



# AHIS3102

## Hieroglyphic Egyptian D

Session 2, Online-flexible 2024

*Department of History and Archaeology*

### Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	3
<u>Delivery and Resources</u>	5
<u>Unit Schedule</u>	6
<u>Policies and Procedures</u>	7
<u>Accessibility Statement</u>	9

#### **Disclaimer**

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## General Information

Unit convenor and teaching staff Convener Julia Hamilton <a href="mailto:julia.hamilton@mq.edu.au">julia.hamilton@mq.edu.au</a> Contact via Email 25 Wally's Walk, B168 By appointment
Credit points 10
Prerequisites AHIS2150
Corequisites
Co-badged status
Unit description This unit aims to help history students consolidate advanced skills in ancient languages, especially through the reading of original texts in the ancient Egyptian language.

## 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:

- ULO1:** Identify and recall grammatical structures of relevant language at advanced level
- ULO2:** Recognise and memorise advanced vocabulary of relevant language
- ULO3:** Assess the grammar required for the translation of texts appropriate to level of study
- ULO4:** Explore and appraise relevant grammatical and lexical reference tools
- ULO5:** Employ linguistic technical terms
- ULO6:** Integrate knowledge of grammar and vocabulary in reading and/or writing advanced texts
- ULO7:** Analyse the significance of languages for the study of relevant ancient cultures

## General Assessment Information

### Guide to assessment items

Guidelines for preparing the assessment tasks as well as assessment criteria are available on iLearn. The assessment tasks are compulsory in this unit. Each assessment task has a due date and students are expected to submit their work on time.

All assessment tasks will be graded using a rubric, which outlines the criteria and standards for each grade descriptor. Rubrics for each task can be found on the unit's iLearn site.

### Late Assessment Submission Penalty

Unless a Special Consideration request has been submitted and approved, **a 5% penalty (of the total possible mark) will be applied each day a written assessment is not submitted**, up until the 7th day (including weekends). After the 7th day, a mark of '0' (zero) will be awarded even if the assessment is submitted. Submission time for all written assessments is set at 11.55pm. A 1-hour grace period is provided to students who experience a technical issue.

This late penalty will apply to non-timed sensitive assessment (incl essays, reports, posters, portfolios, journals, recordings etc). **Late submission of time sensitive tasks** (such as tests/exams, performance assessments/presentations, scheduled practical assessments/labs etc) **will only be addressed by the unit convenor via a Special Consideration application** (<https://students.mq.edu.au/study/assessment-exams/special-consideration>). The Special Consideration outcome may result in a new question or topic.

### Word Limit Penalty

Written assessment tasks submitted that are under or over the word length by more than 10% will be penalised with **a 10% penalty (of the total possible mark)**.

### Citation and Referencing techniques Penalty

Turnitin is a 'text-matching' software which is designed to educate students regarding appropriate citation and referencing techniques. Turnitin is also used to provide MQ with confidence in the academic integrity of students work.

All assessment tasks will be marked according to the MQ [Academic Integrity Policy](#) and the schedule of penalties.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Participation assessments</a>	20%	No	Sunday 23:55 of Week 4
<a href="#">Linguistic analysis 1</a>	40%	No	Sunday 23:55 of Weeks 7, 9
<a href="#">Linguistic analysis 2</a>	40%	No	Sunday 23:55 of Week 13

## Participation assessments

Assessment Type <sup>1</sup>: Participatory task

Indicative Time on Task <sup>2</sup>: 20 hours

Due: **Sunday 23:55 of Week 4**

Weighting: **20%**

Participation appropriate to specific language offerings

On successful completion you will be able to:

- Identify and recall grammatical structures of relevant language at advanced level
- Recognise and memorise advanced vocabulary of relevant language
- Assess the grammar required for the translation of texts appropriate to level of study
- Explore and appraise relevant grammatical and lexical reference tools
- Employ linguistic technical terms
- Integrate knowledge of grammar and vocabulary in reading and/or writing advanced texts
- Analyse the significance of languages for the study of relevant ancient cultures

## Linguistic analysis 1

Assessment Type <sup>1</sup>: Problem set

Indicative Time on Task <sup>2</sup>: 30 hours

Due: **Sunday 23:55 of Weeks 7, 9**

Weighting: **40%**

Linguistic analysis appropriate to specific language offerings

On successful completion you will be able to:

- Identify and recall grammatical structures of relevant language at advanced level
- Recognise and memorise advanced vocabulary of relevant language
- Assess the grammar required for the translation of texts appropriate to level of study
- Explore and appraise relevant grammatical and lexical reference tools
- Employ linguistic technical terms
- Integrate knowledge of grammar and vocabulary in reading and/or writing advanced texts

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

## Linguistic analysis 2

Assessment Type <sup>1</sup>: Problem set

Indicative Time on Task <sup>2</sup>: 30 hours

Due: **Sunday 23:55 of Week 13**

Weighting: **40%**

Linguistic analysis appropriate to specific language offering

On successful completion you will be able to:

- Identify and recall grammatical structures of relevant language at advanced level
- Recognise and memorise advanced vocabulary of relevant language
- Assess the grammar required for the translation of texts appropriate to level of study
- Explore and appraise relevant grammatical and lexical reference tools
- Employ linguistic technical terms
- Integrate knowledge of grammar and vocabulary in reading and/or writing advanced texts
- Analyse the significance of languages for the study of relevant ancient cultures

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<sup>1</sup> If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the [Writing Centre](#) for academic skills support.

<sup>2</sup> Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

## Delivery and Resources

The unit is taught as a lecture followed by a tutorial. Each of these sessions will take place in person and the lecture will also be recorded and made available on the iLearn site via Echo360. The unit website also contains additional materials that are designed to assist the student with continuous learning.

