

## **Term Information**

Effective Term Autumn 2021

## **General Information**

Course Bulletin Listing/Subject Area Near Eastrn Lang and Cultures  
Fiscal Unit/Academic Org Near Eastern Languages/Culture - D0554  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 3105  
Course Title Lost Languages  
Transcript Abbreviation Lost Languages  
Course Description The decipherment of Egyptian hieroglyphs is but one story in the decipherment of forgotten writing systems and lost languages in the 19th and 20th centuries. This class will examine 6 great decipherments, how scholars were able to crack the code, the nature of these writing systems, and the languages and history unlocked.  
Semester Credit Hours/Units Fixed: 3

## **Offering Information**

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? No  
Grading Basis Letter Grade  
Repeatable No  
Course Components Lecture  
Grade Roster Component Lecture  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Never  
Campus of Offering Columbus

## **Prerequisites and Exclusions**

Prerequisites/Corequisites  
Exclusions  
Electronically Enforced No

## **Cross-Listings**

Cross-Listings

## **Subject/CIP Code**

Subject/CIP Code 16.1199  
Subsidy Level Baccalaureate Course  
Intended Rank Freshman, Sophomore, Junior, Senior

## **Requirement/Elective Designation**

General Education course:

Individual and Groups; Global Studies (International Issues successors)

The course is an elective (for this or other units) or is a service course for other units

Survey Course

## **Course Details**

### **Course goals or learning objectives/outcomes**

- Students gain an understanding of the history and typology of writing systems.
- Students analyze the methods of decipherment, utilizing comparative linguistics and bilingual texts.
- Students gain an understanding of the history of archaeological and epigraphic endeavors associated with the 'great decipherments' and their relationship to the colonial past.
- Students gain a state-of-the-art understanding of the undeciphered scripts and why most claims of decipherment are 'bogus'.
- Students attempt the decipherment of a script, using the methods discussed above.

### **Content Topic List**

- Epigraphy
- Egyptian Hieroglyphs
- Cuneiform
- Ugarit
- Mayan Hieroglyphs
- Phaistos disc
- Linear A
- History and typology of writing systems
- Archeology

### **Sought Concurrence**

No

**Attachments**

- GE Assessment Plan for Diversity.docx: GE Assessment Plan  
*(GEC Course Assessment Plan. Owner: Smith,Jeremie S)*
- GE Assessment Plan for Social Sciences.docx: GE Assessment Plan  
*(GEC Course Assessment Plan. Owner: Smith,Jeremie S)*
- NELC 3105 - Lost Languages - New Course Syllabus.docx: Syllabus  
*(Syllabus. Owner: Smith,Jeremie S)*
- Rationale -Social Sciences.docx: GE Rationale  
*(GEC Model Curriculum Compliance Stmt. Owner: Smith,Jeremie S)*
- Rationale\_Diversity Global Studies.docx: GE Rationale  
*(GEC Model Curriculum Compliance Stmt. Owner: Smith,Jeremie S)*
- NELC 3105 - GE Assessment Plan for Diversity (Revised 12:20).docx: GE Assessment Plan (revised)  
*(GEC Course Assessment Plan. Owner: Smith,Jeremie S)*
- NELC 3105 - GE Assessment Plan for Social Sciences (Revised 12:20).docx: GE Assessment Plan (revised)  
*(GEC Course Assessment Plan. Owner: Smith,Jeremie S)*
- NELC 3105 - Lost Languages - New Course Syllabus (Revised 12:20).docx: GE Rationale (revised)  
*(GEC Model Curriculum Compliance Stmt. Owner: Smith,Jeremie S)*
- NELC 3105 - Rationale -Social Sciences (Revised 12:20).docx: GE Rationale (revised)  
*(GEC Model Curriculum Compliance Stmt. Owner: Smith,Jeremie S)*
- NELC 3105 - Rationale\_Diversity Global Studies (Revised 12:20).docx: Syllabus (revised)  
*(Syllabus. Owner: Smith,Jeremie S)*
- NELC 3105 Linguistics Concurrence.pdf: Linguistics Concurrence  
*(Concurrence. Owner: Smith,Jeremie S)*

