



AHIS350

Advanced Reading Unit in Ancient History

S1 Day 2018

Dept of Ancient History

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	4
<u>Delivery and Resources</u>	8
<u>Unit Schedule</u>	10
<u>Policies and Procedures</u>	10
<u>Graduate Capabilities</u>	11
<u>Changes from Previous Offering</u>	16

Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

General Information

Unit convenor and teaching staff

Unit Convenor

Lea Beness

lea.beness@mq.edu.au

Contact via lea.beness@mq.edu.au

Department of Ancient History, Australian Hearing Hub, South Wing, Level 2

By appointment

Credit points

3

Prerequisites

Admission to BAncHist and 39cp at 100 level or above

Corequisites

Co-badged status

Unit description

Students will undertake extended research on a topic arising from an AHIS unit which they have previously completed, and produce a research project which will be presented orally at a unit mini-conference and as a written paper (2500-3000 words). In preparation for the larger research project students will submit an annotated bibliography and research plan together with a review of a book relevant to the project. Students must contact the unit convenor by the first week of the session to obtain approval for their topic.

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:

acquire knowledge of historical developments and historiography relevant to chosen topic;

demonstrate skill in evaluating ancient source material and modern interpretations of that source material at an advanced level;

formulate arguments and express ideas at an advanced level;

develop sophisticated research skills and an ability to manage an extended research and

writing project;

reflect upon the process of research and on scholarly debates.

General Assessment Information

ASSIGNMENT SUBMISSION AND RETURN

All written work will be assessed by your supervisor and must be submitted as a pdf via Turnitin through the AHIS350 iLearn site. All assignment files should be saved with your full name in the label of the file. They should include the following at the start: Student name; Student number; Assessment Task Title or Question.

Every effort will be made to return assignments in a timely fashion.

N.B. (NOTA BENE), i.e. NOTE WELL: You should always keep a copy of completed assignment tasks in case of loss.

ASSIGNMENT LENGTH

Markers will stop reading assignments which are more than 10% over the specified word length. Students who submit assignments which are under 10% of the prescribed word length may be asked to resubmit. **Please note that footnotes and bibliography** are not included in the word count in this unit.

GRADING:

The grade a student receives will signify their overall performance in meeting the learning outcomes of the unit. Grades will not be awarded by reference to the achievement of other students nor allocated to fit a predetermined distribution. In determining a grade, due weight will be given to the learning outcomes and level of the unit. Markers in the unit will use the following grades:

HD = High Distinction 85–100

D = Distinction 75–84

Cr = Credit 65–74

P = Pass 50–64

F = Fail 0–49

Criteria and standards for required for the Assessment Tasks will be found on the iLearn site. Marking rubrics will be used and sample papers provided in this unit.

EXTENSIONS AND PENALTIES FOR LATE SUBMISSION OF ASSESSMENT TASKS

Extensions for assignments can only be granted for *serious and unavoidable* disruptions that arise after a study period has commenced and may only be sought with the support of

documentary evidence. If you anticipate any difficulty in meeting due dates for assignments then it is important that you contact the unit convenor as early as possible and before the deadline.

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

SPECIAL CONSIDERATION

The granting of extensions is subject to the University's Special Consideration Policy.

A student who has experienced unexpected, unavoidable, and serious circumstances affecting their assessable work may lodge an application for Special Consideration.

Applications will only be accepted in the following circumstances:

- where academic work has been hampered to a substantial degree by illness or other cause; and
- the circumstances are serious and unavoidable and beyond the student's control; and
- the application for Special Consideration is lodged no later than **five (5) working days** after the assessment task due date or examination date.

<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

IMPORTANT NOTE ON FINAL MARKS

Please note with respect to the marks you receive for work during the session: that the marks given are indicative only; final marks will be determined after moderation. See further the note on Results in the Policies and Procedures section below.

Assessment Tasks

Name	Weighting	Hurdle	Due
Bibliography and Research Plan	30%	No	5pm Friday Week 4 (23rd March)
Short Book Review	20%	No	5pm Friday Week 8 (4th May)
Oral Presentation	10%	No	Tues. & Wed. of Week 13
Written paper	40%	No	5pm Friday Week 13 (8th June)

Bibliography and Research Plan

Due: **5pm Friday Week 4 (23rd March)**

Weighting: **30%**

Students are to submit an annotated bibliography of modern works on their chosen area of research together with a research plan (of no more than 300 words) outlining the proposed research project. The annotations and research plan should not be more than 1500–2000 words overall.

