass) in each of the assessable tasks outlined above (Seminar Forum, Work-in-Progress Report, and Parts A and B of the Portfolio).

Extensions can only be granted in exceptional cases and may only be sought (via ask.mq.edu.au) in consultation with the unit convenor and before the assignment is due.

For **Disruption of Studies Policy** see under Policies and Procedures.

Late assignment policy (Department of Ancient History): Assessment tasks / assignments are compulsory and must be submitted on time. As a general rule, extensions will not be granted without a valid and documented reason (e.g. medical certificate). Late submissions will be penalised by 2% for each day (including weekends) the assignment task is late. No assignments will be accepted after assignments have been corrected and feedback has been provided.

Assignment tasks handed in early will not be marked and returned before the due date.

Assessment Tasks

Name	Weighting	Hurdle	Due
Seminar Participation	20%	No	5 pm Friday Weeks 2-7
Work-in-Progress Report	20%	No	5 pm Friday Week 8
Portfolio Part A: Report	20%	No	midnight Friday Week 11
Portfolio Part B: Commentary	40%	No	11 pm Wednesday Week 13

Seminar Participation

Due: **5 pm Friday Weeks 2-7**

Weighting: **20%**

The purpose of this assessment task is to apply the graduate capabilities you have acquired during the Ancient Languages major in relation to a series of six Seminar topics (to be outlined on the unit's iLearn site). These Seminars will run in Weeks 2–7.

Read the introduction to each topic and at least 3 of the recommended readings prescribed for each week, including one on a language you have not studied directly to test whether the concepts/methodologies presented can be applied to the language(s) you have studied). Also find at least one additional reading relevant to the topic that is not included in the bibliography provided. Then reflect and post brief responses in the Seminar Forum (on the iLearn site) to the questions set for consideration. You should take the introduction to each week's topic and the recommended readings as a *starting point only*. Ensure that your discussion posts develop further the seminar outline, considering issues which you have encountered personally in your studies at Macquarie. You should exchange ideas with your fellow students, and not feel limited to a single post. The **minimum** total length of your weekly correspondence is 200 words.

On successful completion you will be able to:

- Appraise relevant grammatical and lexical reference tools
- Employ and appraise linguistic metalanguage
- Apply linguistic skills creatively and critically in new contexts
- Formulate arguments and articulate ideas to an advanced level
- Investigate the significance of languages for the study of relevant ancient cultures

Work-in-Progress Report

Due: **5 pm Friday Week 8**
Weighting: **20%**

Your Work-in-Progress (WIP) Report will consist of:

• a 100-word abstract of your Linguistic Commentary topic

• a 250-word outline of methodological issues relating to your topic

• a 250-word outline of theoretical issues relating to your topic

The Report will be presented and discussed in a staff-student interview in Week 7 (details of the schedule will be provided on the unit's iLearn site) and the final version to be submitted via Turnitin in Week 8.

On successful completion you will be able to:

- Consolidate knowledge of relevant scripts, grammar, and vocabulary
- Appraise relevant grammatical and lexical reference tools
- Employ and appraise linguistic metalanguage
- Apply linguistic skills creatively and critically in new contexts

- Formulate arguments and articulate ideas to an advanced level
- Investigate the significance of languages for the study of relevant ancient cultures

Portfolio Part A: Report

Due: **midnight Friday Week 11**
Weighting: **20%**

The purpose of the two part portfolio assessment is to showcase and learn to communicate the extent of your language learning as part of the Ancient Languages major. A portfolio typically contains indicative examples of your work and for the purposes of this capstone unit will comprise two parts: a self-assessment and reflection report (described below) and an example of your technical skills (see Portfolio Part B: Linguistic Commentary below).

The Self-Assessment and Reflection Report (no more than 1000 words) is designed to help you to reflect on and communicate the linguistic knowledge and skills you have acquired in the course of the Ancient Languages major. It is intended to form the basis of both written and verbal communication about your language training (e.g. as part of self-presentation in relevant social media, in job interviews, at conferences).