**Comments**

- We have provided a letter of concurrence from the Linguistics department and responded to ASCCC feedback provided in April of 2019. - Jeremie *(by Smith,Jeremie S on 12/16/2020 12:43 PM)*
- See 4-29-19 email with panel feedback. *(by Vankeerbergen,Bernadette Chantal on 04/29/2019 02:36 PM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Smith,Jeremie S	03/27/2019 03:20 PM	Submitted for Approval
Approved	Holub,Robert Charles	03/27/2019 03:30 PM	Unit Approval
Approved	Heysel,Garett Robert	04/04/2019 01:18 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	04/29/2019 02:36 PM	ASCCAO Approval
Submitted	Smith,Jeremie S	12/16/2020 12:43 PM	Submitted for Approval
Approved	Levi,Scott Cameron	12/16/2020 12:44 PM	Unit Approval
Approved	Haddad,Deborah Moore	12/16/2020 06:30 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Hilty,Michael Vankeerbergen,Bernadette Chantal	12/16/2020 06:30 PM	ASCCAO Approval

**NELC 3105: Lost Languages**  
**GE Rationale – Diversity : Global Studies**

**COURSE DESCRIPTION**

The last known Hieroglyphic text is a graffito dated to 394 CE. Knowledge of this ancient writing system disappeared once all non-Christian temples in Egypt were closed by the Romans, and with it, 3000 years of Egypt's history. Myths surrounding the meaning of these mysterious writings emerged. Medieval scholars read allegorical meanings into the elaborate epigraphs, always assuming that the hieroglyphs recorded 'ideas', but were never able to divine their meaning. For nearly 15 centuries, the writing system resisted decipherment. In 1822, the French scholar F. Champollion unlocked the script and with it a lost language – Ancient Egyptian. The next decades saw nearly the millennia of lost history restored. But how was this accomplished?

The decipherment of Egyptian hieroglyphs is but one story in the decipherment of forgotten writing systems and lost languages in the 19<sup>th</sup> and 20<sup>th</sup> centuries. This class will examine 6 great decipherments, how scholars were able to crack the code, the nature of these writing systems, and the languages and history unlocked. We will look in detail at what methods epigraphists and linguists used to accomplish this and what gaps remain in our understanding.

The second part of the course will turn to undeciphered languages. We will examine various attempts by scholars to decode this group of writing systems and why they continue to resist decipherment.

**Diversity: Global Studies**

Expected Learning Outcomes:

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
  - a) Students learn about ancient states across the world and their social, political, and religious use of writing, both in public and private spaces.
  - b) The readings of the course introduce students to various pre-modern states around the world and the basics of their history, culture, languages, and society.
  - c) The assignments familiarize students with non-Latin based writing systems and their historical and geographic distribution.

2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.
  - a) Students will learn about the diverse communities from Africa and the Near East responsible for the development of alphabetic traditions used across the world today and reflect on the Greco-Roman-centric narratives in popular culture.
  - b) The readings will introduce students to the impact of colonialism on the decipherment of ancient scripts and how these attitudes shape stereotypes about pre-modern writing cultures and civilizations.
  - c) The written assignments allow students to familiarize themselves with non-European writing traditions across space and time and reflect on how common ideas of writing are generally based on only a small sample of global script diversity.

# NELC 3105 - Lost Languages

Instructor: A. Al-Jallad    Office: Hagerty 313

Term: Spring 2020        Email: al-jallad.1@osu.edu

Credit Hours: 3

## Description

The last known Hieroglyphic text is a graffito dated to 394 CE. Knowledge of this ancient writing system disappeared once all non-Christian temples in Egypt were closed by the Romans, and with it, 3000 years of Egypt's history. Myths surrounding the meaning of these mysterious writings emerged. Medieval scholars read allegorical meanings into the elaborate epigraphs, always assuming that the hieroglyphs recorded 'ideas', but were never able to divine their meaning. For nearly 15 centuries, the writing system resisted decipherment. In 1822, the French scholar F. Champollion unlocked the script and with it a lost language – Ancient Egyptian. The next decades saw nearly the millennia of lost history restored. But how was this accomplished?