For the annotated bibliography students should provide a few sentences describing and/or analyzing the contents of each bibliographical item. It is recommended that students aim to find ca. 10–15 bibliographical items. (Please note that the citation of the bibliographical item itself isn't included in the word count.)

The choice of items for your bibliography and the nature of your research plan should be **discussed with your supervisor**.

Markers will stop reading assignments which are more than 10% over the specified word length. Students who submit assignments which are under 10% of the prescribed word length may be asked to resubmit.

This assessment must be submitted via Turnitin on the iLearn website by **5pm on Friday of Week 4 (24th March)**.

On successful completion you will be able to:

- acquire knowledge of historical developments and historiography relevant to chosen topic;
- formulate arguments and express ideas at an advanced level;
- develop sophisticated research skills and an ability to manage an extended research and writing project;

Short Book Review

Due: **5pm Friday Week 8 (4th May)**

Weighting: **20%**

Students are to submit a short (750–1000 words) review of a book or major article (30+ pages) which is central to their chosen field of study. The choice of book or article should be **discussed with your supervisor**.

The book review should start with the full bibliographical details of the work under review.

It should also

- (i) identify two or three of the most central points in the book (or major article) chosen; and
- (ii) discuss how far the author has derived them from the ancient sources.

Students might address the following (where relevant and/or appropriate):

What is the purpose of the work? What is the topical and chronological range of the work? What are the common themes or unifying elements? What is the emphasis of the work? Is this consistent throughout the work? What is the author's perspective or point of view? Is the author impartial, objective or prejudiced? Does the author seem to have an 'axe to grind'? Does the author achieve any stated purpose to your critical satisfaction? Have questions raised been satisfactorily answered? What is the nature of the material used? How well does the author handle the ancient evidence or other modern scholarship? Is the work well written? Is the work well presented? How accurate is the information given? Are maps, illustrations or charts used? How successful do you think the work is in terms of the arguments raised? What could have been done differently, and why? Does the work have any flaws? If so, what are they? Is the work methodologically sophisticated?

Examples of scholarly reviews (of varying quality) may be found in the Bryn Mawr Classical Review: <<http://bmcr.brynmawr.edu/>> and on the iLearn website under Week 8 Readings.

Please note that if you use other scholarly reviews to inform your review you need to fully acknowledge these in your footnotes.

Markers will stop reading assignments which are more than 10% over the specified word length. Students who submit assignments which are under 10% of the prescribed word length may be asked to resubmit. **Please note that footnotes and bibliography** are not included in the word count. Guidelines on the **referencing** for written papers will be found on the iLearn site.

The review must be submitted via Turnitin on the iLearn website by **5pm on Friday of Week 8 (4th May)**.

On successful completion you will be able to:

- acquire knowledge of historical developments and historiography relevant to chosen topic;
- demonstrate skill in evaluating ancient source material and modern interpretations of that source material at an advanced level;
- formulate arguments and express ideas at an advanced level;
- develop sophisticated research skills and an ability to manage an extended research and writing project;

Oral Presentation

Due: **Tues. & Wed. of Week 13**

Weighting: **10%**

A 15 minute presentation of the results of your research will occur at the unit mini-conference on the mornings of **Tuesday and Wednesday of Week 13 (5th and 6th of June)** and accounts for 10% of your final grade.

Attendance at the mini-conference on the mornings of 5th and 6th June is compulsory.

Sessions will run between 9am to 1pm on both days.

Student papers will be 15 minutes in length. 5–10 minutes will be allocated for questions from peers and staff in attendance. All students are expected to participate in this regard.

Both sessions of the mini-conference will be held in the 244 Seminar Room (10 Macquarie Walk). There will be facilities for PowerPoint presentations if students wish to use them.

Students may also wish to produce an accompanying handout.

The presentation will be assessed in terms of its content and delivery and the way in which paper-givers field questions. Students should endeavour to present their work clearly and in a way which is accessible to non-specialists in the area. It is also important to adhere closely to the allocated time. (Any problems of this nature may be averted by reading your paper aloud and timing it beforehand.)

It is the **responsibility of students** to make sure that they **invite supervisors to attend their paper** and advise them of the relevant time and location.

Students are asked to **submit their draft notes for the oral presentation (as a pdf) on the iLearn site via Turnitin (Assessment 3) by 5.00pm on Wednesday June 6th. These notes will not be assessed** but supervisors will provide comments and a mark for the oral presentation relating to the notes.