The Self-Assessment and Reflection Report should contain the following components:

• a description of the languages, scripts, and types of text you have studied

• a discussion of key resources you have used (e.g. key grammars, dictionaries, digital resources)

• a summary of fundamental skills you have acquired, including any areas in which you feel you have particularly excelled, and any difficulties you have overcome

• a discussion of your perception of the significance of languages for the study of relevant ancient cultures

The report should be presented primarily in connected prose but some sections (e.g. description of languages, scripts, and types of texts) may be in point form. It should be written for non-language specialists and therefore use appropriately accessible language.

You may wish to consult the learning capabilities and outcomes in the unit guides for this unit or earlier language units for relevant key words and concepts. Do make sure you select and adapt these to your specific circumstance and experience. You should provide specific and illustrative examples where appropriate and in so doing reference the capstone seminar participation and linguistic commentary project in your report.

On successful completion you will be able to:

- Consolidate knowledge of relevant scripts, grammar, and vocabulary
- Appraise relevant grammatical and lexical reference tools
- Employ and appraise linguistic metalanguage
- Formulate arguments and articulate ideas to an advanced level

- Investigate the significance of languages for the study of relevant ancient cultures

Portfolio Part B: Commentary

Due: **11 pm Wednesday Week 13**
Weighting: **40%**

The purpose of the Linguistic Commentary is to consolidate and synthesise the technical knowledge and skills you have acquired over the course of the major. You will submit an extended linguistic commentary (no more than 3,000 words) on a text or set of related texts written in one of the ancient languages you have studied within the major. The text(s) for analysis should be chosen in consultation with a relevant Departmental expert and the unit convenor.

The chosen text(s) should be translated and the translation included in your assessment submission, but you will be assessed on the commentary alone (the translation will not count toward the 3,000-word limit). The commentary needs to be linguistic in its focus (not e.g. literary or historical), but you will have wide scope to select the type of features you want to analyse. You should draw on the discussion and readings you completed for at least three of the seminar topics in order to enhance your discussion of features of the chosen text(s). The length of the text(s) analysed should not normally exceed 100 lines. The topic and content of your commentary will conform in all respects to the abstract submitted as part of your Work in Progress Report.

On successful completion you will be able to:

- Consolidate knowledge of relevant scripts, grammar, and vocabulary
- Employ and appraise linguistic metalanguage
- Apply linguistic skills creatively and critically in new contexts
- Formulate arguments and articulate ideas to an advanced level
- Investigate the significance of languages for the study of relevant ancient cultures

Delivery and Resources

This unit has an online presence. Login is via: **https://ilearn.mq.edu.au/ Students are required to have regular access to a computer and the internet.** Mobile devices alone are not sufficient.

- For technical support go to: http://mq.edu.au/about_us/offices_and_units/informatics/help
- For student quick guides on the use of iLearn go to: http://mq.edu.au/iLearn/student_info/guides.htm

Delivery of AHIS399

- Online (Weeks 1-12).
- Two (2) campus sessions - Week 1 and Week 11

1. **Week 1 - Tuesday 1 August 2017 from 10.00am - 12.00 noon in the Gallery at the**

Museum of Ancient Cultures, X5B Level 3

2. **Week 11- Tuesday 24 October 2017 from 10.00am - 12.00 noon in the Gallery at the Museum of Ancient Cultures, X5B Level 3**

Students enrolled in "internal" (Day) mode: the two campus sessions are compulsory. **Students enrolled in "external" mode**: you may also attend these two above-mentioned campus sessions (recommended if you are in the Sydney metropolitan area). The meeting will be recorded and available on the unit iLearn site.

In preparation for the **Work-in-progress Reports** (due in Week 8), students will discuss their work in **a staff-student interview** conducted on campus in Week 7 (as per schedule - details available on iLearn). This applies to all the internal/Day students and external students in the Sydney metropolitan area. For external students outside the Sydney metropolitan area, special arrangements will be made.