The decipherment of Egyptian hieroglyphs is but one story in the decipherment of forgotten writing systems and lost languages in the 19<sup>th</sup> and 20<sup>th</sup> centuries. This class will examine 6 great decipherments, how scholars were able to crack the code, the nature of these writing systems, and the languages and history unlocked. We will look in detail at what methods epigraphists and linguists used to accomplish this and what gaps remain in our understanding.

The second part of the course will turn to undeciphered languages. We will examine various attempts by scholars to decode this group of writing systems and why they continue to resist decipherment.

## ***The Great Decipherments***

1. Egyptian Hieroglyphs
2. Cuneiform
3. The Origins of the Alphabet
4. Ugarit and the background of the Bible
5. The Ancient Alphabets of Arabia
6. Mayan Hieroglyphs

## ***Undeciphered Scripts***

1. Linear A – the Aegean
2. Proto-Elamite – Iran before the Persians
3. Easter Island Rongorongo
4. The Indus Script
5. Phaistos Disc
6. Zapotec Script

#### Course Learning Objectives:

- 1) Students gain an understanding of the history and typology of writing systems.
- 2) Students analyze pre-modern (and non-European) interests in ancient scripts.
- 3) Students gain an understanding of the history of archaeological and epigraphic endeavors associated with the 'great decipherments' in the age of colonialism and their political and historical contexts.
- 4) Students will learn to critically assess decipherment claims and understand their historical/social/racial underpinnings.
- 5) Students will understand the commonalities between writing systems around the world and the shared history of nearly all alphabetic traditions.
- 6) Students attempt a decipherment of *con-script*, using theories and methods acquired during the course.

This course is intended to satisfy the GE requirements for Social Sciences: Individuals & Groups and Diversity: Global Studies. This course also meets the requirements for NELC.

#### **General Education Requirement - Social Science: Individuals and Groups Goals:**

Students understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

#### **Expected learning outcomes**

1. Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.
2. Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.
3. Students comprehend and assess individual and group values and their importance in social problem solving and policy making.

## General Education Requirement - Diversity: Global Studies

### Goals:

Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

### Expected Learning Outcomes

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

**Teaching Method:** Lectures and Discussion

**Textbook:** Lost Languages: The enigma of the world's undeciphered scripts. Robinson, A. Thames and Hudson (2009, reprint).

Articles and course materials posted on Carmen

### Grading

Written Assignments	25 %
Carmen discussions	10 %
Attendance	10%
Mid-Term Exam	20%
Final Project	35%

***Please check assignment and class schedule for when assignments are due.***

### Grading scale:

A (94-100) A- (90-93) B+ (87-89) B (83-86) B- (80-82) C+ (77-79) C (73-76) C- (70-72) D+ (67-69) D (60-66) E (below 60)

### What Do Letter Grades Mean?

(From Ohio State University's Art Department, adapted for this class)

A represents outstanding distinction and excellence. 90-100%

- These are not impossible to achieve but are rare and difficult to come by.

B signifies levels of solid accomplishment and goodness. 80- 89%



- Good is more common than excellent but more rare than average. While there is merit to hard work and long hours, it does not always guarantee success. Goodness refers to the combined results not just the effort.

C signifies average- simple, common, adequate but ordinary 70-79%

- C is a very respectable point. Recognize what more is needed; plan to move ahead, improve and grow.

D represents results less than standard and/or mediocre- just passable 60-69%

- Perhaps priorities about school or life have not been established. Recognize however, that a D can also mean that you truly do not understand what is expected. You should make an office appointment to discuss how you might take action on your future and upcoming assignment problems.

E is a clear failure. < 59%

-It represents lack of effort/interest. It is a cause for deep concern.