On successful completion you will be able to:

- acquire knowledge of historical developments and historiography relevant to chosen topic;
- demonstrate skill in evaluating ancient source material and modern interpretations of that source material at an advanced level;
- formulate arguments and express ideas at an advanced level;
- develop sophisticated research skills and an ability to manage an extended research and writing project;
- reflect upon the process of research and on scholarly debates.

Written paper

Due: **5pm Friday Week 13 (8th June)**

Weighting: **40%**

Students are to submit an essay on a chosen research topic between 2,500–3,000 words in length.

They are expected **to meet regularly with supervisors** to discuss progress on the research paper throughout the session. **It is essential for students to have met at least twice with their supervisor and obtained feedback on their developing research project by the end of Week 4.**

Guidelines on the **referencing** for written papers will be found on the iLearn site.

Markers will stop reading assignments which are more than 10% over the specified word length. Students who submit assignments which are under 10% of the prescribed word length may be asked to resubmit. **Please note that footnotes and bibliography** are not included in the word count in this unit.

The paper must be submitted as a pdf via Turnitin on the iLearn website by **5pm on Friday of Week 13 (8th June)**.

On successful completion you will be able to:

- acquire knowledge of historical developments and historiography relevant to chosen topic;
- demonstrate skill in evaluating ancient source material and modern interpretations of that source material at an advanced level;
- formulate arguments and express ideas at an advanced level;
- develop sophisticated research skills and an ability to manage an extended research and writing project;
- reflect upon the process of research and on scholarly debates.

Delivery and Resources

FINDING A SUPERVISOR

Students will undertake research on a topic arising from an Ancient History unit which they have previously undertaken. Usually, supervisors will be the course convenor of the unit chosen. For your convenience, a list of academic staff and their research interests can be found at:

<<https://www.mq.edu.au/about/about-the-university/faculties-and-departments/faculty-of-arts/departments-and-centres/department-of-ancient-history/our-people>>

Students are advised strongly to make contact with the relevant member of staff as soon as the unit guide is published and to set up a meeting as soon as possible to gain a staff member's approval to act in a supervisory capacity and to discuss a potential topic. (Staff contact information can be found at the url given immediately above.) The general rule is that staff members should not supervise more than three AHIS350 students at a time. **Students must**

contact the unit convenor by the end of the first week of the session to register their topic and the name of their supervisor.

CLASSES

There will be four group meetings in this unit. There will be two short meetings in **Week 1 (Tuesday, 27th February, 9–11am in 209 Tutorial Room, 17 Wally's Walk)** and **Week 7 (Tuesday 10th April, 9-11am in 209 Tutorial Room, 17 Wally's Walk)**. The first group meeting will be organizational and introductory (no preparation is required) and the second is intended to give students the opportunity to meet and discuss any issues which might have arisen in the course of their research. Attendance at the first meeting is essential but optional at the mid-session meeting in Week 7. Students will be reminded of the dates and times of these meetings via an Announcement on the unit's iLearn site.

Attendance at the **mini-conference held on the mornings of the Tuesday and Wednesday of Week 13 (5–6th June) is COMPULSORY**. Students should consult with their supervisors about their research on a regular basis. **It is also compulsory for students to have met at least twice with their supervisor and obtained feedback on their developing research project by the end of Week 4.**

REQUIRED READING AND TEXTS

Students should consult with their supervisors regarding required and recommended reading.

TECHNOLOGY USED AND REQUIRED

The unit has an iLearn page which can be accessed at: <http://ilearn.mq.edu.au/>.

PC and internet access are therefore required. Basic computer skills (e.g., internet browsing) and skills in word processing are also a requirement. Please consult teaching staff for any further, more specific requirements.

EXAMINATIONS

Please note that there are no formal examinations in this unit.

SATISFACTORY COMPLETION OF UNIT

A student is expected to attempt all forms of assessment and is required to achieve an overall mark of 50% or above to complete the unit satisfactorily.

IMPORTANT NOTE ON FINAL MARKS

Please note with respect to the marks you receive for work during the session: that the marks

given are indicative only; final marks will be determined after moderation. See further the note on Results in the Policies and Procedures section below.