Required and recommended sources

- Prescribed texts: eReserve and iLearn site for AHIS 389 (Seminar Topics).
- Prescribed unit materials: none.
- Recommended texts: Ancient History unit guides, bibliographies and lecture/tutorial notes **of all the previous units you have undertaken**.

Unit Schedule

See the AHIS389 iLearn site for the Weekly Schedule.

Learning and Teaching Activities

1. On-campus seminars

Seminar 1: Introduction to the content, tasks and the fellow-learners in this unit. Seminar 2: Reflection on AHIS389 and discussions on career development

2. Online Seminar Forums

Engaging with aims, methods and key themes of the Major in Ancient Languages

3. Preparation of the Linguistic Commentary (Portfolio Part B)

Discussion of project process; choosing a topic, conducting a literary review, formulating a thesis; finding information; creating, presenting and submitting an outline; organising notes, writing and revising a draft paper; incorporating guidelines for contributors; submitting the linguistic commentary

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

Assessment Policy http://mq.edu.au/policy/docs/assessment/policy_2016.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

Disruption to Studies Policy (in effect until Dec 4th, 2017): http://www.mq.edu.au/policy/docs/disruption_studies/policy.html

Special Consideration Policy (in effect from Dec 4th, 2017): https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration

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/

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.

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) 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

IT Help

For help with University computer systems and technology, visit 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:

Learning outcomes

- Apply linguistic skills creatively and critically in new contexts
- Formulate arguments and articulate ideas to an advanced level

Assessment tasks

- Seminar Participation
- Work-in-Progress Report
- Portfolio Part A: Report
- Portfolio Part B: Commentary

Learning and teaching activities

- Discussion of project process; choosing a topic, conducting a literary review, formulating a thesis; finding information; creating, presenting and submitting an outline; organising notes, writing and revising a draft paper; incorporating guidelines for contributors; submitting the linguistic commentary

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 outcomes

- Appraise relevant grammatical and lexical reference tools
- Employ and appraise linguistic metalanguage
- Apply linguistic skills creatively and critically in new contexts
- Formulate arguments and articulate ideas to an advanced level
- Investigate the significance of languages for the study of relevant ancient cultures

Assessment tasks

- Seminar Participation
- Work-in-Progress Report
- Portfolio Part A: Report
- Portfolio Part B: Commentary

Learning and teaching activities

- Seminar 1: Introduction to the content, tasks and the fellow-learners in this unit. Seminar 2: Reflection on AHIS389 and discussions on career development
- Discussion of project process; choosing a topic, conducting a literary review, formulating a thesis; finding information; creating, presenting and submitting an outline; organising notes, writing and revising a draft paper; incorporating guidelines for contributors; submitting the linguistic commentary

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

- Employ and appraise linguistic metalanguage
- Apply linguistic skills creatively and critically in new contexts
- Formulate arguments and articulate ideas to an advanced level
- Investigate the significance of languages for the study of relevant ancient cultures

Assessment tasks

- Seminar Participation
- Work-in-Progress Report

- Portfolio Part A: Report
- Portfolio Part B: Commentary

Learning and teaching activities

- Seminar 1: Introduction to the content, tasks and the fellow-learners in this unit. Seminar 2: Reflection on AHIS389 and discussions on career development
- Engaging with aims, methods and key themes of the Major in Ancient Languages
- Discussion of project process; choosing a topic, conducting a literary review, formulating a thesis; finding information; creating, presenting and submitting an outline; organising notes, writing and revising a draft paper; incorporating guidelines for contributors; submitting the linguistic commentary

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

- Consolidate knowledge of relevant scripts, grammar, and vocabulary
- Appraise relevant grammatical and lexical reference tools
- Employ and appraise linguistic metalanguage
- Apply linguistic skills creatively and critically in new contexts
- Formulate arguments and articulate ideas to an advanced level
- Investigate the significance of languages for the study of relevant ancient cultures

Assessment tasks

- Seminar Participation
- Work-in-Progress Report
- Portfolio Part A: Report
- Portfolio Part B: Commentary