## **Course Requirements**

- Class attendance is essential. More than two unexcused absences will affect your attendance and will result in a percentage point deducted from the final grade for each absence.
- There will be five exercises during the semester.
- Weekly Carmen discussions that students must participate in.
- Participating in class discussions is necessary.
- A project on an attempted decipherment of an undeciphered script, examining its approach and pitfalls.
- A mid-term exam on the basics of the great decipherments.
- Students will prepare a video presentation of their final projects.

## **Explanation of assignments:**

### Attendance and Participation

As with anything, your presence and full engagement make all the difference. Please do not miss class on a regular basis. When you are in class, please be fully present. For every absence after 2 (excused or unexcused), you will lose a point. Three tardies (arriving late or leaving early) is equal to one absence (unless excused). Please talk with the instructor about extenuating circumstances. The policy is not meant to be punitive; it is meant to encourage you to get the most out of the class.

## Weekly Assignments

Every week, the instructor will post a Carmen discussion for you to participate in. You will have four quizzes in class going over material we have discussed.

## Final Presentation

At the end of the semester, students will present the subject of their final paper. The presentation should last around 5 minutes. More detailed information about this assignment will be distributed and discussed in class.

## Final Paper

Your final paper will present an undeciphered script to the class, the problems it has posed for decipherment, the history of scholarship, and your ideas about what is required to crack the code.

## Supplementary Statements

**Incompletes:** I prefer to avoid incompletes when possible, but sometimes you need one. You are required to request it before final exam week, be passing the course, and give good reasons.

**Plagiarism** is the representation of another's works or ideas as one's own. It includes the unacknowledged word for word use and/or paraphrasing of another person's work and/or the inappropriate unacknowledged use of another person's ideas. Please ask me if you have any questions about this. All suspected cases are reported to the Committee on Academic Misconduct, in accordance with university rules. Substantiated cases would mean a failing grade in the course and possibly expulsion, according to university rules. I use anti-plagiarism software to check for undocumented source material. Collaboration and sharing ideas from others, however, is a good thing. We learn by building on each other's ideas. Just make sure you acknowledge your sources. Also, do something with the ideas of others: evaluate them, relate them to other ideas, argue for or against them, give your own examples illustrating them.

**Academic Misconduct:** It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (<http://studentlife.osu.edu/csc/>).

**Disability policy:** The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

**FOR YOUR SAFETY, the OSU Student Safety/Escort Service is available after 7 p.m. by dialing 292--3322.**

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu)

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

## **COURSE SCHEDULE**

### ***PART I. The Great Decipherments***

- 1<sup>st</sup> Week            Discovery in the age of colonialism  
Textbook: pp. 11-48  
Discussion prompt: "What historical circumstances stimulated the interest in the writing systems of the ancient world in the early modern period?"
- 2<sup>nd</sup> Week            Egyptian Hieroglyphs  
Textbook: pp. 50-73  
Discussion prompt: "Ibn Ḥazm, the medieval Middle Eastern occultist, attempted to read the hieroglyphs. How did his attempt differ from Champollion's?"  
Written assignment: sample text translation.
- 3<sup>rd</sup> Week            The Cuneiform script and ancient Mesopotamia  
Textbook: pp. 50-73  
Article: K. Cathcart, "The earliest contributions to the decipherment of Sumerian and Akkadian"  
([https://cdli.ucla.edu/files/publications/cdlj2011\\_001.pdf](https://cdli.ucla.edu/files/publications/cdlj2011_001.pdf))
- 4<sup>th</sup> Week            Proto-Sinaitic and the Origins of the Alphabet  
Article: J. Healey, "Decipherment of the Alphabetic Scripts".  
Written assignment: Produce your own Proto-Sinaitic inscription.
- 5<sup>th</sup> Week            Ugaritic and the background of the Bible  
Article: P. Day, "The decipherment of Ugaritic"  
([http://www.proyectos.cchs.csic.es/SEL/sites/default/files/06day\\_2a4aeb99.pdf](http://www.proyectos.cchs.csic.es/SEL/sites/default/files/06day_2a4aeb99.pdf))  
Written assignment: sample text translation.
- 6<sup>th</sup> Week            The lost alphabets of ancient Arabia  
Article: A. Al-Jallad, "Towards the decipherment of Thamudic D"  
Written assignment: Carve your own Thamudic inscription.

