



# AHIS168

## Coptic Egyptian A

S2 External 2019

*Dept of Ancient History*

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#### **Disclaimer**

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## General Information

### Unit convenor and teaching staff

Convenor

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Contact via Email

Tutor

Sam Cook

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Credit points

3

Prerequisites

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:

- Recognise and recall Coptic script and phonetic structure
- Identify and recall Coptic grammatical structures at elementary level
- Recognise and memorise foundational Coptic vocabulary
- Assess the grammar required for the translation of simple Coptic texts
- Explore relevant grammatical and lexical reference tools

Recognise 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.

Extensions are available on medical grounds and may be requested under other special circumstances. All extensions must be applied for through the ask.mq system.

### Penalties for Late Submission

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.

To clarify, the two (2) marks out of 100 that will be deducted per day represent two percent of the total marks for the assignment that is late.

**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
<a href="#">In-class tests (10)</a>	25%	No	Weeks 4-13
<a href="#">Assignments (3)</a>	45%	No	Weeks 6, 9, & 12
<a href="#">Exam</a>	30%	No	University Exam Period

### In-class tests (10)

Due: **Weeks 4-13**

Weighting: **25%**

Tests recall of grammar and vocabulary through on-line testing 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.

This Assessment Task relates to the following Learning Outcomes:

- Recognise and recall Coptic script and phonetic structure
- Identify and recall Coptic grammatical structures at elementary level
- Recognise and memorise foundational Coptic vocabulary
- Assess the grammar required for the translation of simple Coptic texts
- Recognise and recall linguistic metalanguage

On successful completion you will be able to:

- Recognise and recall Coptic script and phonetic structure
- Identify and recall Coptic grammatical structures at elementary level
- Recognise and memorise foundational Coptic vocabulary
- Assess the grammar required for the translation of simple Coptic texts
- Explore relevant grammatical and lexical reference tools
- Recognise 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

## 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.

This Assessment Task relates to the following Learning Outcomes:

- Recognise and recall Coptic script and phonetic structure
- Identify and recall Coptic grammatical structures at elementary level
- Recognise and memorise foundational Coptic vocabulary
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- Explore relevant grammatical and lexical reference tools
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## Exam

Due: **University 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.

This Assessment Task relates to the following Learning Outcomes:

- Recognise and recall Coptic script and phonetic structure
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## Delivery and Resources

### Lectures

The course consists of a two-hour lecture, of which the audio will be recorded, with accompanying notes. In lieu of the tutorial (which cannot be recorded), a weekly discussion forum will allow students to ask questions about that week's exercises.

### Technology used and required

The unit has an iLearn page which can be accessed at <https://ilearn.mq.edu.au/login/index.php>. PC and internet access are therefore required. Basic computer skills (e.g., internet browsing) and skills in word processing are also a requirement. Content, readings, and discussions for this unit will be delivered via the unit iLearn page. The lectures for this unit will be recorded and the audio recordings and accompanying notes will be available on the Echo 360 system. Any extra

readings required will be made available on the unit iLearn page.

Lectures will be recorded and uploaded to Echo360 soon after class. Course notes will be uploaded to iLearn, as will the 3 assignments. 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.

### **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. We will use unicode fonts which (theoretically) display the same on all systems. I suggest therefore that you download the public domain Unicode font “New Athena Unicode”, which contains Coptic and Greek characters.

New Athena Unicode is available for both PC and Macintosh computers on the following website:

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

(See the link to "DOWNLOAD New Athena Unicode version 5.002 in ttf format" under "Latest Version")

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

<http://ucbclassics.dreamhosters.com/djm/coptic.html>

This contains instructions for installing the Keyboard layouts in Windows or Mac systems, and general guidance on entering Coptic on both systems.

If you have any problems using this font, please contact the lecturer.

## **Textbook and other reading**

### **Textbook**

The textbook we will use is Lambdin, T. O., *Introduction to Sahidic Coptic*, Macon 1983 (2nd edition 1992). This is available from the co-op bookshop, and all students must purchase a copy.

### **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. If students wish to purchase a comprehensive grammar, I recommend that of Layton, below, but this is not required.

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*.

There is now a Coptic Dictionary online (edited by the Koptische/Coptic Electronic Language and Literature International Alliance (KELLIA)) online at <https://coptic-dictionary.org/> which contains both Coptic *and* Greek words. For guidance on using this dictionary see <https://coptic-dictionary.org/help.cgi>

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.

## **Unit Schedule**

### **Course Structure**

Each week, there will be a 2-hour lecture on Tuesday. The course material will be presented in the lecture; students will then do exercises which reinforce the information learned in the lecture. For a week-by-week overview of the content we will cover, see the unit iLearn site.

## **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](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://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 published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) 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) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@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)

If you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@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:

#### 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

- Recognise and memorise 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

- Recognise and recall Coptic script and phonetic structure
- Recognise and memorise 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

- Recognise and recall Coptic script and phonetic structure

- Identify and recall Coptic grammatical structures at elementary level
- Recognise and memorise foundational Coptic vocabulary
- Assess the grammar required for the translation of simple Coptic texts
- Explore relevant grammatical and lexical reference tools
- Recognise 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**

- Recognise 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
- Recognise 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**

- Recognise and recall Coptic script and phonetic structure
- Identify and recall Coptic grammatical structures at elementary level
- Explore relevant grammatical and lexical reference tools
- Recognise 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**

- Recognise 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