Learning and teaching activities

- Engaging with aims, methods and key themes of the Major in Ancient Languages
- Discussion of project process; choosing a topic, conducting a literary review, formulating

a thesis; finding information; creating, presenting and submitting an outline; organising notes, writing and revising a draft paper; incorporating guidelines for contributors; submitting the linguistic commentary

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

- Consolidate knowledge of relevant scripts, grammar, and vocabulary
- Appraise relevant grammatical and lexical reference tools
- Employ and appraise linguistic metalanguage
- Apply linguistic skills creatively and critically in new contexts
- Formulate arguments and articulate ideas to an advanced level
- Investigate the significance of languages for the study of relevant ancient cultures

Assessment tasks

- Seminar Participation
- Work-in-Progress Report
- Portfolio Part A: Report
- Portfolio Part B: Commentary

Learning and teaching activities

- Engaging with aims, methods and key themes of the Major in Ancient Languages
- Discussion of project process; choosing a topic, conducting a literary review, formulating a thesis; finding information; creating, presenting and submitting an outline; organising notes, writing and revising a draft paper; incorporating guidelines for contributors; submitting the linguistic commentary

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

- Consolidate knowledge of relevant scripts, grammar, and vocabulary
- Appraise relevant grammatical and lexical reference tools
- Employ and appraise linguistic metalanguage
- Apply linguistic skills creatively and critically in new contexts
- Formulate arguments and articulate ideas to an advanced level
- Investigate the significance of languages for the study of relevant ancient cultures

Assessment tasks

- Seminar Participation
- Work-in-Progress Report
- Portfolio Part A: Report
- Portfolio Part B: Commentary

Learning and teaching activities

- Engaging with aims, methods and key themes of the Major in Ancient Languages
- Discussion of project process; choosing a topic, conducting a literary review, formulating a thesis; finding information; creating, presenting and submitting an outline; organising notes, writing and revising a draft paper; incorporating guidelines for contributors; submitting the linguistic commentary

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

- Employ and appraise linguistic metalanguage
- Apply linguistic skills creatively and critically in new contexts
- Formulate arguments and articulate ideas to an advanced level

Assessment tasks

- Seminar Participation
- Work-in-Progress Report

- Portfolio Part A: Report
- Portfolio Part B: Commentary

Learning and teaching activities

- Seminar 1: Introduction to the content, tasks and the fellow-learners in this unit. Seminar 2: Reflection on AHIS389 and discussions on career development
- Engaging with aims, methods and key themes of the Major in Ancient Languages
- Discussion of project process; choosing a topic, conducting a literary review, formulating a thesis; finding information; creating, presenting and submitting an outline; organising notes, writing and revising a draft paper; incorporating guidelines for contributors; submitting the linguistic commentary

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 outcomes

- Formulate arguments and articulate ideas to an advanced level
- Investigate the significance of languages for the study of relevant ancient cultures

Assessment tasks

- Seminar Participation
- Portfolio Part A: Report
- Portfolio Part B: Commentary

Learning and teaching activities

- Seminar 1: Introduction to the content, tasks and the fellow-learners in this unit. Seminar 2: Reflection on AHIS389 and discussions on career development
- Discussion of project process; choosing a topic, conducting a literary review, formulating a thesis; finding information; creating, presenting and submitting an outline; organising notes, writing and revising a draft paper; incorporating guidelines for contributors; submitting the linguistic commentary

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

- Formulate arguments and articulate ideas to an advanced level

Assessment tasks

- Seminar Participation
- Portfolio Part A: Report
- Portfolio Part B: Commentary

Learning and teaching activities

- Seminar 1: Introduction to the content, tasks and the fellow-learners in this unit. Seminar 2: Reflection on AHIS389 and discussions on career development
- Discussion of project process; choosing a topic, conducting a literary review, formulating a thesis; finding information; creating, presenting and submitting an outline; organising notes, writing and revising a draft paper; incorporating guidelines for contributors; submitting the linguistic commentary