7<sup>th</sup> Week

Mayan Hieroglyphs

Textbook: pp. 104-139

Written assignment: Mayan Calendar in context.

**Part II: The Undeciphered Scripts**

8<sup>th</sup> Week

Linear A – the Aegean

Textbook: pp. 182-199

Discussion: “Evaluate Cyrus Gordan’s identification of Linear A as a Semitic language.”

9<sup>th</sup> Week

Proto-Elamite – Iran before the Iranians

Textbook: pp. 200-217

Discussion: “The Proto-Elamite script remains undeciphered yet the contents of many of the documents are known. How is this so?”

10<sup>th</sup> Week

Easter Island Rongorongo

Textbook: pp. 218-243

Discussion: “How has European colonialism impacted our ability to understand the Rongorongo material? And what do you make of the various opinions regarding its status as a writing system?”

11<sup>th</sup> Week

The Indus Valley Script

Textbook: pp. 264-295

Discussion: Is the Indus Valley script linguistic?

12<sup>th</sup> Week

Phaistos Disk

Textbook: pp. 296-315

13<sup>th</sup> Week

Zapotec and Isthmian

Textbook: pp.244-265

14<sup>th</sup> Week

Final presentations

## **NELC 3105: Lost Languages GE Rationale – Social Sciences**

### **COURSE DESCRIPTION**

The last known Hieroglyphic text is a graffito dated to 394 CE. Knowledge of this ancient writing system disappeared once all non-Christian temples in Egypt were closed by the Romans, and with it, 3000 years of Egypt's history. Myths surrounding the meaning of these mysterious writings emerged. Medieval scholars read allegorical meanings into the elaborate epigraphs, always assuming that the hieroglyphs recorded 'ideas', but were never able to divine their meaning. For early 15 centuries, the writing system resisted decipherment. In 1822, the French scholar F. Champollion unlocked the writing system and with it a lost language – Ancient Egyptian. The next decades saw nearly 3,000 years of lost history restored. But how was this accomplished?

The decipherment of Egyptian hieroglyphs is but one story in the decipherment of forgotten writing systems and lost languages in the 19<sup>th</sup> and 20<sup>th</sup> centuries. This class will examine 6 great decipherments, how scholars were able to crack the code, the nature of these writing systems, and the languages and history unlocked. We will look in detail at what methods epigraphists and linguists used to crack these lost languages and what gaps remain in our understanding.

The second part of the course will turn to undeciphered languages. We will examine various attempts by scholars to decode this group of writing systems and why they continue to resist decipherment.

### **Social Sciences**

Expected Learning Outcomes:

1. Students understands the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.
  - a) This course familiarizes students with the fields of linguistics and philology. Students are introduced to concepts like bilingualism, language change, language death, and paleography.
  - b) Students apply basic principles of comparative linguistics to understand and reproduce the decipherment of ancient languages and scripts.
  - c) Quizzes, Carmen discussions, final presentation and a final take-home exam will equipment students with the tools to understand how ancient writing systems worked and why decipherment is sometimes possible and other times not.
  
2. Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.
  - a) Students will examine the various circumstances under which writing emerged across the ancient world. They will also examine the forces that lead to the proliferation of writing systems, official languages, and literacy.

- b) Students will participate in class debates and discussions related to the political circumstances surrounding the discovery and decipherment of ancient languages.
- c) The assignments and class discussions will ask students analyze the causes for the death of languages and writing systems.