Unit Schedule

There will be four group meetings in this unit. There will be two short meetings in **Week 1 (Tuesday, 27th February, 9–11am in 209 Tutorial Room, 17 Wally's Walk)** and **Week 7 (Tuesday 10th April, 9-11am in 209 Tutorial Room, 17 Wally's Walk)**. The first group meeting will be organizational and introductory (no preparation is required) and the second is intended to give students the opportunity to meet and discuss any issues which might have arisen in the course of their research. Attendance at the first meeting is essential but optional at the mid-session meeting in Week 7. Students will be reminded of the dates and times of these meetings via an Announcement on the unit's iLearn site.

Attendance at the **mini-conference held on the mornings of the Tuesday and Wednesday of Week 13 (5–6th June) is COMPULSORY**. Students should consult with their supervisors about their research on a regular basis. **It is also compulsory for students to have met at least twice with their supervisor and obtained feedback on their developing research project by the end of Week 4.**

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note: The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.**)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway \(https://students.mq.edu.au/support/study/student-policy-gateway\)](https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/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

- formulate arguments and express ideas at an advanced level;
- develop sophisticated research skills and an ability to manage an extended research and writing project;
- reflect upon the process of research and on scholarly debates.

Assessment tasks

- Short Book Review
- Oral Presentation
- Written paper

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

- formulate arguments and express ideas at an advanced level;
- develop sophisticated research skills and an ability to manage an extended research and writing project;
- reflect upon the process of research and on scholarly debates.

Assessment tasks

- Bibliography and Research Plan
- Short Book Review
- Oral Presentation
- Written paper

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

- acquire knowledge of historical developments and historiography relevant to chosen topic;
- demonstrate skill in evaluating ancient source material and modern interpretations of that source material at an advanced level;
- formulate arguments and express ideas at an advanced level;
- develop sophisticated research skills and an ability to manage an extended research and writing project;
- reflect upon the process of research and on scholarly debates.

Assessment tasks

- Oral Presentation
- Written paper

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

- acquire knowledge of historical developments and historiography relevant to chosen topic;
- demonstrate skill in evaluating ancient source material and modern interpretations of that source material at an advanced level;
- formulate arguments and express ideas at an advanced level;
- develop sophisticated research skills and an ability to manage an extended research and writing project;
- reflect upon the process of research and on scholarly debates.

Assessment tasks

- Bibliography and Research Plan
- Short Book Review
- Oral Presentation

- Written paper

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

- acquire knowledge of historical developments and historiography relevant to chosen topic;
- demonstrate skill in evaluating ancient source material and modern interpretations of that source material at an advanced level;
- formulate arguments and express ideas at an advanced level;
- develop sophisticated research skills and an ability to manage an extended research and writing project;
- reflect upon the process of research and on scholarly debates.

Assessment tasks

- Bibliography and Research Plan
- Short Book Review
- Oral Presentation
- Written paper

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

- acquire knowledge of historical developments and historiography relevant to chosen topic;
- demonstrate skill in evaluating ancient source material and modern interpretations of that source material at an advanced level;

- formulate arguments and express ideas at an advanced level;
- develop sophisticated research skills and an ability to manage an extended research and writing project;
- reflect upon the process of research and on scholarly debates.

Assessment tasks

- Bibliography and Research Plan
- Short Book Review
- Oral Presentation
- Written paper

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

- formulate arguments and express ideas at an advanced level;
- develop sophisticated research skills and an ability to manage an extended research and writing project;
- reflect upon the process of research and on scholarly debates.

Assessment tasks

- Bibliography and Research Plan
- Short Book Review
- Oral Presentation
- Written paper

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 express ideas at an advanced level;
- reflect upon the process of research and on scholarly debates.

Assessment tasks

- Oral Presentation
- Written paper

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 outcomes

- formulate arguments and express ideas at an advanced level;
- reflect upon the process of research and on scholarly debates.

Assessment tasks

- Oral Presentation
- Written paper

Changes from Previous Offering

In response to student feedback the respective weightings of the final conference paper presentation and research paper have been reduced. Some students felt that the load should be spread more evenly across the unit. The weighting of the Research paper (Assessment 4) has been reduced to from 45% to 40% and the Oral Presentation (Assessment 3) from 15% to 10% of the overall grade. Accordingly, the weighting of the Bibliography and Research Plan (Assessment 1) has been increased from 25% to 30% and the Short Book Review from 15% to 20% of the overall mark.

Students please note that *the Special Consideration Policy is effective from December 4th 2017 and replaces the Disruption to Studies Policy.*

Special Consideration Policy: <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

There are new penalties for late submission which adhere to the required policy of the Faculty of Arts at Macquarie University.