Active engagement with the website is essential to successfully complete the unit, including online via a discussion forum on the unit's iLearn site.

All students are expected to prepare for and actively participate in classes, including online via a

discussion forum on the unit's iLearn site. Students are required to have regular access to a computer and the internet and mobile devices alone are not sufficient. Preparation for classes involves preparing translations of the texts to be worked through in class and doing the background reading set. A PDF of the texts to be studied will be made available on the unit's iLearn site, and where possible readings are made digitally available via Leganto.

Students will need to have access to B.G. Ockinga, *Concise Grammar of Middle Egyptian*, 3rd edition (Mainz, 2012), as well as R. O. Faulkner's *Concise Dictionary of Middle Egyptian* and A.H. Gardiner's *Middle Egyptian Grammar*, for which digital copies are available. For some texts it will also be necessary to consult A. Erman & H. Grapow, *Wörterbuch der Ägyptischen Sprache*, which is available via the Thesaurus Linguae Aegyptiae online (<https://thesaurus-linguae-aegyptiae.de/home>) and R. Hannig, *Grosses Handwörterbuch Ägyptisch-Deutsch* (talk to the Convenor about access to this resource if you cannot consult it in the Macquarie University Library).

Transliteration keyboards that can be used in iLearn and other platforms are available on iLearn to download with instructions on how to install them. The keyboard font can be used when doing assignments and translation tests.

## Unit Schedule

Week	Lecture	Tutorial	Assessments
1	Introduction to the Ramesside Period	Advanced skills: Lexicographical Analysis	
2	Neo-Middle Egyptian and Medio-Late Egyptian I: Mind your <i>p?</i> and <i>t?</i> !	Advanced skills: Foreign names and group writing	
	Neo-Middle Egyptian and Medio-Late Egyptian II: Verb morphology	Advanced skills: Epigraphy and reading from monuments	
4	Most Select of Places: The Temple of Karnak	Reading from monuments: Excerpt from Seti I Hypostyle Hall at Karnak	Lexicographical Report and Infographic due Sunday (20%)
5	<i>Wehem mesut</i> : Seti I's Repetition of Births	As in Week 4	
6	Ramesses II goes to war	Reading from monuments: Excerpt from the Kadesh 'Bulletin', Abu Simbel	
7	Negotiating Peace: The different versions of the Peace Treaty	Reading from monuments: Excerpt from Ramesses II's Peace Treaty Inscription, Karnak	Translation Task 1 (Linguistic Analysis 1) due Sunday (20%)

8	Ruling women in times of War: Nefertari and Puduhepa	As in Week 7	
<b>Break</b>			
9	Troubled times: The reign of Ramesses III and the temple of Medinet Habu	Reading hieratic: Excerpt from the Historical Section of Papyrus Harris I (P. BM EA 9999)	Translation Task 2 (Linguistic Analysis 1) due Sunday (20%)
10	Ramesside Hieratic Texts I	As in Week 9	
11	Ramesside Hieratic Texts II	As in Week 10	
12	The end of the Ramesside Period	Advanced skills: Historical document analysis	
13	<i>No Lectures</i>		Essay (Linguistic Analysis 2) due Sunday (40%)

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au). 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](#)
- [Assessment Procedure](#)
- [Complaints Resolution Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#)

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

To find other policies relating to Teaching and Learning, visit [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au) and use the [search tool](#).

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/admin/other-resources/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 [connect.mq.edu.au](https://connect.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

## Academic Integrity

At Macquarie, we believe [academic integrity](#) – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free [online writing and maths support](#), [academic skills development](#) and [wellbeing consultations](#).

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## The Writing Centre

[The Writing Centre](#) provides resources to develop your English language proficiency, academic writing, and communication skills.

- [Workshops](#)
- [Chat with a WriteWISE peer writing leader](#)
- [Access StudyWISE](#)
- [Upload an assignment to Studiosity](#)
- [Complete the Academic Integrity Module](#)

The Library provides online and face to face support to help you find and use relevant information resources.

- [Subject and Research Guides](#)
- [Ask a Librarian](#)

## Student Services and Support

Macquarie University offers a range of [Student Support Services](#) including:

- [IT Support](#)
- [Accessibility and disability support](#) with study



- Mental health [support](#)
- [Safety support](#) to respond to bullying, harassment, sexual harassment and sexual assault
- [Social support including information about finances, tenancy and legal issues](#)
- [Student Advocacy](#) provides independent advice on MQ policies, procedures, and processes

## Student Enquiries

Got a question? Ask us via the [Service Connect Portal](#), or contact [Service Connect](#).

## 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.

## Accessibility Statement

This unit is intended for all students, including those with mental or physical disabilities, illness, injuries, impairments, or any other condition that tends to negatively affect one's equal access to education. If, at any point in the session, you find yourself not able to fully access the space, content, and experience of this course, you are welcome (but not required) to contact me. It is never too late to request accommodations – our bodies and circumstances are diverse and continuously changing.

For students with accessibility requirements, I encourage you to contact [Accessibility Services](#) to ensure that we, as an institution, are supporting your learning. By making a plan through Accessibility Services, you can ensure accommodation without disclosing any information to your course convenors.

There are also a range of resources on campus that serve to support and improve student learning and wellbeing, including the [Learning Skills Unit](#), [Peer Support](#) programs, resources for [Aboriginal and Torres Strait Islander students](#), [English Language support](#), and [Student Wellbeing](#) support and resources. Please reach out to these programs or contact me directly for further information.

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Unit information based on version 2024.02 of the [Handbook](#)