**GE Assessment Social Sciences: Individuals and Groups  
NELC 3105: Lost Languages**

<p><b>GE Expected Learning Outcomes</b></p>	<p><b>Methods of Assessment</b> <i>*Direct methods are required. Additional indirect methods are encouraged.</i></p>	<p><b>Level of student achievement expected for the GE ELO.</b> <i>(for example, define percentage of students achieving a specified level on a scoring rubric</i></p>	<p><b>What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?</b></p>
<p><b><u>ELO 1</u></b>  Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.</p>	<p><u>Direct:</u> Questions in written assignments and Mid-Term Exam  <u>Indirect:</u> Student opinion survey</p>	<p><u>Direct measures:</u> We expect “excellent” or “good” from 80% or more of students  <u>Indirect:</u> We expect 85% or more “agree” from students at the end of the semester</p>	<p>The instructor will review the assessment data and if changes are necessary she will meet with the Director of Undergraduate Studies to discuss the course. This will happen annually if necessary for the first two years, and then less frequently in line with other GE assessments. Where problems appear, issues will be brought to the Director of Undergraduate Studies and the Chair of the department, and if needed, the whole faculty.</p>
<p><b><u>ELO 2</u></b>  Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.</p>	<p><u>Direct:</u> Questions in written assignments and Mid-Term Exam  <u>Indirect:</u> Student opinion survey</p>	<p><u>Direct measures:</u> We expect “excellent” or “good” from 80% or more of students  <u>Indirect:</u> We expect 85% or more “agree” from students at the end of the semester</p>	
<p><b><u>ELO 3</u></b>  Students comprehend and assess individual and group values and their importance in social problem solving and policy making.</p>	<p><u>Direct:</u> Questions in written assignments and Mid-Term Exam  <u>Indirect:</u> Student opinion survey</p>	<p><u>Direct measures:</u> We expect “excellent” or “good” from 80% or more of students  <u>Indirect:</u> We expect 85% or more “agree” from students at the end of the semester</p>	

## **Appendix: Assessment Rubric for Proposed NELC 3105: Lost Languages**

### Two examples of direct measures:

- 1. Students will be given written assignments throughout the semester to assess their improvement with respect to ELO 1 and ELO 2. Student answers will be evaluated on a scale of Excellent-Good-Satisfactory-Poor.**

**Example questions include:**

- ELO 1 example question:* What social and economic forces led to the invention of writing in Ancient Sumer?
  - ELO 2 example question:* What consequences did the invention of the alphabet proper have on literacy?
  - ELO 3 example question:* In what ways have changes in group values facilitated corresponding changes in the complexity of written languages?
- 
- 2. Sample of the questions from Mid-Term Exam that will be used to assess achievement of ELO 1 and ELO 2. These questions will be assessed on a scale of Excellent-Good- Satisfactory-Poor.**
    - ELO 1 example question:* What assumption prevented the decipherment of Egyptian hieroglyphic writing by pre-modern scholars, and how so?
    - ELO 2 example question:* Explain why the decipherment of the Rongorongo script impossible?
    - ELO 3 example question:* Explain what values have contributed to some languages being considered more of a priority to decipher.

Indirect measure:

**Opinion Survey**

At the beginning and the end of the course, students will be asked to fill in an opinion survey. The survey will include self-assessment questions that evaluate their perceived abilities and skills related to the GE learning outcomes at the beginning of the semester and again at the end. The survey will also include several questions that will give students a chance to demonstrate mastery of the GE learning outcomes.

**Social Sciences: Individuals and Groups ELO 1**

1. Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree strongly

**Please explain:**

**Social Sciences: Individuals and Groups ELO 2**

2. Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree Strongly

**Please explain:**

**Social Sciences: Individuals and Groups ELO 3**

3. Students comprehend and assess individual and group values and their importance in social problem solving and policy making.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree Strongly

**Please explain:**

**GE Assessment Plan for Diversity: Global Studies**  
**NELC 3105: Lost Languages**

<p><b>GE Expected Learning Outcomes</b></p>	<p><b>Methods of Assessment</b>  <i>*Direct methods are required. Additional indirect methods are encouraged.</i></p>	<p><b>Level of student achievement expected for the GE ELO.</b>  <i>(for example, define percentage of students achieving a specified level on a scoring rubric</i></p>	<p><b>What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?</b></p>
<p><b><u>ELO 1</u></b></p> <p>Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.</p>	<p><u>Direct:</u> Questions in written assignments and Mid-Term Exam</p> <p><u>Indirect:</u> Student opinion survey</p>	<p><u>Direct measures:</u> We expect “excellent” or “good” from 80% or more of students</p> <p><u>Indirect:</u> We expect 85% or more “agree” or “strongly agree” from students at the end of the semester</p>	<p>The instructor will review the assessment data and if changes are necessary she will meet with the Director of Undergraduate Studies to discuss the course. This will happen annually if necessary for the first two years the course is offered. Where problems appear, issues will be</p>
<p><b><u>ELO 2</u></b></p> <p>Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.</p>	<p><u>Direct:</u> Questions in written assignments and Mid-Term Exam</p> <p><u>Indirect:</u> Student opinion survey</p>	<p><u>Direct measures:</u> We expect “excellent” or “good” from 80% or more of students</p> <p><u>Indirect:</u> We expect 85% or more “agree” or “strongly agree” from students at the end of the semester</p>	<p>brought to the Director of Undergraduate Studies and the Chair of the department, and if needed, the whole faculty.</p>

## **Appendix: Assessment Rubric for Proposed NELC 3105: Lost Languages**

Two examples of direct measures:

- 1. Students will be given written assignments throughout the semester to assess their improvement with respect to ELO 1 and ELO 2. Student answers will be evaluated on a scale of Excellent-Good-Satisfactory-Poor. Example questions include:**
  - a. *ELO 1 example question:* What role did the shift in religious identity play in the death of the Cuneiform script?
  - b. *ELO 2 example question:* The decipherment of Egyptian hieroglyphs was accomplished during the European age of colonialism. How has this context shaped the common view of Ancient Egyptian linguistic and cultural origins? How have your views changed?
  
- 2. Sample of the questions from Mid-Term Exam that will be used to assess achievement of ELO 1 and ELO 2. These questions will be assessed on a scale of Excellent-Good- Satisfactory-Poor.**
  - a. *ELO 1 example question* What effect did the invention of the alphabet have on literacy rates?
  - b. *ELO 2 example question:* Plot the history of the Latin alphabet and how this impacts your understanding of ‘Western civilization’.

Indirect measure:

**Opinion Survey**

At the beginning and the end of the course, students will be asked to fill in an opinion survey. The survey will include self-assessment questions that evaluate their perceived abilities and skills related to the GE learning outcomes at the beginning of the semester and again at the end. The survey will also include several questions that will give students a chance to demonstrate mastery of the GE learning outcomes.

**Diversity: Global Studies ELO 1**

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree strongly

**Please explain:**

**Diversity: Global Studies ELO 2**

2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree Strongly

**Please explain:**

**FW: Urgent: Concurrence Request from Linguistics**

Liu, Morgan <liu.737@osu.edu>

Wed 12/16/2020 10:22 AM

To: Al-Jallad, Ahmad <al-jallad.1@osu.edu>; Smith, Jeremie S. <smith.12199@osu.edu>

Good news, Linguistics gives their concurrence. Ahmad, the comments below may interest you.

Morgan

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**From:** "Clopper, Cynthia" <clopper.1@osu.edu>  
**Date:** Wednesday, December 16, 2020 at 8:37 AM  
**To:** liu737 <liu.737@osu.edu>  
**Subject:** Re: Urgent: Concurrence Request from Linguistics

Hi Morgan,

The Department of Linguistics is happy to provide concurrence for your proposed course on Lost Languages. The course focuses about 2/3 on writing systems within the areal domain of NELC and about 1/3 on other areas of the world. It is also focused on principles involved in decipherment of writing systems in general. So, it touches on topics we would consider our (potential) 'domain,' but there is no real overlap with any course that we teach currently or have plans to teach. (And even if we did develop a course on writing systems and/or deciphering ancient languages, we would do it differently.)

Overall, it is an exciting course and we wish you good success with it.

Thanks,  
Cynthia

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Cynthia G. Clopper (she/her/hers)  
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